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Secretary of Higher Education

October 28, 2010

Pursuant to §10-211 (3) (ii) and §11-406 (d) of the State Education Article, the Maryland Higher Education Commission has reviewed and is submitting to the Senate Education, Health, and Environmental Affairs Committee, the Senate Budget and Taxation Committee, the House Appropriations Committee, and the House Ways and Means Committee the report on Plans for Programs of Cultural Diversity.

Based on the aforementioned statute, on or before August 1 of each year the governing body of each institution is to submit a progress report regarding the institution's implementation of its plan to the Commission. Included in this report are the progress reports from University System of Maryland institutions of higher education, Morgan State University, St. Mary's College of Maryland, community colleges, and the Maryland Independent College and University Association member institutions.

In the first report of the Plan for Programs of Cultural Diversity, the Commission was more interested in each campus having a clearly articulated plan for programs of cultural diversity, having implemented or established timelines for implementation of the plan, having a plan that addressed all segments of the institution and having a plan that was aligned with the diversity goals of the State Plan for Higher Education. Though a small minority of the institutions addressed the issue of faculty recruitment and retention, the majority of the reports focus on the recruitment of and demographic data pertaining to the student population along with campus based cultural awareness programs. This report is an update of the original 2009 Diversity Report.

Last year, after reviewing the reports, the Commission determined that there must be some consistency from institution to institution in order to conduct a meaningful review. Therefore over the last year the Commission developed a template which provides clear expectations for the plan of each campus and clarity as to the parameters for review. As a result the 2011 Diversity Report to the General Assembly will have a more in depth meaningful analysis of the plans and the progress being attained at each institution, which will assist in the policy decisions for higher education in the state of Maryland.

Sincerely,

James E. Lyons, Sr.
Secretary of Higher Education

REPORT
to the
BOARD OF REGENTS
on
PROGRESS OF INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY

MARCH 24, 2010

Background

Effective 1 July 2008, Senate Bill 438 and House Bill 905 require institutions of higher education to develop and implement a plan for a program of cultural diversity. If the institution already has a program of cultural diversity, The law requires a plan for improving it. Institutional plans must include:

- an implementation strategy,
- a timeline for meeting goals,
- a description of the way the institution addresses cultural diversity among students, faculty, and staff,
- a description of how the institution plans to enhance cultural diversity, if improvement is needed,
- a process for responding to reporting campus-based hate crimes and bias-motivated incidents that may occur on campus,
- a summary of needed resources, including State grants, to effectively recruit and retain a culturally diverse student body, faculty, and staff, and
- instruction and training of the student body, faculty, and staff at the institution to enhance cultural diversity programming and sensitivity.

On or before May 1 of each year each institution is required to submit its plan to the governing body for review. On or before August 1 the governing body is required to submit a progress report regarding the institution's implementation of its plan to the Maryland Higher Education Commission.

Cultural diversity is defined in SB 438 and HB905 as the inclusion of those racial and ethnic groups and individuals that are or have been underrepresented in higher education. However, based on advice from the Attorney General's Office as of May 15, 2008 that states: "a plan that will include race-conscious elements should not be implemented in a manner that will limit the elements of 'cultural diversity' solely to racial and ethnic considerations.", the University System of Maryland (USM) has taken a more inclusive approach to cultural diversity.

Without exception, institutional programs of cultural diversity are explicitly linked to institutional mission, vision, core values, strategic plan, and in many cases accreditation standards. Thus, there is variation as to how each institution approaches, implements, and enhances its program of cultural diversity. Although there are common themes, elements, and approaches across USM institutions, the implementation strategies, timelines, and resources for meeting the institutional goals of their programs vary as well.

Consistent with the requirements of this legislation, each USM institution submitted its plans for a program of cultural diversity to the Board of Regents for its initial review in March 2009. This 2010 progress report provides a brief summary of the more detailed institutional progress reports that are attached. As requested in the Board of Regents' initial review of institutional plans, data on student, faculty, and staff are provided in each institutional report. Although provided in separate crime reports to the Board of Regents, summary institutional data are also provided on hate crimes and bias-motivated incidents in a table below. Further, in spite of recent budget constraints, institutions have made progress in their programs of cultural diversity.

For brevity, selected institutional examples are provided throughout this report solely to illustrate the range of possible responses to implementing and sustaining programs of cultural diversity. While comparisons of institutional programs of cultural diversity are inevitable, it is more important to note the commonality and consistency of efforts to implement such programs across USM institutions. Thus, exemplary initiatives can be

found in every USM institution.

Develop and implement a plan for a program of cultural diversity.

Each USM institution submitted a plan for a program of cultural diversity that was approved by the Board of Regents in 2009. Institutional plans revealed considerable variation in the history, complexity, scope, organization, resource commitment, and level of institutional engagement in programs of cultural diversity across the USM. The successful development, implementation, and maintenance of programs of cultural diversity not only promote an appropriate campus climate, but also bring recognition. The University of Maryland, College Park (UMCP) is recognized as a leader in graduate diversity. The national magazine, *Diverse Issues Higher*, using 2007 graduation data, ranked UMCP 8th in African American doctoral degrees; 18th in Asian American doctoral degrees; 37th in Hispanic doctoral degrees; and 15th in total minority doctoral degrees. The ranking of 8th in doctoral degrees earned by African Americans put UMCP ahead of all major public research including five of its benchmarking peers. Recent reports have highlighted USM efforts with closing the achievement gap. The Education Trust cited three USM institutions as being among the Top Gainers in Underrepresented Minority Graduation Rates. Among public research universities, UMCP is ranked 14th and University of Maryland Baltimore County (UMBC) 22nd. UMBC is also one of the few Non-HBUs at which the minority graduation rate exceeds the non-minority rate. Among public master's institutions, Towson University (TU) ranked 8th in minority graduation rate gains.

Develop and implement a plan for improving an existing program.

Expansion of the scope and impact of cultural diversity beyond race and ethnicity has enabled institutions to be more reflective in their approaches to programs of cultural diversity. Significant in this regard is the integration of programs of cultural diversity with initiatives to close the achievement gap. Through on-going campus-wide, school, college, and department level strategic planning and evaluation of efforts, institutions have sought ways to improve their programs of cultural diversity and close the achievement gap concurrently. For example, Towson University recently completed Phase I and started step 1 of Phase II of a three-phase *Reflective Process*. It is a university-wide institutional transformation initiative for diversity with the goal of fostering a shift in campus climate toward inclusive excellence.

Using a variety of assessment methods and data analysis institutions are reviewing and modifying strategies and approaches to improve programs of cultural diversity on an ongoing basis. One example is the hiring of Chief Diversity Officer at Salisbury University (SU) to give leadership and accountability to SU's Cultural Diversity Plan. Another, at Bowie State University (BSU), is the launching of diversity training; establishing a Center for Global Initiatives; a Lesbian, Gay, Bisexual, Transgendered (LBGT), Queer, Questioning, and Allied Initiative; and the recognition of El Club de la Familia Espanola (Spanish Social Work).

The way the institution addresses cultural diversity among its students, faculty, and staff populations.

Each institution has implemented initiatives to advance cultural diversity among its students, faculty, and staff. Initiatives include, but are not limited to, formal academic programs, special cultural programs, marketing, recruitment, bridge programs, retention, support activities, as well as faculty/staff development and training. The University of Maryland, Baltimore (UMB) relies upon professional and academic accreditation to insure the most appropriate, current, consensus derived programs, activities, and expectations in the area of cultural diversity are provided by its Schools. For UMB, adherence to constantly evolving accreditations standards continues to be the most effective way to ensure that cultural diversity is acknowledged by and integrated in the various academic programs.

Every institution addresses programs of cultural diversity through the following efforts that are considered "good practice" nationally based on efficacy and engagement of the campus community. Full details can be found in the attached institutional progress reports.

- *Diversity Councils and or Diversity Officers*

Seven of twelve USM institutions have established mechanisms for the leadership, accountability, and maintenance of their programs of cultural diversity by creating high-level diversity councils, offices, and or appointing a chief diversity officer who reports to the president. Others use existing administrative councils or officers to provide leadership.

- **Councils, Committees, Offices, and or Diversity Officers**

Frostburg State University (FSU), *President's Advisory Council on Diversity*
 Salisbury University (SU), *Chief Diversity Officer, Office of Diversity*
 Towson University (TU), *Diversity Coordinating Council*
 University of Baltimore (UB), *Office of Diversity Education*
 University of Maryland Baltimore County (UMBC), *Diversity Council*
 University of Maryland College Park (UMCP), *Equity Council, Office of Diversity and Inclusion, and Four President's Commissions on Disability, Ethnic Minority, LGBT, and Women's Issues*
 University of Maryland University College (UMUC) *Office of Diversity Initiatives*

- **Existing Administrative Structures**

Bowie State University (BSU)
 Coppin State University (CSU)
 University of Maryland Baltimore (UMB)
 University of Maryland Center for Environmental Science (UMCES)
 University of Maryland Eastern Shore (UMES)

UMUC's Office of Diversity Initiatives is responsible for conducting awareness programs for staff, faculty, and students to promote understanding of diversity, tolerance, and to help maintain high morale within the organization. Programs are aimed at both students and employees. The Diversity Coordinating Council at TU is charged with facilitating the establishment and maintenance of an inclusive campus environment. Consisting of high-level administrators, the Council serves as a visible expression of the priority given to issues of diversity on Towson's campus.

- *Cultural Diversity through Academic Programs*

The scope of institutional efforts to advance cultural diversity through academic programs is very broad. These programs are designed around the study and scholarship of cultural diversity issues covering a broad spectrum of topics, including race, ethnicity gender issues, disability issues, LGBT issues, languages, religions, and cultures. The variation across USM institutions is a manifestation of institutional distinctiveness. The range of these efforts runs from the individual course level, through majors and departments to focused degree programs. Some are interdisciplinary.

CSU's School of Nursing Dominican Republic Initiative permits male and female nursing students from CSU to observe health care experiences of international populations in the Dominican Republic. In a focus on student achievement of General Education outcomes, Salisbury is completing an assessment of General Education that includes the development of student learning outcomes, alignment with the General Education Curriculum, and the development of a culture of assessment through training. TU offers ten programs/majors related to cultured diversity in such areas as African & African American Studies, Asian Studies, and Women's Studies. FSU has moved to include Women's and African American Studies in its programs of cultural diversity.

UB has expanded off-site learning programs, including law school learning opportunities in Aberdeen, Scotland and woven international trips into the business curriculum.

- *Cultural Diversity through Special Programs, Initiatives, Experiences, and Opportunities*

A critical element to advancing programs of cultural diversity for USM institutions is the development and maintenance of a network of offices, organizations, and programs for faculty students, and staff. While there is considerable variation across the USM due to institutional size there is consistency of effort—advancing and enhancing diversity and inclusiveness. These initiatives are complementary the councils and academic programs mentioned above.

Students Achieve Goals Through Education (SAGE) is one program in Towson’s cultural diversity and student retention plan. Program resources are used to foster academic achievement, personal development, and campus-wide involvement among entering students from diverse backgrounds. It is a retention program that uses peer mentoring. FSU is exploring the establishment of a support center to assist first generation domestic students for whom English is a second language. FSU also enhances the international climate on campus through increased international student enrollments, programming, and overseas opportunities for students and faculty. At UB, a recent assessment of the Cultural Outings Program held during the fall and spring semesters revealed that students could effectively articulate what they learned about different cultures and viewpoints.

Process for responding to reporting campus-based hate crimes and bias-motivated incidents

All institutions have a formal process for reporting campus-based hate crimes and bias-motivated incidents under the federal requirements of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. However, institution-wide response to such incidents involves offices outside of the criminal justice function to systematically address and calm potentially disharmonizing reactions in the overall campus environment.

Table 1 summarizes the campus-based hate crimes and bias-motivated incidents reported by institution.

Table 1												
2009 SUMMARY of Campus-based hate crimes and bias-motivated incidents												
	BSU	CSU	FSU	SU	TU	UB	UMB	UMBC	UMCES	UMCP	UMES	UMUC
Students	0	DNR	0	0	16	0	0	1	0	0	0	2
Faculty	0	DNR	0	0	1	0	0	1	0	0	0	2
Staff	0	DNR	0	0	2	0	0	1	0	0	0	3
TOTAL	0	DNR	0	0	19	0	0	3	0	0	0	7
DNR = Did Not Report												

Summary of any resources, including State grants, needed to effectively recruit and retain a culturally diverse student body, faculty, and staff.

Although institutions have been resourceful in reallocating, finding, and securing additional resources to support their programs of cultural diversity particularly to create a culturally diverse student body, faculty, and staff, there are severe budgetary challenges to their efforts. The adequacy and sustainability of resources severely inhibits the aggressive pursuit of institutional goals in these areas. The following examples illustrate the range of these challenges and the limits imposed on institutions. The attached institutional reports provide the details of their particular resource needs.

BSU has received some grants to assist in recruiting and retaining culturally diverse students, faculty, and staff. These include the Maryland Hospital Association’s *Who Will Care* grant for the Department of Nursing: Nursing

Education Performance Enhancement Program (2009-2014) and a Maryland Higher education Commission grant (2009-2013) accelerated BSN for 2nd degree and transfer students. UB will be using funds from a Law Schools Admission Council (LSAC) grant over the next three years to advance its law preparation program for minority students. However, FSU estimated in 2009 that its program of cultural diversity required an additional \$214,000. These funds could not be budgeted in FY 2010 and are unlikely to be budgeted in FY 2011. UMES indicates that to fully implement and realize the goals of their "Diversity Initiative", it will need additional recurring resources in the amount of \$567,000 for personnel, equipment, and professional development. UMCP like other institutions is using grant funds for some initiatives such as a second year of a \$2.4 million grant designating it as an Asian American and Native Pacific Islander serving institution. However, UMCP needs additional resources to:

1. Support the recruitment of diverse faculty and provide special faculty development and retention programs (\$3 million).
2. Develop special initiatives to close the student achievement gap (\$940 K); and
3. Enhance its student recruitment activities at the undergraduate and graduate levels, especially in the form of need-based scholarships and fellowships (\$5 M).

Enhance cultural diversity programming and sensitivity to cultural diversity through instruction and training of the student body, faculty, and staff at the institution of higher education.

Enhancing cultural diversity programs and sensitivity through instruction and training is ongoing and carried out in myriad ways across USM institutions.

UB is conducting surveys of faculty and staff to gather information relevant to the needs of a diverse workplace. In 2008 and 2009 the office of Diversity Initiatives at UMUC sponsored 57 individual programs serving 1,850 participants. In calendar year 2009, 475 individuals completed online training on Prevention of Sexual Harassment, including 238 students, 75 faculty, 138 nonsupervisory staff, 21 supervisory staff, and 3 individuals of unknown affiliation. At UMCES, diversity initiatives are currently the responsibility of Center administration. The newly created Equity Council involves representatives from each of the laboratories and Sea Grant. The Equity Council will create a forum for scholarly dialogue on diversity and develop benchmarks and metrics for measuring the institutions success in diversity. FSU holds an Annual Diversity Retreat that focuses on provide direct support to the members and advisors of student organizations in an effort to empower them to become more visible and effective on campus. The Diversity Office at TU has begun discussion with the Faculty Senate's Faculty Development Committee and the Office of Instructional Design and Delivery to support faculty, staff development opportunities, and explore issues of pedagogy, classroom dynamics, and student/faculty relations in an increasingly diverse institutional setting.

Conclusions

In this first progress report on institutional programs of cultural diversity, particularly noteworthy is the articulation of the critical connection that all institutions have made between plans for programs of cultural diversity and closing the achievement gap. While still in the early stages of both plans, the connection reveals a heightened sensitivity and commitment to the effective deployment of severely constrained resources. Moreover, this connection recognizes the interdependency. The goals of neither can be achieved without the other.

Anne Arundel Community College

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Office of the President

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

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

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

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

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

Martha A. Smith, Ph.D.
President

ANNE ARUNDEL COMMUNITY COLLEGE
Diversity Plan
2010-2015

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

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

The Diversity Plan includes five sub-objectives:

- Objective 1: Create and sustain a college culture and climate that welcome and support diversity
- Objective 2: Develop and implement a comprehensive system of responsibility and accountability for advancing the goals of the diversity plan
- Objective 3: Recruit, retain, and support the success of a diverse student population, especially those from underrepresented groups
- Objective 4: Infuse diversity into the curriculum
- Objective 5: Recruit, hire, retain, and promote a diverse workforce

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

Strategy 1.1: Assess campus climate

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

Division: President's Office

Facilitator: President

Timeline: 2007-2007

Status: **Completed**

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

Division: President's Office

Facilitator: President

Timeline: 2007-2007

Status: **Completed**

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

Facilitator: Diversity Committee

Timeline: 2008 - Ongoing

Status: **Under way**

Strategy 1.2: Develop Initiatives that create an inclusive college climate

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

Division: Learner Support Services

Facilitator: Vice President, Learner Support Services

Timeline: 2008-Ongoing

Status: **Ongoing**

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

Division: Learning Resources Management

Facilitator: Vice President, Learning Resources Management

Timeline: 2008-Ongoing

Status: **Ongoing**

Public Relations & Marketing staff checks for balance in stories and photos in all publications. Events in support of diversity are included in cultural arts calendars and news releases. Affirmative action statements appear on all college public documents.

Action 1.2.3: Assess and ensure the accessibility of facilities at all AACC locations

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

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

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

Division: Learning Resources Management
Facilitator: Vice President, Learning Resources Management
Timeline: 2008-2009
Status: **Under way; transferred to Vice President, LSS**

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

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

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

Posted on the AACC website. Events in support of diverse cultures and activities are still incorporated into the college's existing events calendars and news releases. Specific activities in 2010 included the Spanish Heritage Festival celebration and the Black History Festival.

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

Action 1.3.1: Create a Diversity and Multicultural Center

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

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

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

Included a comprehensive review of materials used to welcome students from a diversity perspective which led to Diversity FAQs being developed and posted on the AACC website.

See Attachment A for list of diversity initiatives occurring in 2009-2010 and compiled by the AACC Diversity Committee

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

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

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

Division: President's Office

Facilitator: President

Timeline: 2008-2008

Status: **Ongoing**

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

Division: President's Office

Facilitator: President

Timeline: 2008-2008

Status: **Completed**

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

Facilitator: Diversity Committee

Timeline: Ongoing

Status: **Ongoing**

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

Division: President's Office

Facilitator: President

Timeline: 2008-2010

Status: **Ongoing (see Action 2.3.1)**

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

Action 2.2.1: Continue to develop the college's Diversity Plan

Facilitator: Diversity Committee

Timeline: Ongoing

Status: **Ongoing**

Action 2.2.2: Develop a process model to annually review and update the Diversity Plan

Facilitator: Diversity Committee

Timeline: 2008-2008

Status: **Ongoing**

Strategy 2.3: Demonstrate continuous support for diversity initiatives

Action 2.3.1: Ensure that diversity initiatives are adequately funded

Division: All

Facilitator: President and Vice Presidents

Timeline: Ongoing

Status: **Ongoing**

In FY2010, the college funded a college-wide diversity training module which will be available to the college community in Fall 2010. In addition, the college has released the Diversity Manager position and will begin recruiting for this position in summer 2010.

Action 2.3.2: Review existing diversity initiative indicators and include new diversity initiative indicators among the Strategic Plan indicators of the Annual Institutional Assessment Report

Facilitator: PRIA, IAT and Diversity Committee

Timeline: Ongoing

Status: **Ongoing**

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

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

Action 3.1.1: Identify initial target population of under-served and under-enrolled students

Division: Learner Support Services

Facilitator: Dean, Student Services

Timeline: 2007-2007

Status: **Completed**

Action 3.1.2: Explore programs and services that have traditionally attracted male students

Division: Learner Support Services

Facilitator: Dean, Student Services

Timeline: 2007-2007

Status: **Completed**

Action 3.1.3: Identify new and existing programs that attract male students

Division: Learner Support Services

Facilitator: Dean, Student Services

Timeline: 2007-2007

Status: **Completed**

Action 3.1.4: Conduct a comprehensive retention analysis focusing on the various segments of the college population

Division: Learner Support Services

Facilitator: Dean, Student Services
Timeline: 2010-2012
Status: **Under way**

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

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

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

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

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

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

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

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

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

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

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

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

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

Division, Learner Support Services
Facilitator: Vice President, Learner Support Services

Timeline: 2007-2009

Status: **Ongoing**

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

Division: Learning

Facilitator: Vice President, Learning

Timeline: 2008-2009 and continuing

Status: **Ongoing**

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

The fall 2009 orientation program to open the academic year was devoted to diversifying the teaching and learning process: the keynoter from St. Cloud State University College led a panel of students, faculty and staff from diverse backgrounds who discussed multi-cultural education, focusing on racial, ethnic, gender and other diversity topics that arise in the classroom. Breakout workshops on Teaching Race, Tools for Diversifying the Classroom and Islamophobia in the Classroom have been presented to both full- and part-time faculty in fall and spring orientation sessions. A website has been launched to present tools and resources for faculty, including film resources held in the Andrew Truxal Library, <http://www.aacc.edu/ctp/>. The library has also invested in a variety of print and electronic resources related to diversity topics.

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

Division: Learner Support Services

Facilitator: Vice President, Learner Support Services

Timeline: 2008-2010

Status: **Completed**

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

Division: Learner Support Services

Facilitator: Vice President, Learner Support Services

Timeline: 2010-2012

Status: **Under way**

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

Action 3.2.7: Develop a Hispanic/Latino Outreach program

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

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

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

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

Began pre- and post-testing all ESL students using CASAS assessments. Based on assessments, placed lower achieving students in intensive classes in two areas of the county. Students in these classes achieved a 20% increase in test scores with just 12 hours of instruction. Attendance and retention in higher-level ESL courses by these students also achieved. ESL department is using this information to revise existing ESL curriculum and enhance reading and writing skills with a strong civics component.

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

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

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

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

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

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

Developing outreach plan designed for Asian student access and success.

Action 3.4.3: Include ESL student needs in planning for new World Languages learning lab

Division: Learning
Facilitator: Dean, School of Arts and Sciences
Timeline: 2008-2010
Status: **Ongoing**

Action 3.4.4: Explore opportunities to enhance and expand ESL and adult learning opportunities through both open enrollment and contractual opportunities to meet the needs of individuals, businesses, and organizations in the county

Division: Learning
Facilitator: Dean, Center for Workforce Solutions
Timeline: 2007-2009
Status: **Completed/ongoing**

Eight Center for Workforce Solutions (CWS) clients were offered 39 sections of courses focusing on diversity, for a total of 818 enrollments. Courses:

- **American Sign Language for Arundel Lodge, Inc.**
- **Basic English I for NSA**
- **Creating a Diverse and Harassment-free Workplace for Maryland Attorney General's office**
- **Reading Your World for NSA**
- **Spanish for Park Personnel – Maryland DNR**
- **Spanish for the Court Systems – Maryland Judiciary**
- **Spanish in a Healthcare Setting – BWI Medical Center**

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

Action 3.5.1: Expand and strengthen opportunities for international study in all disciplines

Division: Learning
Facilitator: Vice President, Learning
Timeline: 2008-2010
Status: **Ongoing**

The travel-study function has been realigned within the Sarbanes Center for Community and Public Service. The college plans to participate in consortium activities offered by the community colleges for adding trips to the current inventory. Partnership opportunities are expanding, e.g., world language and cultural exchange programming with the University of Sacred Heart in Puerto Rico. Additional disciplines are also expanding into the travel-study program and new travel experiences in existing disciplines are evolving: Paris for architecture students; a possible trip for literature students to England.

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

Through partners Global Corporate College and ONOM, Inc., training opportunities related to the Millenium Challenge Corporation were explored in Mongolia. Opportunity not funded in FY2010; Center for Workforce Solutions will continue to explore additional opportunities.

Ciena, headquartered in Linthicum, partnered with AACC and Global Corporate College to become the delivery mechanism for its unique carrier Ethernet training certification. The pilot for this project started with over 12 US locations; the first international location will be in the UK, with a 40-hour training class scheduled for June 2010. Additional classes likely will be offered throughout the next fiscal year at the London location to serve the needs of the European Union.

OBJECTIVE 4: Infuse diversity into the curriculum

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

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

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

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

Strategy 4.2: Assist faculty in addressing issues of diversity

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

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

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

Action 4.2.2: Encourage faculty to develop new diversity courses and curricular programs and new diversity-focused learning communities

Division: Learning

Facilitator: Associate Vice President, Learning

Time: 2008-2008

Status: **Ongoing**

The college revised its core competencies to include the following: “Awareness and understanding of the diversity and interdependence among cultures, communities and the environment.” Academic departments proposed a total of 60 courses to meet the general education requirement tied to this competency; in addition, two departments have proposed diversity across a sequence of courses within a program to also meet the requirement. The college’s Educational Policies and Curriculum Committee is completing work on adjusting the current eligibility criteria to accommodate other “diversity gen ed” eligibility proposals for cross-program eligibility.

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

Criterion #1

“The course has as its major focus one or more of the following elements of diversity: race, ethnicity, gender, disability, class, sexual orientation, age, and culture.” (College Catalog, Diversity Requirement)

Criterion #2

“The course looks at how ideas about diversity are shaped by culture and affect the way people think and live.” (College Catalog, Diversity Requirement)

Criterion #3

“The course links diversity to larger questions of power and privilege.” (College Catalog, Diversity Requirement)

Criterion #4

“The course helps students develop the knowledge and understanding needed to participate effectively in our diverse global, national, and local communities.” (College Catalog, Diversity Requirement)

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

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

Division: Learning

Facilitator: Associate Vice President, Learning

Timeline: 2008-2008:

Status: **Completed**

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

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

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

Division: Learning

Facilitator: Associate Vice President, Learning

Timeline: 2008-2009

Status: **Completed**

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

Strategy 4.3: Infuse global perspectives into the curriculum

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

Division: Learning

Facilitator: Vice President, Learning

Timeline: 2007-2009

Status: **Completed/ongoing**

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

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

Division: Learning

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

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

The TEACH Institute has added a two-part Spanish for Educators course sequence to enhance cultural competency in education. The Parenting Center has expanded programming for families with special needs children. Childcare training has added classes for the professional day care provider in special needs children, multiculturalism and early identification of learning disabilities.

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

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

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

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

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

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

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

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

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

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

Division: All

Facilitator: President and VPs

Timeline: 2008-2008

Status: **Completed**

Revised recruitment manual implemented, including new sections addressing "Hiring for Diversity." Manual also updated to reflect the general goals of an affirmative action plan. The human resources office has identified and is utilizing a complete list of diverse recruitment resources for each academic discipline and various staff positions.

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

Division: All

Facilitator: President and VPs

Timeline: 2008-2008

Status: **Ongoing**

The AAP was completed during FY2010 and hiring goals have been shared with college leadership. The Human Resources office works with hiring managers to ensure that hiring goals are met. Human resources has developed hiring manager training which will be open to the college community during the summer of 2010.

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

Division: Learning Resources Management

Facilitator: Executive Director, Human Resources

Timeline: 2007-2007

Status: **Completed in FY2009**

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

Division: Learning Resources Management

Facilitator: Executive Director, Human Resources

Timeline: 2007-2007

Status: **Completed in FY2009**

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

Division: Learning Resources Management

Facilitator: Vice President, Learning Resources Management

Timeline: Ongoing

Status: **Completed/ ongoing reporting**

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

Action 5.1.6: Identify content of diversity training

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

In FY2010, the college funded a college-wide diversity training module which will be available to the college community in Fall 2010. In addition, the college has released the Diversity Manager position and will begin recruiting for this position in summer 2010.

Action 5.1.7: Deliver mandatory diversity training to all employees

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

The office of Institutional Professional Development is currently working with the Human Resources office and the Federal Compliance Manager to finalize the delivery of mandatory diversity training for all faculty and staff. Students also will have access to this training as is appropriate.

- **Completed reviews of the available online diversity training modules**
- **Working with compliance officer for implementation and launch of online diversity workshop**
- **Projected college-wide launch July 2010 (FY2011)**

Action 5.1.8: Train a cohort of on-campus trainers skilled in facilitating workshops on diversity

Division: Learning
Facilitator: Vice President, Learning
Timeline: 2009-2010
Status: **Ongoing**

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

Action 5.1.9: Provide professional development opportunities related to diversity to support attainment of a climate that fully embraces inclusion so that all employees

recognize, value, and effectively manage differences and assist in the creation of a mutually respectful, inclusive, and equitable community

Division: Learning

Facilitator: Vice President, Learning

Timeline: 2009-2010

Status: **Ongoing**

The Office of Institutional Professional Development offered a variety of workshops to college employees throughout FY2010:

- **American Sign Language (IPD)**
- **Workplace Spanish (IPD)**
- **Multi-generational Workplace (IPD)**
- **ADA 101...The Who, How and Why of Accommodations (Student Services)**
- **Build a Veteran-Friendly Campus (Virtual Campus)**
- **Facilitating Learning In the Individual with a Traumatic Brain Injury (Virtual Campus)**
- **Improving Veteran Services (Virtual Campus)**
- **Meeting ADA Standards within Online Courses (Virtual Campus)**
- **Supporting Returning Veterans and Higher Education (Virtual Campus)**
- **Teaching the Millennial Student (Virtual Campus)**
- **Supporting and Retaining Underprepared Students (Student Services)**
- **Student Orientation for Diverse Student Populations (Student Services)**
- **Teaching Diverse Cultures & Diversity Awareness (Continuing and Professional Studies)**

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

Division: Learning

Facilitator: Vice President, Learning

Timeline: 2008-2009

Status: **Ongoing**

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

Specific workshops and seminars August 2009-present

Fall Orientation 2009—Multicultural Panel with faculty speakers and guest speaker Heather Hackman

Fall Orientation 2009—breakout session: Teaching Race in the Classroom

Fall Film Series 2009—Women’s Emotional and Physical Health

Spring Orientation 2010—breakout session: Addressing Islamophobia in the Classroom

Spring Film Series 2010—The LGBT Community and Civil Rights

Women’s History Month 2010:

- **Women in the Arts Celebration**
- **Andrea Gibson, winner of 2008 Women’s World Poetry Slam, performed her powerfully thought-provoking works**
- **Soapbox Sisters - AACC students and faculty performed dramatic readings of speeches delivered by daring, outspoken and audacious women from around the world and throughout history**
- **Vagina Monologues**

Fall Series:

- **3 Girls I know: Intimate Stories of Personal Responsibility**
- **In The Time of Butterflies**
- **If I Could: Breaking the Vicious Cycle of Child Abuse**

Spring Series

- **Tying the Knot**
- **Tell**

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

Action 5.2.1: Evaluate effectiveness of current internal reward systems and best practices

Division: Learning Resources Management

Facilitator: Executive Director, Human Resources

Timeline: 2008-2008

Status: **Completed in FY2009.**

Action 5.2.2: Modify the college's formal reward system for all college employees

Division: Learning Resources Management

Facilitator: Executive Director, Human Resources
Timeline: 2008-2009
Status: **Completed**

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

Action 5.2.3: Ensure equitable participation of diverse employees for both internal rewards systems and college reward and recognition programs

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

Action 5.2.4: Recognize individuals and organizational units for advancing campus climate objectives

Facilitator: President
Timeline: 2008-2010
Status: **Ongoing**

AACC DIVERSITY INITIATIVES

Gabriela Garcia Medina – Award-winning international poet, spoken-word artist and author with performances on stage, TV and in film

“Perspectivas Latinas!” Part of AACC’s celebration of National Hispanic Heritage Month

“Día de los muertos (Days of Remembrance)”
Cultural display of artifacts by AACC World Languages department faculty and students recognizes the traditional Mexican celebration.

“Out of Control: AIDS in Black America”
Practically ignored outside black communities, the startling rise in AIDS among black Americans is a major health concern. Hear discussions among major black leaders as well as men living with HIV. Peter Jennings performed the investigative work for this excellent documentary.
(41 minutes)

National Hispanic Heritage Month
“iPerspectivas Latinas!”

Pascal Center for Performing Arts Gallery
Oil and acrylic paintings by award-winning artist Karla “Karlismia” Rodas of Washington, D.C., an El Salvador native.

“iCelebremos La Herencia Latina!”
Exhibit of books on Latin America and the Caribbean sponsored by Truxal Library.

“A Celebration with Cantare”
Interactive musical performance by Patricia Vergara of Brazil and Cecilia Esquivel of Argentina. The duo blend songs in Spanish and Portuguese with facts on the music’s cultural and historical backgrounds.

“iSabor Latino!/Latin Flavor”
Dance performance by the Salsero Group of Baltimore, talk by award-winning artist Karla “Karlissima” Rodas (see exhibit above).

“Self-portrait” by Karlissima

“Afro Cuba,” part of the AACC celebration of Black History Month

“The Art of Women,” works by AACC faculty and students, part of the AACC celebration of Women’s History Month

Amaranth Coffeehouse Awards Night, AACC students can recite or read their original work at an open microphone or perform their original music songs

or

Music, Pop rock musician Ritchie Lam

Theater, “Urinetown, The Musical,” Tony award-winning musical

Exhibit, “AACC Student Art Show,”

Exhibit “Tariki,” mixed medium artworks by AACC students

Exhibit, “Budding Artists,” preschool art created by children attending the AACC Child Development Center

Honest Dialogue Across Race

Chinese Lion Dance

Is Beauty in the Eye of the Beholder?: Race, Gender and Beauty in the Era of Globalization

Bollywood Party/Celebration

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

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

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

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

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

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

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

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

An Annual Security Report is prepared by the Department of Public Safety to comply with the Jeanne Clery Act. The full text of the annual report is located on the department's website at www.aacc.edu/publicsafety/file/AnnualSecurityReport.pdf. This site may be accessed via the college home page at www.aacc.edu. The report is prepared in cooperation with the Anne Arundel County 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 Safety office.



Baltimore City Community College
Changing Lives...Building Communities

**INSTITUTIONAL
CULTURAL DIVERSITY PLAN
2009/2010**

Developed By Division of Student Affairs

In Consultation with Members from College Community and Legal Counsel

President's Message

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

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

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

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

Carolane Williams, Ph.D.

President

Cultural Diversity Plan

Introduction

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

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

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

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

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

Cultural Diversity Plans Required by Maryland Law

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

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

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

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

BCCC's Vision, Mission and Values

Vision:

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

Mission:

Baltimore City Community College (BCCC) provides outstanding educational, cultural, and social experiences to the residents of Baltimore City, the state of Maryland, and surrounding areas. The College's accessible, affordable, comprehensive programs include college transfer and career preparation, technical training, and life skills training. The College provides a variety of student services that meet and support the learning needs of an increasingly diverse student

population. BCCC is a dynamic higher education institution that is responsive to the changing needs of its stakeholders: individuals, businesses, government, and educational institutions of the community at large.

Core Values:

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

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

Recruitment and Outreach

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

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

Included in the Admissions and Recruitment plan are various activities that focus on specific populations around Baltimore City. Some of those activities include planned recruitment visits to community fairs, participation in the Latino Fest, Baltimore Book Festival, and recruitment visits to many of the religious-based organizations. These events help BCCC reach diverse audiences, which in turn help to increase diversity among applicants and ultimately the impact the diversity of the College's student body.

In 2007, the Admissions Office submitted a proposal to hire a bi-lingual recruiter to assist with outreach to the Latino/Hispanic community. The recruiter would be primarily responsible

for the recruitment activities targeted at the Hispanic/Latino Community and would serve as a translator to help Latino/Hispanic students more easily access student services and transition into the campus community. The need for this initiative will be revisited in the 2009/2010 fiscal year.

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

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

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

International Day – The College recognizes the contributions of different countries to the campus community and this is a celebration of excellence and diversity within our community. International students are encouraged to share their culture with their talents, using music, dance, art and spoken word (poetry). The activity is produced through collaboration between Admissions, Student Activities and the International Students Club.

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

and Mali. This activity is produced through collaboration between Student Activities, International Students Club and Admissions.

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

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

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

Mali Day Celebration – This was a celebration of Mali which included a presentation from the Malian Consular for the United States on the religion, political system, geographical terrain, agriculture and customs of Mali. Students were able to see traditional clothing and hear traditional songs from Mali. Several artifacts were brought from the Mali Embassy and put on display. Malian Students prepared traditional food and shared the origin of each dish. This activity is produced through collaboration between Admissions and the International Students Club.

Scholars Programs

Granville T. Woods Scholars

The Granville T. Woods Scholars program is the most prestigious honors program at Baltimore City Community College. The program is designed to recruit the top students from both private and public high schools throughout Baltimore city. The College admits a maximum of 25 students each year who meet the criteria for the program. Criteria for selection include a

cumulative GPA of 3.0 from high school, excellent counselor recommendations, strong SAT scores and placement into college level courses. This program pulls students from all over the city, specifically from high schools and neighborhoods where the college does not enroll great numbers of students.

Reginald F. Lewis Scholarship Program

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

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

Minority Enrollment

The percentage of minority student enrollment at BCCC has always exceeded the corresponding percentage in our service area; 91% of BCCC’s fall 2008 undergraduates were minorities, compared to 68% of the City’s population.

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

Student racial/ethnic distribution	Fall 2005	Fall 2006	Fall 2007	Fall 2008
a. African American	80.8%	82.3%	81.7%	80.7%
b. Asian, Pacific Islander	2.0%	1.2%	1.5%	1.5%
c. Hispanic	1.2%	1.2%	1.3%	1.3%
d. Native American	0.3%	0.3%	0.2%	0.2%
e. White	9.1%	9.8%	8.8%	8.1%
f. Foreign	6.6%	5.2%	6.5%	8.2%

Minority student enrollment compared to service area population	Fall 2005	Fall 2006	Fall 2007	Fall 2008
a. Percent non-white enrollment	90%	90%	93%	91%
b. Percent non-white service area population, 18 or older (not benchmarked)	68%	68%	66%	68%

Using Financial Aid and Scholarships to Promote Diversity

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

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

Support for Student Success

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

The Student Affairs division is actively engaged is supporting a diverse learning environment and in be responsive to the diverse learning needs of the student population. The Student Affairs Division in collaboration with the Human Resources Office within the Division of Finance and Administration are working to incorporate a staff development module on

Command Spanish for frontline employees to expand their communication with students for whom English is not the first language.

Other Services offered by the College include:

- Pre-admission advising to help students make informed decisions about their enrollment goals and plan for success on the front end of the experience;
- Orientation to help familiarize students with processes, procedures, rules and regulations and registration at BCCC;
- Placement testing to evaluate the students level of academic preparation and where they should begin their academic journey;
- Advising services to help students understand the enrollment process, make course selection decisions and develop an academic plan for pursuing their academic goals.
- Career development and job placement services to assist students with choosing a major and associating it with a career, development of a career plan, internship/cooperative education and job placement.
- Financial aid services are provided so that students can secure the resources needed to pay college-related costs;
- Center for Academic Achievement, tutoring labs for reading, mathematics, sciences and fashion design to assist students with the additional support needed to master the course content;
- Student activities so that students can develop fully through engagement with other students, faculty and staff outside the classroom in ways that enhance their learning;
- Student clubs and organizations that allow students the opportunity to develop as leaders, expand their view of the world, organize around common interests and engage in co-curricular programs that establishes a connection between student development and classroom learning.

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

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

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

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

Diversity among Faculty and Staff

Minorities constitute 56% of full-time faculty and 70% of full-time administrative/professional staff. The College advertises via many venues to recruit a diverse candidate pool for hiring including the Chronicle of Higher Education, Monster.com, Hispanic Outlook, Women's Chamber of Commerce, Diverse Issues in Higher Education, Highered.com, Hispanic Chamber of Commerce, and the BCCC website. The Human Resources Office also participates in job fairs held in Baltimore City in order to promote recruitment of minorities for job openings.

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

Campus Environment

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

Reporting Hate Crimes

Reporting incidences considered to be a hate crime is addressed in 34 CFR 668.46 and promulgated under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crimes statistics act and amended by Section 488 (e) of the Higher Education Opportunity Act.

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

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

- Alert Public Safety who will conduct an interview with the victim and any known witnesses (in private, if possible).
- Promptly secure the area, preserve the crime scene and all available evidence.
- Public Safety will contact Baltimore City Police Department to request an investigation and processing of the crime scene.
- Photograph the crime scene.
- Public Safety will prepare a clear, concise and complete report which is forwarded to the Chief of Public Safety as quickly as possible.
- Public Safety will also provide a copy of the incident report to the Vice President of Student Affairs for consideration regarding violation of the Student Code of Conduct.

- Public Safety will be responsible for reporting all incidents of hate crimes found to be true in accordance with the requirements of the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act.

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

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

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

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

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

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

English Language Institute is a complete academic program for college-bound students and others seeking language enrichment. Pre-ELI courses precede the three ELI proficiency levels.

Academic Track courses in core skills prepare students for direct entry into English 101 and other credit courses. Support classes further extend language skills.

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

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

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

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

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

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

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

Other BCED Initiatives that support diversity:

1. International Film Festival: Every November, this is held in conjunction with National Education Week to let students know about different cultures through film screenings with coursework tie-ins.
2. BCCC Cultural Heritage Day: A new college tradition, last year ESL staff helped organize the first observance honoring Nepal.
3. International Students Club: This student group meets regularly at Harbor Campus to involve BCED ESL students in addition to Liberty Campus credit program students. Betsy Mackey is a club advisor.
4. Latino Fest: BCCC has a table at this annual East Baltimore Festival. This festival is heavily attended by Latino population in Baltimore.
5. All Nations Day: Over 300 BCCC students, faculty, and staff as well as community partners attended this 2-day celebration of world cultures represented by non-credit and credit students at BCCC. Students gave musical performances, presented visual displays, and saw videos about the political realities that caused Somali Bantu refugees to come to

the US. Students from Patterson High School were brought to Harbor Campus to participate.

6. ESL High School Summer Programs: Two classes per summer teach ESL students primarily from Patterson High School academic English, assist with acculturation, and inform students about preparing for college. A major goal is to build college awareness and encourage students to think of attending BCCC or another higher education institution.

Nepali Cultural Day Starts New BCCC Tradition

Nepali Cultural Day initiated a new tradition of recognizing and celebrating the diverse international cultures represented on BCCC's campus. As the 1st Annual International Heritage Day, this event will be the model for celebrations each year. The ambassador from Nepal, and many special guests from the local Nepali community in the Baltimore-Washington region including international recording artist, Prem Raja Mahat, attended.

Over 300 Nepali students attend BCCC academic credit programs, comprising the largest contingent among the College's 1,100 international students from 114 countries. Baltimore has received many ethnic Nepali refugees from several extended families in Bhutan. Ethnic Nepalese and Iraqis will constitute the bulk of our new students in refugee programs. The event helped deepen the collective understanding of the rich diversity of Nepal and its people.

International Education

An International Education Committee has been formed at BCCC. To underscore the important of diversity amongst the College leadership, this committee is chaired by the president. Members of the committee come from all across the College. The International Education Committee has three sub-committees—Internationalizing the Curriculum, Study Abroad and Understanding and Appreciating Current Diversity of College Faculty, Staff and Students. The purpose of the International Education Committee is to ensure that our graduates and others who study at BCCC are globally educated and able to live, work and succeed in a complex world that is becoming increasingly interconnected through art, culture, politics, economics, geopolitics and the like.

Implementation Strategy with Timeline for Meeting the Goals of the Plan

Institutional Goals and Action Plan

1. Develop strategies for recruitment of Latino/Hispanics and White residents in Baltimore City and the surrounding areas where under-represented groups within the campus

community live and endeavor to increase their enrollment by ten percent by August 1, 2010.

Actions Steps:

- Identify high schools where a significant numbers Latino/Hispanic and White students attend and schedule recruitment activities
 - Invite prospective Latino/Hispanic and White students to campus for recruitment activities
 - Identify community organizations and develop partnerships
 - Identify influential Latino/Hispanic and White individuals in the community that can assist with access and delivery of recruitment message
2. Establish an interdisciplinary team which will include members of the institution's top administrative levels who will evaluate at regular intervals the data, programs and services to assess institutional progress towards creating a diverse campus community.

Actions Steps:

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

Timeline

Efforts will begin immediately to implement the plan with the timeline focused on the August 1 2010, reporting deadline to the Maryland Higher Education Commission.

Conclusion

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

and will always be available to those who meet the employment qualifications, regardless of their race, sex, national origin, sexual orientation. Continuous efforts will be made to have a faculty that reflects the campus student population and the larger community from which our students come.

Institutional goals have been established to help Baltimore City Community College achieve its mission which values the diversity of the larger community that we serve. We will strive to devise strategies that are appropriate for the successful accomplishment of our goals. A system of review and assessment will be incorporated to monitor our ongoing effectiveness.

2010 PROGRESS ON IMPLEMENTATION OF CULTURAL DIVERSITY PLAN

Update on Goal #1

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

Action Steps	Results of Action Steps	FY11 Follow up needed
Identify high schools where a significant numbers Latino/Hispanic and White students attend and schedule recruitment activities	Identified (12) BCPSS High Schools where these groups that underrepresented at BCCC attend. Routine recruitment activities held at all schools during the recent recruitment year.	Recommend analyzing data for patterns- which majors seem to be the best draw, which students have persisted, contact students who have not been successful persists/completers.
Invite prospective Latino/Hispanic and White students to campus for recruitment activities.	General recruitment activities at high schools, and at ESL/GED classrooms.	Request permission of high school counselors to form focus groups to discuss why peers have not come to BCCC, and what students are seeking. Involve Latino and white Admissions Ambassadors in making these invitations at high schools. Attend more cultural events where predominantly Latino and white prospects might attend. Partner with Academic Affairs and Student Life to create programming and lectures

		available on social media that promote themes of interest to targeted groups such as Hispanic Heritage month, immigration debates, lectures on Latin American history.
Identify community organizations and develop partnerships.	BCCC already maintains healthy relationships with Centro de la Comunidad, Education-Based Latino Outreach, USHYEE, particularly through ESL and GED. BCCC's Coordinator of Recruitment and Admission and International Student Services is serving on the planning committee for the BCPSS Hispanic Heritage month Celebration.	Coordinate better with BCED to maximize impact through community organizations; create focus groups at these organizations; enlist BCED staff to introduce Recruiters to staff at these organizations.
Identify influential Latino/Hispanic and White individuals in the community that can assist with access and delivery of recruitment message.	Initial list includes dozens of influential Latino and white community leaders.	Set up appointments with each to discuss at length ways for partnering, request feedback on BCCC message, and open dialog about relevancy of BCCC locations and offerings.

Update on Goal #2

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

14. Community member	To be indentified
15. Community member	To be indentified

Additional Diversity Goals for FY11

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

Action Steps:

- Determine and document training goal(s)
- Recommend amendment of the policy which requires that each employee of the College take 40 hours of professional development and require that a certain portion to be determine be cultural diversity training
- Contact the Professional Development Office and have them add the course to the course offerings
- Identify educational delivery method that best suits wide participation at the College
- Track faculty and staff participation
- Report results; if required, report those that have not complied with the policy

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

Action Steps:

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

In order to assure that cultural diversity goals are achieved, the topic and the efforts associated with it will become a standing agenda item for the President’s staff. Also, the College’s efforts towards implementation of its cultural diversity plan will become part of the Instructional Affairs Committee agenda that will monitor and report periodic progress to the Board of Trustees (BOT).

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

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



CARROLL
COMMUNITY COLLEGE

Diversity/World View Strategic Improvement Plan FY 2010

**Carroll Community College
1601 Washington Rd
Westminster, MD 21157**

Carroll Community College Diversity/World View Strategic Improvement Plan

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

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

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

Introduction

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

Existing Institutional Goals Relating to Diversity/Global View

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

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

- **General Education Competencies Statements**

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

Gen. Ed. Competency 6: Global Awareness

Students will acknowledge and comprehend the beliefs, behaviors, and values of diverse populations within a global environment.

Toward attaining this goal, students will:

- *Analyze and evaluate the significance of cultures and societies from a variety of perspectives*
- *Explain the impact of economic, political, and technological changes on diverse cultures*
- *Examine the interdependence of humanity*
- *Appreciate the commonalities and the differences among world cultures*

General Education Competency 7: Personal Development and Social Responsibility

Students will recognize and engage in personal and social behaviors responsible for the wellness of self and community.

Toward attaining this goal, students will:

- *Develop a framework for ethical decision making and personal responsibility*
- *Examine how personal behaviors affect self and others*
- *Collaborate with others to achieve a common goal*
- *Participate in and reflect on personal learning experiences*

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

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

Existing Diversity Monitoring Processes

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

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

Diversity/World View Committee

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

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

The committee's ongoing charge is to:

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

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

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

Goals, Intended Outcomes, Activities, and Assessment Measures

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

I. Curriculum

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

Intended Outcomes:

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

Activities:

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

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

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

Activities:

- a. *The Diversity/World View committee will promote specific competencies relating to cultural competency to be used in campus-wide staff development and student development activities.*
- b. *The Diversity/World View committee will work with existing faculty and staff development committees to redefine and expand programs and development experiences designed to continuously build cultural competencies among staff.*
- c. *Develop and convene yearly an external Diversity/World View Advisory Committee to provide input and feedback to the college on the development of our goals.*

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

Activities:

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

Activities:

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

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

II. Learning Environment

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

Intended Outcomes

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

Activity:

- a. *Enhance diversity awareness through additional recruitment and admissions marketing informational resources and activities and track those activities in the yearly student affairs plan.*
2. The college will maintain open access to programs assuring equitable opportunity to enter and succeed within all college programs.

Activity:

- a. *Monitor recruitment process and participation rates within all college programs*
3. Improve student success and retention by emphasizing the importance of valuing both our differences as well as our commonalities.

Activities:

- a. *Reinforce Diversity/World View competency development through first advising session and orientation activities.*
- b. *Monitor and meet or exceed the college's recruitment and achievement goals and enhance recruitment and persistence efforts targeted to underrepresented groups*
4. Impact retention via "High Impact" programs designed to engage students in applying their learning experiences outside of the classroom using service learning, academic communities, and internships designed to foster cultural awareness and global view perspectives.

Activities:

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

- a. *Service Learning*
- b. *Academic Communities*
- c. *Leadership Challenge*
- d. *Cultural competencies certification*
- e. *Expand Leadership Challenge to include perspectives on diversity/global view*
- f. *Implement a World View Competencies completion certificate and recognition program*
5. Provide students with exposure to a variety of transfer and post-graduate options.

Activity:

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

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

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

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

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

III. Student Achievement

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

Intended Outcomes

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

Activities:

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

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

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

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

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

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

IV. Employee Development

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

Intended Outcomes:

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

Activity:

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

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

Activity:

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

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

Activities:

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

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

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

V. Integrity Code and Policy on Hate Speech

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

Carroll Community College Code of Integrity

An institution of higher learning can make its maximum contribution to society by upholding the highest standards of integrity, honesty, and ethical behavior among its students, faculty and staff. All individuals in the College community are expected to obey the law, show respect for one

another and properly constituted authority, perform contractual obligations, maintain integrity and high standards in academic work, and observe a standard of conduct appropriate while at the College. In response to this belief and ideal, Carroll Community College has adopted a Code of Integrity to foster and promote a sense of respect and consideration of others, and to uphold certain standards of academic honesty and social conduct. The Code of Integrity adopts five fundamental values for Integrity as framed by the Center for Academic Integrity and embraced by more than 200 educational institutions nationwide. These five fundamental values are Honesty, Trust, Fairness, Respect, and Responsibility; and they serve as the foundation for understanding and abiding by the Code of Integrity at Carroll Community College.

Honesty

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

Trust

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

Fairness

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

Respect

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

Responsibilities:

Student Responsibilities

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

Faculty Responsibilities

It is the responsibility of faculty members to ensure the academic rigor of their courses; that the content of their courses is consistent with the description of the courses in the college catalog; make all reasonable efforts to deter academic dishonesty and report academic dishonesty when it occurs. Faculty

should provide clear expectations, give full and honest feedback; value and encourage student aspirations and goals.

Institutional Responsibilities

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

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

Student Involvement

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

Student Rights

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

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

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

Protection against Improper Disclosure: information about student views, beliefs, and political associations which professors acquire in the course of their work as instructors, advisers, and counselors

should be considered confidential. Protection against improper disclosure is a serious professional obligation. Judgments of ability and character may be provided under appropriate circumstances, normally with the knowledge or consent of the student.

Honor Pledge

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

Hate Speech Policy

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

Carroll Community College

Diversity/World View Strategic Improvement Plan

Update: July 30, 2010

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

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

Steering Team:

Steering Team Chair: Steve Geppi,

Members: Bob Young, Shawntay Stocks, Sylvia Blair, Becki Maurio

IR Department Rep to all committees: Jean Marriott

Charge to the Steering Team Leaders: *Oversee the development and implementation of the college's Diversity and World View Strategic Improvement Plan. Develop reports and communicate progress regarding the development and fulfillment of the plan and its goals and objectives to the Executive Team, PAC, campus constituent groups, and the Maryland Higher Education Commission (MHEC).*

Working Committees:

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

Chair: Bob Young (representative from Academic Council), Co -chair, Mike Stovall

Members: Hugh Warner, François Derasse, Joyce Sebian, Sally Long, student

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

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

Chair: Shawntay Stocks

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

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

Employee Development (Executive team Liaison - Alan Schuman)

Chair: Sylvia Blair

Members: Alan Bogage, Cindy Larrick, Shanelle Hopkins, Sharon Reed, Carol Kolb

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

Marketing and Outreach (Executive Team Liaison - Craig Clagett)

Chair: Becki Maurio

Members: Vince Leisey, Candace Edwards, Nancy Kimball, Student

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



Cultural Diversity Plan

2009 - 2011

CECIL COLLEGE

Vision Statement

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

Mission Statement

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

Core Values

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

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

Strategic Initiatives

Strategic Initiative 1: Cecil College will place innovative learning opportunities, academic excellence, and student success at the forefront of all we do.

Strategic Initiative 2: Cecil College will expand its pattern of responsible enrollment growth, enhance its learning facilities and continue to broaden its course and program options.

Strategic Initiative 3: Cecil College will develop and allocate human, fiscal, and technological resources to ensure academic excellence.

Strategic Initiative 4: Cecil College will create educational opportunities for a diverse community of learners and business partners that stress access, flexibility, and timely learning solutions.

DEVELOPMENT AND IMPLEMENTATION TIMELINE

Phase I Development of Strategic Directions

- September 2008 A review of the College's 2007-2009 Diversity Plan was completed. Notable progress in the area of diversity was documented based on the actions that were advanced from the 2007-2009 planning document. Although there was evidence of significant progress, it was also evident that diversity was an important objective that must remain an institutional priority. A committee was formed of college and community representatives to develop a framework for the next diversity planning document.
- Oct-Nov 2008 The College committee met to discuss the strategic objectives that should be included in the next planning document. The group recommended that the strategic objectives be edited and respond to the needs of a growing student population. The recommendations of the committee included: 1. Student Recruitment, Retention, and Academic Success, 2. Promotion of Cultural Activities in Collaboration with Community Partners, 3. Inclusiveness and Critical Thinking in the Curriculum, and 4. Cultural Diversity in all areas of Employment and Professional Development. The committee recommended that these suggestions be forwarded to the Cecil College Minority Student Service Advisory Board (MSSAB).

Phase II Development of Strategic Directions

- Nov-Dec 2008 The MSSAB met to develop feedback to be used to refine the final draft of the plan. Members were provided with demographic data related to diversity throughout the County and suggested strategic objectives to be included in the plan. The group convened student focus groups, made revisions, and suggested actions to be included in an operational plan.
- December 2008 A comprehensive draft of the Cultural Diversity Plan was presented to the MSSAB. The document included all of the feedback and actions that were identified by the committee.
- February 2009 The Maryland Higher Education Commission endorsed the implementation of Education Article, Annotated Code of Maryland 11-406 (b) (1) (iii). The College reviews their plan to adapt to state requirements.
- March 2009 The new legislation is reviewed with MSSAB and adaptations are discussed and approved.
- June 2009 The revised plan is approved by the Board of Trustees.

Phase III Implementation of the Diversity Plan

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

Outcomes of 2007-2009 Cultural Diversity Plan

Overview

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

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

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

Student Recruitment, Retention & Academic Success

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

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

- Traditional recruiting efforts include Cecil staff and students visiting the five public high schools in the County. The annual campus visitation program-Minority Recruitment Day, fosters higher education opportunities for minority students. Approximately 65 CCPS students attend each year. Students attending Minority Recruitment Day continue to further their education at Cecil College and other colleges. Minority students now comprise 12.2% of the Colleges enrollment, almost twice the diversity rate for the county.
- Cecil County Public Schools work closely with the College to encourage higher education for minority students. Elkton HS has the largest minority student population and has the greater number of students attending Cecil College. For this reason, minority outreach programs are offered multiple times each year at Elkton HS.

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

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

- Additional recruiting efforts that attract traditional age students include the annual Unity in the Community Festival, sports programs, and advertisements in church, fraternity, sorority and civic program brochures. Cecil College in partnership with Cecil County NAACP hosts an annual Minority Scholarship Night. The 2008 scholarship award recipient attends Cecil College. Thirty students, parents and educators attended the February 3, 2009 Minority Scholarship Night held at Wright’s AME Church in Elkton, MD. Cecil College Offices of Financial Aid and Minority Student Services facilitated this event.
- Recruitment of nontraditional minority students resulted from church visits, community activities, local businesses and social service agencies, and from personal contact with students.
- Recruitment of students from the Adult Basic Education and the General Equivalency Diploma (ABE/GED) Programs to credit programs, continues to be a work in progress. In FY ‘09, one of four students completed the GED Exam and registered for credit courses.
- Members of the College’s Elkton Station Diversity Team, provide activities and programs to assist students in transitioning from noncredit to credit enrollment. Students receive cards of encouragement and calls from members of the Team persuading them to continue their education.
- Retention strategies included the College’s academic monitoring program, minority staff advising minority students, academic success seminars, and an increase in the number of Minority Student Union Advisors from one to three. The two new Club Advisors represent the offices of Academic Advising and Financial Aid. As such, success mini sessions are included in the Minority Student Union Meetings and activities. In the fall 2008 Time Management and MyCecil Minority workshops were held. During the spring 2009, advisors guided students in the use of the new portal. MSSAB members mentored students to assist with retention of minority students.

Collaboration with Community Partners

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

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

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

Curricular Connections

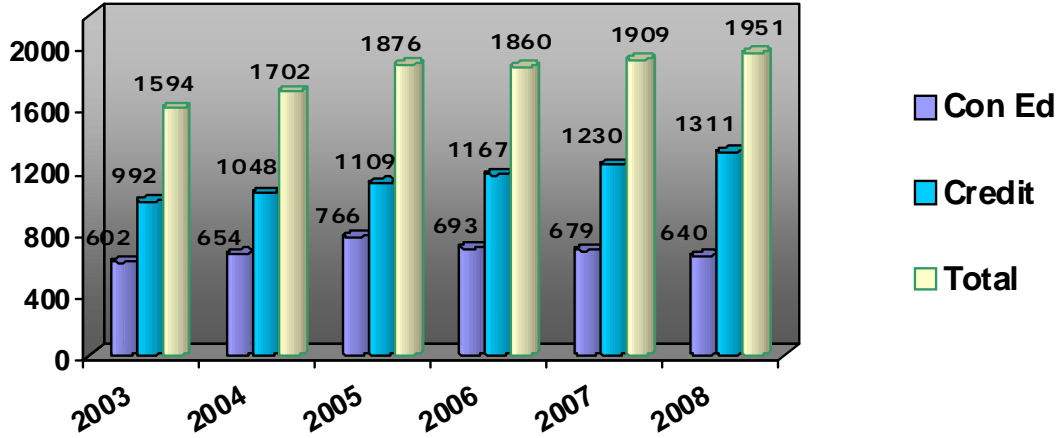
- The College ensures diversity and cultural competency is embedded in the curriculum and is accentuated in campus programs. The Faculty organized the Cecil College Speakers Series to ensure diversity and global issues are integrated in the student's learning outside the traditional classroom.
- Students have an opportunity to visit classrooms where guest speakers discuss different topics in diversity including race, sexual orientation, gender, disabilities and veganism.
- Students are awarded extra credit for attending diversity activities at our partner schools. For example, on October 13, 2008 the University of Delaware offered a Brown Bag Seminar entitled "...and so, is America ready for a Black President, or not?" The presenter, David C. Wilson, Assistant Professor, Political Science and International Relations, University of Delaware, later became our January 29, 2009 speaker for Cecil's Dr. King Celebration.
- The Office of Minority Student Services sponsors scholarly and engaging activities at the North East and Elkton Station Campuses. The list includes:
 - ▀ Hispanic Awareness – September 21, 2008
 - ▀ Native American Heritage Month – November 20th , and 25th , 2008
 - ▀ Dr. Martin Luther King, Jr. Convocation – January 29, 2009.
 - ▀ Black History Month Celebrations – February 12th and 26th , 2009.
 - ▀ Women's History Month – March 31, 2009.

Cultural Diversity in all areas of Employment and Professional Development

- Cecil College, an equal opportunity/affirmative action employer and educator, is committed to diversity. The College strives to employ a diversified work force that reflects the student population. The Student Services and Institutional Effectiveness Staff is the Division that employs the highest level of African American staff members among the full-time ranks. The Division employs two African American Males and five African American Females.
- Notable increases have occurred among full-time faculty in other minority categories to include the most recent hire in the Physics/Engineering department.
- Professional development training opportunities are available for full- and part-time employees throughout the year.

**SITUATION ANALYSIS BASED ON
INTERNAL FACTORS**

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



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

Credit Enrollment by Race – Fall Semester

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

Source: Cecil Factbook

Credit Enrollment Summary - Fall 2008

RESIDENCY

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

SELECTED DEMOGRAPHIC INDICATORS

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

DIVERSITY

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

AGE

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

Source: 10/8/08 Daily Enrollment Report

Graduation Rates 2007-2009

2007 Ethnicity of Graduates

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

Total Graduates: 177

2008 Ethnicity of Graduates

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

Total Graduates: 206

2009 Ethnicity of Graduates

African American	12	8% of graduating class
Asian	2	1% of graduating class
American Indian	0	0% of graduating class
Hispanic	4	1% of graduating class
Other	0	0% of graduating class
Total Graduates: 182		

Situational Analysis Based on External Factors

CECIL COUNTY PROFILE

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

Z: Value greater than zero but less than half unit of measure shown

Source: Cecil County MapStats from FedStats

EDUCATION (U.S. Census 2000 Information)

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

BUSINESS MAPSTATS (1997 Cecil County MapStats from FedStats)

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

**Operational Plan for the
Cultural Diversity Plan Objectives
2009 - 2011**

Student Recruitment and Retention
Operational Objectives

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

<i>Targeted Actions</i>	<i>Targeted Outcomes & Dates</i>	<i>Person(s) or Office Responsible</i>	<i>Reporting Progress & Dates</i>
Enhance recruitment activities to increase the enrollment of minority students	<ul style="list-style-type: none"> • Increase the enrollment of adult learners by 5% through targeted outreach events for students 25 or older by Dec. 2009 • Participate in 4 community events & programs in geographic locations where more minority residents can be informed of college opportunities • Target “Making A Difference” and “Grow Our Own” students as prospective CC students 	Min. Serv.: L. Hoxter CE: C. Fletcher Recruit.: Mishoe	<ul style="list-style-type: none"> • Follow-up contact has been made to all students who attended spring outreach programs. Students were contacted via direct calls and mailings. • Fall '09 semester reflected a 10.6% increase in enrollment. • Participated in summer church events to recruit students. • Preliminary fall '10 enrollment showing a slight increase of 17.0%.
Improve retention rate of minority students	<ul style="list-style-type: none"> • Expand upon the successes of the AIM Project, workshops and retention activities by Sept. 2010 • Increase retention among minority students by 5% by 2011 • Expand on the “Each One Reach One” Minority Student Union peer retention efforts to increase retention. 	Min. Serv.: Hoxter Advising: Swan, Lampkin Resource: MSSAB membership	<ul style="list-style-type: none"> • Retention Committee mtg. plans are underway to enhance retention strategies for the College’ Success Seminars. • The multicultural student ambassador program was formalized. Cecil students were paired with entering freshmen and acted as a peer resource throughout academic year. • Academic success seminars were hosted for MSU membership to share study tips, test-taking techniques, and time mgmt. skills.
Increase the rate of enrollment of Cecil County High School minority graduates in CC	<ul style="list-style-type: none"> • Target minority students enrolled in the College Bound and on-site programs as prospective Fall enrollees and increase participation rate by 2 students/high school each yr. through fall 2011 • Increase CCPS minority graduate enrollment at CC by 4% by fall 2011 	Min. Serv.: Hoxter Reg.: Weekes Advising: O’Brien	<ul style="list-style-type: none"> • Through outreach lists and referrals from CCPS, students have been identified. Data regarding the response will be available in mid semester. • The spring '10 cultural diversity recruitment day increased participation to 64 CCPS students.
Increase the rate of enrollment of minority GED students in credit programs	<ul style="list-style-type: none"> • Increase the enrollment by 3 GED graduates/year through 2011 • Target grads thru direct mail, advising, and campus visits in AY 2009-2010 	Min. Serv.: Hoxter Advising: Swan CE: Fletcher	<ul style="list-style-type: none"> • Collaborated with GED staff to offer college prep seminars for students in spring '10. • Special workshops hosted for GED candidates in summer '09 and spring '10. •

<i>Targeted Actions</i>	<i>Targeted Outcomes & Dates</i>	<i>Person(s) or Office Responsible</i>	<i>Reporting Progress & Dates</i>
<p>Increase the promotion of financial aid options to minority populations as a recruitment tool</p>	<ul style="list-style-type: none"> Secure scholarship funds to assist students with educational needs by contacting non-traditional resources (fraternities, sororities, community groups) 	<p>Hoxter, Lockhart, Resource: Advisory Board</p>	<ul style="list-style-type: none"> Financial Aid segment included in the spring '09 & '10 minority recruitment day for CCPS students. A scholarship seminar was held for NAACP in spring '10. Twelve prospective students attended. Alpha Phi Alpha Fraternity awarded a full scholarship for a Cecil graduate to transfer to a 4-year college.

Cultural Activities in Collaboration with Community Partners

Operational Objectives

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

<i>Targeted Actions</i>	<i>Targeted Outcomes & Dates</i>	<i>Person(s) or Office Responsible</i>	<i>Reporting Progress & Dates</i>
Increase the number of joint programs hosted by CC and CCPS to increase college and career awareness among minority students	<ul style="list-style-type: none"> Expand upon the “Making a Difference” and “Grow Our Own” programs Host Career Event utilizing members of the Minority Advisory Board 	Min. Serv.: Hoxter Car. Dev.: Coston	<ul style="list-style-type: none"> Met with Advisory Board members regarding “Grow Our Own” and “Making a Difference” programs. Preliminary needs for program revision were identified and programs were hosted on campus. Career Services offered workshops for credit and non-credit minority students to assist with career exploration and job placement. Participate in the CCTA-Multicultural Affairs Committee. Expansion of this partnership is in-progress.
Enhance the level of communications between the College and area minority churches	<ul style="list-style-type: none"> Develop a College newsletter that is distributed in area churches 2 times annually Advertise the College’s Diversity Programs through church announcements Visit 4 local churches and or church events 	Min. Serv.: Hoxter Mktg.: Conolly	<ul style="list-style-type: none"> The multicultural brochure was developed and distributed starting in fall ’09. Cecil College information distributed at the National Baptist Youth Conference at Pilgrim Baptist Church. Promotional materials (brochures, schedules, catalogs) were also distributed through 3 other churches throughout FY ’10. Cecil rep participated in various churches’ functions throughout FY ’10. Cecil announcements were routinely made in church bulletins and during services throughout FY ’10.
Research MD community colleges for best practices in reviewing and enhancing diversity at Cecil.	<ul style="list-style-type: none"> Identify an evaluator from the Maryland Diversity Roundtable by Oct. 2009 to evaluate our minority affairs programs and the diversity plan. Conduct an on campus evaluation and provide feedback by spring 2010. 	Min. Serv.: Hoxter	<ul style="list-style-type: none"> Dr. Coleman of CCBC came to Cecil campus spring ’11 and is working with Multicultural Services to review programming and planning. Research & evaluation to be completed in FY ’11. Results will be used to frame the ‘11-’13 plan.
Enhance the level of communication between the College and local groups in Cecil & Harford Counties and DE	<ul style="list-style-type: none"> Host campus activities in the fall and spring that will include NAACP, Blacks In Government, (BIG) and fraternities and sororities. 	Min. Serv.: Hoxter	<ul style="list-style-type: none"> Hoxter attended luncheon for AIM presenter Andrew Haman. Co-hosted Minority Scholarship Night in partnership with Cecil County NAACP (spring ’10). Alpha Phi Alpha fraternity offers mentoring opportunities for Cecil students.

Inclusiveness and Critical Thinking in the Curriculum

Operational Objectives

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

<i>Targeted Actions</i>	<i>Targeted Outcomes & Dates</i>	<i>Person(s) or Office Responsible</i>	<i>Reporting Progress & Dates</i>
Evaluate and retool assessment measures to ensure that diversity-in-curriculum is being addressed.	<ul style="list-style-type: none"> Introduce curricular enhancements of a global culture in Credit and Continuing Education coursework by fall 2010 Establish a system to identify diversity outcomes in new & existing courses to document progress related to cultural diversity awareness by fall 2010. 	Academics: Bolt Min. Serv.: Hoxter	<ul style="list-style-type: none"> Met with VP and Dean of Academic Affairs regarding diversity in the curriculum; no clear assessment tool availability for credit courses. Specific assessment measures are used for the Dept. of Labor and Friends of the Family funded programs.
Develop, publicize, offer, and assess special topics/courses that address diversity issues.	<ul style="list-style-type: none"> Develop 4 topics that will be made available to the College community to expand awareness of diversity issues in Credit and Continuing Education by spring 2010 	Academics: Bolt Min. Serv.: Hoxter Resource: Advisory Board	<ul style="list-style-type: none"> Hispanic Heritage Month- Embracing the Fierce Urgency of Now: Yes We Can ; North East: Audience: 125 students / 10 staff Native American Heritage - A Native Perspective: Balancing Body, Mind & Spirit – NE Audience 100 students /6 staff King Celebration – “Echoes of a Prophet” NEC Audience 50 students / 10 staff Asian Heritage – Diverse Leadership for a Diverse Workforce: Determination for Success. Audience 180 students / 20 staff Native American Heritage - A Native Perspective: Balancing Body, Mind & Spirit. <u>ES Audience</u> 50students / 7 staff Women’s History. <u>ES Audience</u> 50students / 5 staff History of Black Economic Empowerment: Entrepreneurs. <u>ES Audience</u> 50 students / 6 staff Asian Celebration Diverse Leadership for a Diverse Workforce: Determination for Success. <u>Elkton Station (ES)</u> Audience –75 students / 10 staff Fall ‘11 plans, include recognizing Oct. Diversity Awareness month, & World Aids Day in Dec. Unity in the Community has expanded the focus to cultural diversity and will be held in Sept. ‘10
Develop opportunities to offer supplemental course instruction in diversity & current world events.	<ul style="list-style-type: none"> Present one to two hour current events presentations reflecting student interest in world news during AY 2009-2010 	Library: Martorana Min. Serv.: Hoxter Resource: Advisory Board	<ul style="list-style-type: none"> Supplemental instruction programs are offered in CE to include Amer. Sign Lang., French, German, Japanese, and Mandarin Chinese.

Cultural Diversity in all areas of Employment and Professional Development

Operational Objectives

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

<i>Targeted Actions</i>	<i>Targeted Outcomes & Dates</i>	<i>Person(s) or Office Responsible</i>	<i>Reporting Progress & Dates</i>
Increase the percentage of African American among the professional staff and full-time faculty	<ul style="list-style-type: none"> Minority representation will exceed the county profile of ethnicity by 3% by 2010 The College will continue to be aggressive in targeting minorities for full-time faculty positions 	HR: Wilburn Hiring Supervisors	<ul style="list-style-type: none"> Analysis of FY '09 employment demographics reflected the following: 10.6% of al employees are minorities as compared to 9.8% for the county. Analysis of FY '10 employment demographics reflected: 4.4% of faculty and 14.8% of administrative staff are minorities as compared to 9.8% for the county.
Staff recruitment practices will be revised to more aggressively target minorities	<ul style="list-style-type: none"> HR will continue to use informal networks to recruit qualified candidates Ads used to recruit faculty/professional staff will make use of predominantly African American publications; e.g., in all staff recruitment efforts The College will pursue HR outreach with representatives of the Latino community by Fall 2011 HR will develop a customized recruiting CD and link it to the College website by to enrich minority staff recruitment 	HR: Wilburn	<ul style="list-style-type: none"> Web-based professional development seminars held in fall '09 and spring '10. Outreach efforts to Hispanic population were launched during FY '10 including HR ads in Hispanic publications.
Search processes will be reviewed to determine whether they support the advancement of minority hires	<ul style="list-style-type: none"> Provide an orientation for each search committee to ensure that committee members are aware of the College’s diversity goals Establish a protocol for determining adequate levels of diversity for candidate and finalist pools for all searches and internal postings 	HR: Wilburn	<ul style="list-style-type: none"> Orientation for searches has been standardized and launched so that information is shared at the start of each search. All candidates pools are reviewed in a standardized manner, including protocols for levels of diversity.
Increase awareness of cultural diversity issues at a global level.	<ul style="list-style-type: none"> Continue to provide financial support & expand the Speakers Series Increase the number of student participants by 25 each year for the next two yrs. through in-class promotions 	Acad: J. Levi, Dept. Chairs SSIE: Lane	<ul style="list-style-type: none"> Increased funding for the Speaker’s Series. Programming and topics will sustain the emphasis on global diversity issues. All speakers conducted in-class discussions on the selected topic as a mechanism to increase student participation.

<i>Targeted Actions</i>	<i>Targeted Outcomes & Dates</i>	<i>Person(s) or Office Responsible</i>	<i>Reporting Progress & Dates</i>
Offer a full complement of professional development activities celebrating ethnicity and diversity	<ul style="list-style-type: none"> • Increase the number of “celebrations” offered to students and staff from 5 to 8 over the next 2 years. • Increase student attendance by 5% annually over the next to years. • Increase staff attendance by 5% annually over the next 2 years 	Min. Serv.: Hoxter Acad: Dept. Chairs HR: Wilburn	<ul style="list-style-type: none"> • Multicultural events: include <ul style="list-style-type: none"> ○ Hispanic Awareness – September ○ Diversity Awareness Month - October ○ Native American Heritage Month – November ○ Dr. Martin Luther King, Jr. Convocation – January ○ Black History Month Celebrations – February ○ Women’s History Month – March
Heighten awareness of the consequences of prejudicial behaviors through programming & communications.	<ul style="list-style-type: none"> • Publish hate crime statistics in college publications, website, and portal by spring 2010. • Introduce civility training in the student leadership program by fall 2009. • Infuse sensitivity training in the orientation program by spring 2010. 	Mktng: Conolly Security: Woolston Stdnt Engmnt: Skelley	<ul style="list-style-type: none"> • Expanded programming & communications posted on MyCecil, and a multicultural brochure and a newsletter was created and distributed in FY ‘10. • Campus Safety & Security information (Clery Report) was posted in print and online for current and prospective students. • Diversity webinar – “The Changing Landscape of Diversity and Inclusion” aired in fall ‘10. • The Speakers Series held a lecture on the “The Rise of Hate Crimes in the U.S’ in spring ‘10.

Chesapeake College's FY2010 Cultural Diversity Plan Progress Report

Chesapeake College recognizes and values the importance of diversity among its students, faculty, staff and community. We are committed to creating, nurturing and growing a campus culture and climate that embraces diversity. We believe it is important to work intentionally toward creating diverse student and employee populations, while infusing our curriculum with the study of diversity in order to encourage in our campus community an appreciation of and support for a diverse society.

Further, the college is in compliance with the Federal Campus Security Act of 1990 and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Higher Education Act, 1998 Amendments), communicating procedures and diligently monitoring to ensure a safe campus climate.

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

In January 2010, a resource inquiry was conducted. As a result of this resource inquiry, additional human and fiscal resources were identified. Fiscal resources were needed for additional professional development activities, student success/access initiatives and advertising. The college is hiring a part-time grant writer to assist the college in locating additional funding and will work with current resources to ensure the successful implementation of this plan.

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

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

Assignment: Student Life Director

Timeline: 2009 - 2014

Progress Status: In Progress

Progress Report:

Continued to increase our overall numbers of students participating in extracurricular activities with the hopes of attracting more minority students to get involved.

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

Assignment: Public Information Director/Webmaster

Timeline: 2009 - 2014

Progress Status: In Progress

Progress Report:

Print materials are currently being reviewed for the next academic year. The website review is also underway to ensure that the college's diversity is accurately reflected.

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

Assignment: Facilities/ADA Coordinator

Timeline: 2009 - 2014

Progress Status: In Progress

Progress Report:

The Director and Assistant Director of Facilities annually inspect all College buildings, on and off campus, to ensure ADA compliance.

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

Assignment: VP for Student Success

Timeline: 2009 - 2011

Progress Status: In Progress

Progress Report:

Expanded online promotion of public transportation options for the counties in the service region for those counties that have not cut back on transportation funding.

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

Assignment: Director of Multicultural Affairs

Timeline: 2009 - 2011

Progress Status: In Progress

Progress Report:

The Multicultural Affairs Committee member representing Kent County brought up some issues that she would like addressed as it relates to Kent County High School. She stated that she would like to see more students from Kent County High School matriculate to Chesapeake College. She indicated that she is serving on a committee with the superintendent of the Kent County Public Schools and will help identify services that Multicultural Affairs can supply to Kent County High School.

Many attempts to work with Saints Peter and Paul Catholic Church efforts have been unsuccessful. Efforts are now being concentrated in Caroline County, specifically North Caroline High School and their service area (Denton, Marydel, Henderson) for Hispanic Outreaches. The admission process of Chesapeake College and other colleges and universities was discussed. Dulce Manchay, current Chesapeake College Hispanic student, will accompany the Director of Multicultural Affairs to this outreach. She is also a graduate of North Caroline High School. Ms. Maria D'Arcy, who is a member of the North Caroline After School program, has agreed to translate for the Director during this outreach.

The Office of Multicultural Affairs also participates in the Transitional Outreach Events (TOE) through the Continuing Education Department. This outreach is specifically for individuals who are in the process of completing their GED requirements. Outreaches were held March 9, April 20, 28, and May 11. The TOE outreaches are another method of reaching the Hispanic communities.

Working with the Director of First Year Programs in the First Year Male College Club, we are tracking those students who received less than a 2.0 GPA last semester. We have also implemented two transfer trips, Howard University on April 23, 2010 and Stevenson University on April 30, 2010. In serving and working with the Dorchester County School Minority Taskforce the school based mentoring is up and running. On February 13, 2010, a field trip was held for the mentee and mentor to the Reginald Lewis Museum in Baltimore, MD. In conjunction with the Minority Task Force Office of Multicultural Affairs, students from Dorchester County will shadow employees of the college.

The President and Director of Multicultural Affairs held an outreach on January 12th 2010 at Union Baptist Church Easton, MD.

Boys to Men Panel Discussion took place on Thursday, April 15, 2010. This panel discussed issues that related to the African American Male and some solutions to addressing some of those issues. The over arching question that the facilitator proposed to the panel and audience was, "Could a woman teach a boy how to be a man?" The panel was made up of members from the five supporting counties: James Bell, Bishop Dane Coleman, LaMonte Cooke, Courtney Billups and Walter Reap. The facilitator of this event was Mr. LaMarr Shields of the Urban Leadership Institute of Baltimore Maryland. This event was done in partnership with the Queen Anne County Department of Health Cigarette Restitution Fund.

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

Assignment: President

Timeline: 2009 - 2011

Progress Status: In Progress

Progress Report:

During Academic Year 2009-2010, the following Strategic Plan action, 1.1.8.1, Engage the campus in meaningful conversations/professional development activities to improve the recruitment, retention and promotion of minorities, was implemented and will be part of "Peake Performance," the college's professional development program.

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

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

Timeline: 2010 - 2014

Progress Status: In Progress

Progress Report:

Cultural Kaleidoscope Days, held April 27 -28, 2010, presented Native American storytellers from three different tribes and exhibits on Canada, France, Japan, Jamaica, Native Americans, Russia, Greece, Honduras, Guatemala, Germany, Colombia, Liberia, Jamaica, Australia, Pakistan, Mexico, and Sierra Leone. Other events offered in 2009-2010 Academic Year were: Golden Dragon Acrobats from China, Chasing George Washington and Harold and the Purple Crayon, Tom Chapin & Friends , May 21,2010, was a family performance with a special focus on the environments. The Events Division worked collaboratively with campus and community based organizations on programs such as the Dr Martin L King day celebration and the Black History Month breakfast.

The following Traditions and Transitions Events are planned for 2010-2011:

August 18, 2010, Ribbon-cutting, Cadby Theater, Kent Humanities Building

September 15, 2010, A New Way of Seeing: the Interrelation of Film and Culture.

Filmmaker Doug Sadler will use films from the Shore and beyond to illustrate how film both reflects and influences the social and cultural values prevalent at the time.

October 20, 2010, The New Immigrant: Changing the Face of the Shore.

Modern immigrants to the Shore come from a surprising array of countries. Representatives selected from Guatemala, India, Honduras, Haiti, Argentina, France, El Salvador, Vietnam, China, Mexico, Pakistan, Peru, and Russia will share their heritage and their dreams for life in America through personal narratives, video and music.

November 17, 2010, Vanishing Traditions.

Activities that once defined life on the Eastern Shore will slowly disappear unless historians and practitioners collaborate to preserve them.

Rhonda Aaron, native of Hooper's island and four time World Champion Muskrat Skinner.

Janice Marshall, 6th. generation Smith Islander and founder of Smith Island Crab Meat Co-op, the longest lived women's co-op in America. Elaine Eff, Folklorist and Co-Director, Maryland Traditions, Maryland State Arts Council. Smith Island Cake will be served.

February 16, 2011, Preserving the Past: Memories of the African-American Community of Talbot County

The Historical Society of Talbot County is collecting oral histories, memoirs and artifacts from the African American community in Talbot County. The panel will use selected audio and video living histories to illustrate the rich heritage of this community. Dr. Willie Woods, Dean of Arts and Sciences, Chesapeake College, Richard Potter, Director of Multicultural Affairs, Chesapeake College, Harriette Lowery, Frederick Douglass Honor Society

Moderated by Dr. Kathy Barbour, VP of Academic Affairs and Economic Development, Chesapeake College

This program is offered in celebration of African American History Month and in collaboration with the Historical Society of Talbot County.

March 16, 2011, Women and the Future of Agriculture on the Shore

Women are leading the way in developing the new types of farming and new markets that are essential to preserving the land and traditions of the Eastern Shore. Pat Langenfelder, Kent County farmer and first woman president of the Maryland Farm Bureau, Holly Foster, Talbot County dairy farmer and owner of Chapel's Country Creamery, Carol Bean, Talbot County

farmer and manager of the St. Michaels Farmer's Market, Moderated by Shannon Potter Dill, Extension Director, University of Maryland Extension, Talbot County and Director of Annie's Project. This program is offered in celebration of Women's History Month and in collaboration with the Women and Girls Fund and USM Extension Services.

April 13, 2011, Saving the Chesapeake Bay - What's the Latest?

The vitality of the Eastern Shore is dependent on the health of the Chesapeake Bay. What strategies to restore and protect the Bay are needed now? William C. Baker, President, Chesapeake Bay Foundation. This program is offered in celebration of Earth Day.

May 15, 2011, Experiencing the Beauty of the Eastern Shore through Music: A Closing Celebration

The Tidewater Chamber Singers

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

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

Assignment: Recruitment Dean/IR Director

Timeline: 2009 - 2014

Progress Status: In Progress

Progress Report:

Two College Preview Days for Caroline County High School students held April 8 and 12; Job Shadowing Day for Dorchester Co. 8th grade Middle School minority students held February 12 and "Boys-to-Men" panel discussion to promote the importance of adult male role model.

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

Assignment: VP for Academic Services/Academic Deans

Timeline: 2009 - 2014

Progress Status: In Progress

Progress Report:

Under-served and under-enrolled student populations have been identified and are regularly monitored. The Academic and Planning Council reviews an annual environmental scan of the service region to review critical workforce needs and changing demographics of the student population to ensure appropriate program offerings. New educational pathways have been created to enhance student success.

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

Assignment: Recruitment Dean/Public Information Director

Timeline: 2009 - 2014

Progress Status: In Progress

Progress Report:

A Middle School Day to increase college awareness among Dorchester County middle school students was conducted for 280 8th graders on October 9, 2009. School superintendents from Caroline, Kent, Queen Anne's, and Talbot counties have also expressed interest in partnering with Chesapeake to have the same type of event planned for their respective counties. These will be scheduled over the next several semesters.

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

Assignment: Retention Dean/Dean of Learning Resources

Timeline: 2009 - 2014

Progress Status: In Progress

Progress Report:

In addition to fall programs, we are offering the SAIL (Success and Interactive Program) and First Generation Male Programs in the spring; revising web pages in the Retention department to include more resources and links for students preparing to transfer and/or graduating and securing employment; trips for students to visit other four year colleges; additional Leadership Academies; additional "hands-on" financial aid workshops to assist students and family members in completing and meeting the deadlines for the grants and scholarships; providing more technology support for students with disabilities; and exploring strategies to support our ESL students. Other activities are also noted in strategies 2.1, 2.2 and 2.3. The college staff are participating in a Community College Engagement Workshop to establish a more comprehensive action plan to increase retention.

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

Assignment: Public Information Director

Timeline: 2009 - 2010

Progress Status: In Progress

Progress Report:

Minority male students and alumni (in both the traditional and nontraditional age groups) have been identified and included in Chesapeake publicity and promotional materials.

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

Assignment: VP for Academic Services/Academic Deans/Dean of Learning Resources

Timeline: 2010 - 2011

Progress Status: In Progress

Progress Report:

In fiscal year 2009, the college served 440 students which was over a 200% increase from the previous year (132 students). The college is working through the counties and through the ABE grant to address academic and support needs for this student population.

3.0 Promote diversity through academic instruction and continuing education.

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

Assignment: General Education Committee, Institutional Research

Timeline: 2010 - 2014

Progress Status: In Progress

Progress Report:

The General Education Committee is revising and approving a general education curricula map and as a goal for next year, the Assistant Director for Academic Assessment will work with faculty in selected courses to revise/develop student learning outcomes for diversity.

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

Assignment: Vice President of Academic Services and Academic Deans

Timeline: 2011 - 2014

Progress Status: In Progress

Progress Report:

During February 2010, the Division of Arts & Sciences, in cooperation with the Learning Resources Center and Office of Multicultural Affairs, spearheaded for the sixth consecutive year college participation in the National African American Read In which is sponsored nationally by the National Council of Teachers of English and endorsed by the International Reading Association. During the "Read In" instructors engage students in reading course-relevant works by African American writers as well as discussions of the background and lives of the writers. Additionally, a public "Read In" was held on February 22, 2010 that was supported by several classes, and the LRC displayed publications and resources available for faculty and student use. Faculty voluntarily submitted "read in" report cards documenting class participation. The Communication classes of Dr. Shirley Maase engaged students throughout the semester in group work, studying and preparing oral as well as visual presentations on cultures of various countries around the world. These presentations served as the core for the April Kaleidoscope Days held on the college campus quad. Funding has delayed major initiatives until 2011. Additionally, during the 2009-2010 academic year, the college offered several diversity-focused courses (e.g., ANT 142, Cultural Anthropology; ENG 205, World Literature ; ENG 206, World Literature II; GEO 142, Cultural Geography; HIS 131, World Civilization I; HIS 132, World Civilization II; PSC 250, Human Growth and Development). Funding has delayed major initiatives until 2011. For instance, the General Education Committee is revising and approving a general education curricula map, which includes "an appreciation of the nature, value, and diversity of cultures" among the general education competency goals. An Assistant Director for Academic Assessment, once hired, will be working with faculty in selected courses to revise/develop student learning outcomes for each general education competency goal, including the one on diversity.

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

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

Timeline: 2010 - 2014

Progress Status: In Progress

Progress Report:

Chesapeake College's Division of Continuing Education and Workforce Training Adult Education Program responds to a variety of learning needs for undereducated adults in every community and responds to an ever changing variety of economic and societal need to ensure the college is responsive in its programming. In spring 2009, examples of course offerings included "Marketing to the Hispanic Community," "Healthy Greek Cuisine," and "Sushi and Foods of Japan" to name a few.

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

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

Timeline: 2009 - 2014

Progress Status: In Progress

Progress Report:

Please refer to the list of cultural diversity activities, events presented in strategy 1.7. In addition, the Chesapeake College Continuing Education Adult Education Program assures activities, events & learning opportunities are responsive to its diverse student population. Some of these activities include cultural field trips off campus for students in and outside the college's service region.

The college increased exposure to diverse populations this fiscal year. The total unduplicated student headcount for English for Speakers of Other Languages (ESOL) courses has risen from 132 students in FY2008 to 440 students in FY2009. This annual increase of 233% was due to the expanded outreach through the college's Adult Basic Education Grant service to four of the five counties within the college's service region and this percentage is expected to grow.

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

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

Timeline: 2010 - 2014

Progress Status: In Progress

Progress Report:

For the third consecutive year, through an initiative of the Dean for the Division of Arts and Sciences, Chesapeake College will partner with the Kappa Theta Omega Chapter of Alpha Kappa Alpha Sorority, Inc. to sponsor a Middle School Youth Achievement program on May 13, 2010. The program honors minority 8th grade students from the five-county service area who performed well academically during their middle school years plus excelled in one of five categories of achievement.

Throughout the year the Dean for Arts & Sciences represented the college and community in "Courageous Conversations" hosted by Talbot County Public Schools with focus on its NoGAP (New Opportunities for Greater Academic Performance) initiative and workshops engaged in discussions "Beyond Diversity" designed to create a foundation for deinstitutionalizing racism and eliminating racial achievement disparities.

Several representatives of the college, including the vice president for Academic Affairs, serve on the African American Roundtable of the Historical Society of Talbot County which is working to establish and promote mechanisms for capturing and sharing with educational institutions and the community-at-large the rich history and culture of African Americans in Talbot County.

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

Assignment: Vice President of Academic Services, Professional Development Committee

Timeline: 2011 - 2014

Progress Status: In Progress

Progress Report:

No progress has been made at this time. The college's professional development program is currently being restructured and the college will explore training opportunities by faculty who have instructed students overseas.

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

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

Assignment: Human Resources

Timeline: 2009 - 2014

Progress Status: In Progress

Progress Report:

The first step has been taken to begin reviewing our policies to determine whether there are any barriers to any of our recruitment, selection, promotion and retention policies. We have met to begin reviewing employment policies and procedures. This action is in progress.

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

Assignment: Human Resources, Professional Development Committee

Timeline: 2011 - 2012

Progress Status: In Progress

Progress Report:

Currently working on professional development appreciation training for fiscal year 2011. Part of this training will include "Courageous Conversations."

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

Assignment: Human Resources

Timeline: 2009 - 2014

Progress Status: In Progress

Progress Report:

Human Resources will ensure the college's commitment to diversity is communicated through HR staff at selection committee meetings and through a written communication sent to the chair of the selection committee.

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

Assignment: Human Resources

Timeline: 2009 - 2014

Progress Status: In Progress

Progress Report:

On a case by case basis, Human Resource staff review positions and determine which positions should be advertised in minority publications. Such publications include "Diversity Issues." Minority Social networks (i.e. Hispanic Fellows) and minority-serving institutions with appropriate graduate programs are also used to communicate position openings.

August 13, 2010

Dr. James Lyons, Sr.
Secretary of Higher Education
Maryland higher Education Commission
839 Bestgate Road, Suite 400
Annapolis, MD 21401

Dear Dr. Lyons:

On behalf of the Board of Trustees of the College of Southern Maryland, and in accordance with Senate Bill 438 and House Bill 905, I am pleased to submit the College of Southern Maryland's 2009 Diversity plan progress report. This report was reviewed and approved by the Board on May 1, 2010.

The College of Southern Maryland has and remains unequivocally committed to overseeing a college that is diverse, and where students and employees feel valued, safe, and included. In an effort to achieve this goal, the College realizes that cultural diversity initiatives must be incorporated into every aspect of our organization. As such, the College continues to work diligently to achieve this goal while serving as a supporter of the Southern Maryland community.

Sincerely,

Bradley Gottfried, Ph.D.
President

2009 DIVERSITY PLAN PROGRESS REPORT

The President's Committee on Diversity and Inclusion (PCDI) was founded and is led by the College of Southern Maryland's president, Dr. Bradley Gottfried. PCDI is,

“Responsible for coordinating a comprehensive and integrated college-wide approach aligned with the college's diversity and inclusion efforts. The committee reviews data in order to recommend future strategies, actions plans and activities to influence recruitment, retention and an inclusive climate for students, staff and faculty. The committee also evaluates and recommends improvements to the college's policies and practices, including recruiting, retention, outreach, marketing, and professional development. The committee coordinates its efforts with the appropriate college units.”

The PCDI and other key campus stakeholders developed the 2009 Diversity Plan. Various ad-hoc work groups specific to each goal were created to review, analyze and develop or refine processes to bring about successful completion of the goals. The PCDI incorporated key components of the Institutional Strategic Plan into the diversity plan. The college's commitment to the Quality Improvement Process requires us to engage as many of the college work force as possible.

Below is a report on progress in achieving the goals of the 2009 Diversity Plan.

Goal 1: CSM is an employer of choice.

Objective 1.1: Improve recruitment, selection, and orientation processes for securing and retaining a culturally diverse faculty and staff.

1.a: Review college policies and procedures to identify any barriers that exist in the recruitment, retention, and promotion of diverse faculty and staff.

1.b: In search committee directives, ensure the college's commitment to diversity is instilled and communicated as part of the recruitment process.

In an effort to secure and retain a culturally diverse faculty and staff, the Diversity and Equal Opportunity office and the Human Resources Department reviewed policies and reports as well as developed specific strategies to improve in the areas of recruitment, selection, and retention. Several documents were reviewed to include: hiring and search policies, turnover report, promotion and transfer analysis review, PARD (process identification, analysis, redesign, deploy and reanalyze procedure).

Progress includes:

RECRUITMENT

The Human Resources Department has increased the number and frequency of advertising vacant position in minority publications such as the National Minority Update and Diverse Issues in Higher Education. The Department uses the following electronic job boards: Higher Ed Jobs, Inside Higher Ed, Academic Careers, and Career Builder. Also, the department continues to participate in regional jobs fairs to include: Calvert County Department of Economic Development, Southern Maryland Classifieds Job Fair and CSM's Annual Job Fair.

SELECTION

The Human Resources Department has submitted a revised copy of the hiring policy to General Counsel for review. Additionally, Human Resources has consulted with the Associate Vice President of Academic Affairs to ensure that all faculty involved in the recruitment/selection process are aware of the affirmative action goals for each position and that search committees are comprised of a diverse group. Both Human Resources and the Diversity office have discretion to serve as a member of faculty search committees.

As it relates to the recruitment and selection of staff positions, Human Resources continues to actively advise search committees of the College's commitment to diversity in the hiring efforts.

RETENTION

A review of the turnover report indicated that the minority turnover rate is 23% and the non-minority turnover rate is 22%. In an effort to reduce this rate and increase retention, both the Human Resources Department and Diversity office have committed to improving the employee onboarding process of new hires by implementing a mentoring program. Additionally, both departments emphasize to new employees during the orientation session the importance of their responsibility to report all incidents of misconduct, unfair treatment, or discrimination that may occur in the workplace.

Finally, the Human Resources Department has implemented a new Promotion in Place program. It was developed as a result of the 2008 and 2009 PACE report in which employees stated the desire for additional professional development and advancement opportunities. As such, this voluntary program serves as a mechanism to assist employees in advancing upward (through lines of progression) in their current position through training, development and service activities that enhance their skills, knowledge and abilities.

Objective 1.2: Develop cultural diversity training for faculty and staff.

The Diversity Department has expanded the Sexual Harassment Prevention workshops to include other areas of discrimination and harassment. These workshops will educate about discriminatory and harassing behaviors and practices, and provide participants with skills to prevent, confront, and resolve matters in a professional and proactive manner.

Objective 1.2a: Host focus groups for minority employees to gather campus climate issues and suggestions for improvement.

The Human Resources Department is currently soliciting the assistance of an independent facilitator to host focus groups for minority employees and to gather data about the campus climate. Additionally, the facilitator will make recommendations for improvement, if warranted.

The Diversity Office is currently soliciting the assistance of an independent facilitator to host focus groups for minority students and to gather data about the academic climate/culture. Additionally, the facilitator will make recommendations for improvement, if warranted.

Objective 1.2b: Host monthly Diversity Dialogues for all campus employees to discuss various topics specific to diversity and inclusion.

This objective will be addressed in the upcoming academic year.

Goal 2: Recruit a culturally diverse student population and provide the appropriate support services to retain that diverse student population while preparing them to meet their academic and career goals.

Objective 2.1: Develop recruitment strategies to increase the diversity of student enrollments.

2.1.a: Identify specific minority student populations in order to set recruitment targets.

2.1b: Develop strategy and process specific to each county for each campus admission counselor.

2.1c: Develop a recruitment monitoring and process improvement method.

2.1.d: Host student focus groups for students of color and students of varying cultural backgrounds to gather campus climate data and use to make appropriate adjustments to recruitment and retention strategies.

The college's Enrollment Management Team has implemented the plan that an independent consultant recommended in 2009. Specifically, the consultant identified key strategic opportunities, key performance indicators and effectiveness measures to increase

enrollment. The team has implemented delivery methods to increase enrollment of target populations, develop recruitment efforts targeted at minority students and increase enrollment of adult learners. Additionally, the marketing team continues to create new materials that incorporate multiple levels of diversity in printed, direct mail by showcasing real student photos centering on our ‘Real Students. Real Stories. Realize your Potential’ campaign.

The college is strategically placing more emphasis on recruiting the minority population. The Director of Admissions and the Executive Director of Planning, Institutional Effectiveness, and Research are working together to identify appropriate metrics to collect data related to the percentage of minority students who are college-bound. The team plans to work in conjunction with the school districts to obtain this information.

The Admissions Department is working with the Marketing Department to conduct focus groups with African American Students. Admissions will also solicit help from student groups on campus to include the Black Student Union and Saludos Club. A pilot focus group is scheduled from Spring 2011.

Objective 2.2: Increase retention of students from culturally diverse backgrounds who have not attained their stated educational goals.

2.2a: Review and monitor minority student retention and graduation progress in order to set retention goals.

This objective will be addressed during the upcoming academic year.

2.2b: Develop process to track students of color use of support services specific to each campus.

This objective will be addressed during the coming academic year.

2.2c: Increase outreach to students of color via cultural student organizations to market support services.

The college will host its 4th Annual Mid-Atlantic Regional Conference, “Promoting Student Success: The First Year and Beyond,” October 22, 2010. Among the presenters will be members from the college’s academic and student affairs divisions, sharing their best practices in minority student success and faculty development. The presentations include:

- **International Education Center: Home Base for Students from around the World**
- **A Piece of the Puzzle: VSPD and Its Effects on Learners**
- **Rescue 911: The Incredible Journey from Academic Probation to Academic Success!**
- **Freshman Composition for the Developmental Student? Yes. It Works.**

In an effort to increase retention rates of students, the enrollment management team has increased their efforts by implementing attendance monitoring, early warning system, probation advising, tutorial services and student athlete success programs, pro-active advising and pre-clinical nursing programs. Additionally, the Health Sciences Division recently hired a Nursing Retention Coordinator to address and develop support services to increase the retention and progression of high-risk nursing students. The Coordinator will use assessment tools, placement test scores and interview skills to individually assess the needs of high-risk nursing students. Additionally, the Coordinator will develop individualized plans to assist nursing students with achieving their professional and personal career goals.

Goal 3: Promote cultural diversity through academic instruction.

Objective 3.1: Review academic course offerings to teach greater cultural knowledge, skills and ability to function successfully in a culturally diverse society.

3.1.a: Review course offerings and make recommendations for enhancements.

The Division of Academic Affairs has completed the first of three steps in the process of reviewing academic courses offerings. Cultural diversity has been identified as one of the ten core learning areas to integrate into all programs of study.

Objective 3.2: Promote multicultural sensitivity in the classroom among faculty and students.

3.2a: Develop and pilot interactive teaching and learning models that will expand student knowledge of and appreciation for multiculturalism, including faculty and student panel discussions, etc.

The Distance Learning and Faculty Development Division awards \$600 mini-grants to institute attendees for the development of innovative ways to incorporate diversity topics into their pedagogy. Additionally, the division offers professional development sessions for faculty members on various subjects to include “teaching in a multicultural environment.”

3.2b: Provide faculty with appropriate pedagogical development to enhance learning in the classroom.

CSM’s Learning Communities (LC) Project was piloted in the fall of 2008 on the Prince Frederick campus. In the fall of 2009, Prince Frederick campus offered three learning communities: Teacher Education, General Education and Study Skills and Math. Student Services compared learning community classes with PRIN classes. Learning Communities retention rates were generally higher. In the fall of 2010, Prince Frederick campus will offer the Math and Study Skills learning community.

The Faculty Senate has a standing committee called Diversity in Education. The purpose of the committee is to discuss various issues related to diversity and teaching. The Summer 2010 Institute in August 2010 will discuss Evolution for Everyone: How Darwin's Theory Can Change the Way We Think about Our Lives by David Sloan.

Goal 4: CSM will expand its role as a leader in providing multicultural programs and cultural diversity educational offerings to the broader community.

Objective 4.1: Increase partnerships designed to extend diversity and multicultural education to the broader community including county agencies and area businesses.

Objective 4.1a: Network with Tri-County Council for Southern Maryland to increase knowledge of the local minority owned businesses.

The college has both sponsored and co-sponsored programs with local and state organizations. Several workshops were conducted to provide minority business owners to be more competitive in securing business with government entities.

The Governor's Office of Minority Affairs created the Minority Business Enterprise University for small, minority and women-owned businesses. Conferences highlights included workshops on how to do business with the State, how to become certified or expand existing certification, upcoming bid opportunities, access to capital, niche marketing, and federal contracting. CSM is a partner and sponsor of this event. The most recent conference was in May 2010 and approximately 100 minority business owners were in attendance.

CSM and Alpha Kappa Alpha Sorority, Inc. co-sponsored a workshop titled, "Start Rate for Success'" The workshop provided participants with information on how start a minority owned business. Approximately 50 participants attended this event.

4.1b: Catalogue current partnerships with tri-county agencies.

A catalogue of our current partnerships will be compiled during the upcoming year.

Objective 4.2: Develop additional cultural diversity educational offerings for the external community.

4.2a: Review Corporate and Community Training Institute cultural diversity education offerings.

This objective will be addressed during the upcoming academic year.

4.2.b: Develop and implement additional diversity education offerings.

This objective will be addressed during the upcoming academic year.

Objective 4.3: Increase the number and variety of multicultural awareness programs, events and learning opportunities that increase exposure to diverse people, cultures, ideas and viewpoints.

4.3a: Increase the number and variety of cultural programs by securing additional resources by partnering and co-sponsoring with tri-county area organizations.

The college continues to provide resources and support for community multicultural activities and events. The college is a major sponsor for the annual Charles County Unity in the Community Forum. This event focuses on issues of social justice. Additionally, the college also serves on the Charles County Blue Ribbon Commission.

In an effort to broaden cultural awareness through the arts and literacy, the college has hosted an annual summer music series called Twilight Performance Series. These free concerts are held each week at the La Plata, Leonardtown and Prince Frederick campuses.

- **This year's series kicked off with music and history featuring Chautauqua. The theme for this year's Chautauqua is "Borders, Boundaries and Barriers," featuring the historical portrayals of Thurgood Marshall, Frederick Law Olmsted, Sr. and Sacagawea.**
- **This year's musical genres are diverse and included performances by the Fitzmaurice Band, Terence McArdle and Big Trouble and Alegria.**

The President's Committee on Diversity and Inclusion in its progress review of the 2009 Diversity plan reports on areas of innovation that we will continue to support and develop. We will do this in a spirit of celebration that aims to inspire and motivate the entire college workforce to continue their commitment to Diversity, Excellence, Innovation, Integrity, Knowledge Respect and Teamwork.

August 2010

Cultural Diversity Report

The Community College of Baltimore County

July 2010

Introduction:

The Maryland Legislature has asked that each college report on initiatives that have been taken to promote cultural diversity and to develop or strengthen a plan for promoting this important effort.

College's Mission, Vision and Values

The Community College of Baltimore County (CCBC) is a two year public college serving Baltimore County. The College believes in providing an open and inclusive environment for all students and has, over the years, developed a number of policies, procedures, and practices that seek to ensure that all students are welcomed at the college and all are provided with an inclusive culture of learning that is supported by a faculty and staff that represents and promotes the rich diversity of the region. CCBC and public community colleges in America are among the most culturally diverse communities in the nation with a range of ethnic and age groups, and within each of these groups a wide range of socio-economic circumstances, cultural orientations, educational backgrounds, career interests, job statuses, and ideologies. Students from local communities and from around the nation and globe are attracted to excellent programs and opportunities that are not available anywhere else in the world. Community colleges have long been recognized as places where people learn to live together and where communities come together.

This past year, as part of its three year Strategic Planning cycle, the College closely examined its Mission, Vision, and Values and after a number of retreats, planning discussions and college wide forums reaffirmed its Mission, Vision, and Values and strengthened its Strategic Initiatives.

The expectations included in the Strategic Plan and in the policies of the college provide clear commitments to building an inclusive community of learners. The new Strategic Plan states that we value the richness of diversity and that we will encourage open and honest communication, fairness, mutual respect, collegiality, and civility in all college related matters.

New Strategic Plan for FY2010 to 2013: A new strategic direction was added to address Student Success and how CCBC can better promote student success for all students. Within this part of the Plan we recognize that success gaps exist between groups of students based on gender, race, age, and prior educational experiences and that strategically we must deploy resources and initiatives to erase these gaps.

The second set of strategies in the Strategic Plan deal with Teaching and Learning Excellence and among other goals, specifically acknowledges that we will "Promote teaching and learning excellence through provision of a learning environment that values diversity, multiculturalism

and inclusiveness, and encourages all participants to understand local, national, and global perspectives”.

The third strategic direction in our Plan addresses the development of Organizational Excellence and sets goals that all staff should be recognized and valued for their perspectives and contributions to the college and that we will strive to build teams that effectively utilize the rich diversity of talents, skills and viewpoints of our students and employees.

The fourth strategic direction, Community Engagement, identifies the need for further development of productive and inclusive relationships with our internal and external communities and sets goals to build a community that embraces the diversity of our world and forges a rich learning and working environment for all.

Trends in Students Characteristics

This year CCBC enrolled over 70,000 students in its credit and continuing education courses. The characteristics of these students closely match the characteristics of Baltimore County Public and Private High Schools and the adult population that live in the region. In our annual Performance Accountability Report we report that 44% of our credit students are from minority groups, 37% are receiving financial aid, 60% are working more than 20 hours a week, more than 2,000 are taking an English as a Second Language course. The average age is 28 and almost every class and student activity will include young people just starting on their higher education path and older students returning for needed skills and to pursue their dreams of lifelong learning. These students come from every community in the Baltimore region to enroll in over 300 programs. During the year a Fulbright Scholar from Egypt and over 400 International students enriched the health profession, criminal justice, information technology, business, liberal arts, and math/science programs offered by the college. Student educational goals include preparation for graduation, preparation for transfer, obtaining workforce skills for a currently held job or to start their own business, preparation for a new career, and taking courses for personal enrichment. Their educational backgrounds prior to applying for admission range from current high school students getting a chance to take college level courses, recent high school graduates, older adults returning to college after years in the workforce and raising families, and individuals with PhD and MBA degrees taking French, CADD, Accounting, or System Engineering courses.

In order to maintain this rich diversity of students the College has purposeful outreach programs to all communities in the region. Media campaigns and outreach efforts reach each high school in the region, target all demographic groups, and provide a message of welcome to all groups in the area. CCBC provides college level courses for high school students throughout the area, and leads an effort to provide campus experiences for middle and high school students so that these students are made aware of the opportunities and challenges of higher education. The college closely follows enrollment trends in categories such as age, race, gender, and residency to monitor whether our students reflect the rich diversity of our region.

Goals to promote the Diversity of Students:

- **During the year the College implemented new state and federal requirements for collection of ethnicity and race categories. These new data will provide additional opportunities to understand more about students who identify themselves as Hispanic and the group of students who identify themselves as multi-racial.**
- **During this year the College moved ahead with plans to expand sites that will be more accessible to students from the Northwest corridor of Baltimore County.**

Multi-Cultural Diversity in the Curriculum

Requirements for course content and learning outcomes that address cultural diversity are built into each course and program. Each year CCBC teaches over 4,000 different credit courses and continuing education courses. While some of these courses are focused on applied technical or career skills, each credit course has an explicit goal to provide students with the knowledge and skills to understand themselves and others from various cultural, social, aesthetic, political, and environmental perspectives. In addition, each program is required to provide a variety of learning experiences that encourage students, independently and in collaboration with others, to acquire and use information for purposes of inquiry, critical thinking, problem solving, and creative expression in a diverse environment.

There are also a number of courses whose primary focus is on cultural diversity, group relations, and the study of the human condition. Many of these courses are within the School of Business, Social Sciences, and Wellness where there are courses in Women's Studies, Labor Studies, Social Problems, Sociology, Psychology, Philosophy, African-American History, and Native American Culture that attract students from every program and help students to understand and build cultural competency skills. Other programs and courses that deal explicitly with cultural diversity are located in the School of Liberal Arts where courses range from foreign language courses and multicultural literature to the performing arts of dance, music, and drama. Courses in the School of Justice support the cultural and communication skills of police and corrections officers; and in the School of Health Professions providers must learn cultural understanding in order to serve their future patients.

Instructors of English for Speakers of Other Languages (ESOL) and advisors from the Office of International Students have collaborated to establish an Intercultural Dialogues program, where foreign-born students visit courses in various disciplines to engage in a dialogue with students on a variety of topics related to cultural diversity. Because of the increasingly diverse immigration population in Baltimore County, Foreign Language Instructors and Allied Health Instructors have also collaborated to offer workshops on cultural diversity for students preparing to enter healthcare-related fields.

The College's continuing education division also provides courses in cultural diversity in its community education division and directly to businesses and agencies through customized training in workforce diversity issues that are designed for employees and employers.

In addition to this in-class focus on building cultural awareness and skills, CCBC academic programs have also developed approaches to promote Learning Communities, student teamwork in learning, Service Learning Opportunities, and International Travel opportunities. A major

purpose of these approaches is to contribute to each participant's awareness of cultural diversity and to develop the skills needed to be successful in a social and economic world that increasingly demands those skills from everyone.

Many of the curriculum initiatives identified above are being strengthened through the College's Achieving the Dream Initiative that support minority achievement and student success. That program supports initiatives in Developmental Education, professional development opportunities to explore and adopt culturally responsive pedagogy, on-campus presentations and workshops with a variety of national experts, and a variety of changes in the delivery of student services. This program has major initiatives in CCBC's new Student Success Course (ACDV101) and in the college's highly successful Accelerated Learning Program (ALP) that focuses on students in Developmental Education courses.

During this past year the College's Global Education Initiative efforts to include more global and cultural awareness into course grew to include a faculty led advisory board; multiple subcommittees pursuing the establishment of travel opportunities within courses, developing strategies for increased participation in foreign language courses, and increasing opportunities for course projects, service learning and learning communities with a concentration on global and cultural understanding.

Goals to promote cultural diversity and cultural competencies within the curriculum:

- **The Closing the Gap Initiative efforts to support achievement of students from minority groups will focus on and evaluate two major initiatives:**
 - **Building Financial Literacy for all students**
 - **Building modules and scaling up the workshops for faculty dealing with culturally responsive pedagogy**
- **The Achieving the Dream Initiative (ATD) will focus on opportunities to continue to close gaps in the achievement of educational goals for students from groups that have been underrepresented in the achievement of educational goals. It will use its major initiatives to strengthen student achievement through: a) ACDV101; b) the Accelerated Learning Program (ALP); c) Closing the Gap; and d) Strengthening Academic Advising.**
- **The Global Initiative Program will, among its other initiatives:**
 - **Expand the International Dialogues program using international students as resources**
 - **Explore additional ways in which the curriculum in all disciplines can be globalized to include cultural diversity**
 - **Determine how resources for professional development can be allocated for initiatives that globalize the curriculum**

Multi-Cultural Diversity in Student / Campus Life

The Student Life program and professional staff on each campus are responsible for helping to build a campus environment that supports the cultural, social, recreational, health, wellness, and intellectual development of all students. The Office of Student Life provides a number of programs that specifically address multicultural diversity. Explicit in the mission of this unit is a goal to provide a wide array of programs and services that satisfy the needs of a diverse, multicultural student population and to advocate for equality and inclusiveness. Within this area there is an Office of Multi-Cultural Affairs at each campus which has responsibilities to develop and coordinate programs that promote appreciation of cultures and developing skills in bridging cultural differences.

In recent years the efforts of Student Life that are directly associated with cultural diversity have included student orientation programs, a summer bridge program for new college students, the college alert program for working with local high school students, mentoring programs, targeted tutoring, working closely with faculty and student services staff to provide professional development opportunities focused on culturally responsive pedagogy, and bringing a number of speakers and workshops to the College for faculty, students and staff.

Each year CCBC celebrates International Education Week (IEW) and provides students, faculty and staff with opportunity throughout the year to increase their awareness and understanding of cultural differences and to develop global perspectives. IEW offers CCBC the opportunity to showcase its diverse student population.

In 2010, CCBC moved forward with its Global Initiative Program, whose goal is to provide a comprehensive and holistic approach to education for the 21st century. As part of this program, CCBC approved the formation of a Global Education Advisory Board, whose mission is to design, implement, and coordinate both curricular and co-curricular policies and activities that will help students and others within the CCBC community master the intercultural competencies they need to become effective global citizens. The Advisory Board's role is to strengthen professional development activities related to global perspectives, initiate service learning projects with global and local components, increase programming with an emphasis on cultural diversity, and develop a Global Citizenship credential.

During FY2010 CCBC was awarded a competitive grant of \$10,000 from the W. K. Kellogg Foundation to develop learning modules dealing with effective communication skills between persons of differing racial / ethnic backgrounds. The grant is among a number of significant opportunities that are being pursued as part of the Office of Multi-Cultural Affairs, and the Achieving the Dream Initiative that focus on closing the gap in the completion rates of CCBC students.

Also within the Office of Student Life there is an Office of Judicial Affairs that includes a judicial affairs advocate at each campus. These offices have responsibilities to administer a disciplinary process but also have much broader goals and job descriptions that include the fostering of a commitment to excellence and equity.

Another major effort to promote a rich multicultural student experience at CCBC continues to be the student clubs and organizations that are sponsored by the College. In order to be a sponsored activity each organization must be open to all students and must not discriminate on the basis of race, gender, age, physical disability, religion, sexual orientation, or national origin.

Among the many sponsored organizations that promote and reflect the diversity at the three campuses are the following: International Clubs; The Micology Family; Military Veterans Association; CORE (College Outreach Experience); Student Government Association (SGA); UMOJA (Diversity Week); World Unity Organization; Evening Student Association; Student with Disabilities; Rainbow Club; African American Students Association and the Black Student Union (BSU); International Student Association; Performing Arts; and a number of career oriented programs with activities that invite extensive networking with business communities. These clubs also sponsor visits to prospective transfer campuses including tours of Historically Black Colleges and Universities. Also among the student organizations that support students are the Multicultural Student Association which sponsored workshops and programs to heighten awareness of diverse cultures, and the Women's Program which offered assistance, counseling, courses, and referrals for both male and female single parents.

Goals to promote diversity and cultural competencies in student life:

The Office of Student Life will work with faculty and staff groups to further promote lectures, programs, special public events, and workshops that promote awareness of diversity and will coordinate those efforts so that they are well publicized and well attended.

The Office of Multicultural Affairs will strengthen its series of diversity dialogues as well as a series of faculty / staff discussions entitled “Culture, Coffee, and Conversation” to include additional faculty and student exchanges, rap sessions, films, theater productions, music performances, and field trips designed to promote increased cultural awareness and competencies. This series will concentrate on increasing intercultural harmony, resolving conflict, and helping students, faculty and staff learn the skills of being cultural ambassadors.

Multi-cultural Diversity among Faculty and Staff

The Strategic Plan has set a goal “to create a work environment, organizational culture and diverse workforce that reflect the society and community and to create a climate for the success of all employees by appreciating the uniqueness that they bring to the workplace.”

The College’s Office of Institutional Equity has responsibility, along with faculty, staff and administrators, to facilitate the success of all of learners by raising awareness of and helping to remove barriers to success related to equity within the College. The purpose of CCBC’s Office of Institutional Equity and Organizational Development also includes the responsibility to prevent, investigate and eradicate discrimination in accordance with due process with the college community. This Office has taken a leadership role in facilitating learning about diversity as well as investigating complaints that allegedly violate the college's nondiscrimination, equal

opportunity, and/or sexual harassment policies. This office provides: mediation services; equity related training; group facilitation training; and consultation services for matters related to human relations.

The College has policies and procedures in place to ensure that search and hiring practices promote a culturally diverse workforce. These include policies and procedures to ensure that positions are advertised in a wide variety of publications and media, that notices of openings are in traditional and non-traditional forums including college sponsored job fairs and job fairs at Historically Black Universities, and that procedures are practiced that will help ensure a pool of qualified minority candidates. These policies and practices also ensure that all applicants for administrative, faculty, and classified positions are screened by a search committee that represents a diverse group of college employees under the direction of a search committee chair and a trained Search Specialist. These search committees work with the Institutional Equity Office to insure an equitable search with an inclusive pool of applicants, adherence to guidance on interview questions, and the use of established procedures. The Search Specialists receive extensive training and must attend training updates to remain certified. The college has policies and procedures in place to ensure that its recruitment materials and practices are reaching a diverse pool of qualified candidates for all faculty, administrative, and staff openings. In addition to guidelines and support for recruiting, selecting and hiring faculty and staff, a tactical plan addresses promotion practices in an effort to “grow our own” diverse workforce with special retention efforts and initiatives that address evaluation and development of current employees.

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

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

Monitoring Diversity Commitments

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

Goals for Monitoring Diversity:

The College should ask representatives from instruction, enrollment management and student life, and human resources to select a core set of indicators from each of the areas identified in this report and to report to the College on trends in these indicators.

Progress Report for the Frederick Community College Diversity Strategic Plan- May 2010

Goal 1 of the plan states that FCC will produce culturally competent students. The four objectives in this goal cover the curriculum, co-curriculum and Continuing Education, assessment, and the campus environment. In our course catalog, FCC defines cultural competence as possessing the knowledge, awareness and skills necessary to participate effectively in dynamic, evolving multicultural contexts.

Progress on Goal 1 from 7/09 – 5/10 includes:

- FCC changed General Education Goal 10 from “students will value the emergence of a multicultural society” to “students will demonstrate cultural competence,” certified courses that develop cultural competence, and announced the new graduation requirement through the catalog and advising last year. In fall 2009 the FCC Diversity Office contacted the Assessment and Research Department about developing a way to quantitatively and qualitatively measure cultural competence in the college classroom. This was an exceptionally challenging initiative because of the complex comprehensive nature of cultural competence skills. The FCC Assessment Coordinator worked with the Diversity Director to research and analyze how cultural competence is assessed at the academic and corporate level. Once a framework of understanding had been achieved and the Diversity Director had helped to create clear goals and measurable objectives, the Coordinator spent 3 months collecting examples of assessments, creating new rubrics based on academic & assessment research, and working with various committees on establishing a valid methodology for assessing this extremely complex skill in FCC students. By late fall 2009, the Coordinator had created 4 different rubrics, supplemented by a “How To” research packet that detailed specific skills, objectives, and measurable learning strategies that faculty could utilize. The General Education Committee critiqued the 4 rubric choices, and voted to create the FCC Cultural Competence Assessment Initiative based on the spirit of the rubric they thought most closely linked to FCC’s general education goals. The rubric that the Committee chose as our “starting point” was a modified version of the AAC&U Cultural Competence Rubric. For the next 4 months, the A&R Coordinator worked with every major Assessment committee on campus, individual faculty members that use cultural competence skills in the classroom, and the Diversity Department to **heavily** modify the existing rubric. The A&R Coordinator did additional research and edited the existing resource packet, creating a simple 5 page document that gives faculty clear objectives & suggestions for using the rubric and other activities to measure how well students learn cultural competence skills (which were directly linked to the FCC General Education Cultural Competence Criterion and Outcomes). In March 2010, after 10 different drafts, the A&R Coordinator presented the finished product to faculty and staff across the campus, and the FCC Cultural Competence Initiative officially launched its pilot phase. During summer 2010 and fall 2010, all freshman seminar instructors and several other instructors from across campus

will test the completed cultural competence rubric, determine the usefulness of the FCC resource kit, and report data to the Assessment and Research Department. A&R will closely examine the quality and validity of the data that is collected. In winter 2010 the A&R Department will work with the Diversity Director and the Gen Ed committee to determine what changes need to be made based on faculty and student feedback from the pilot. Then, the rubric and packet will be incorporated throughout the campus, and FCC instructors will use the resources to teach students complex skills and use high quality data to determine how to help our students improve.

- FCC's International Education Coordinator in each semester offered an international education week promoting study abroad. Faculty and staff volunteered to give presentations on their international travels. The presentations were attended by staff and students. The Maryland Community College International Education Consortium (MCCIEC) also offered its second annual Cultural Competence Day workshop at Howard Community College. Open to all community college faculty and staff, sixty-eight people attended, including seven from FCC. One highlight of the day was a panel of international students who explained issues and benefits for international students studying at community colleges. In addition, the day included a guest speaker from American University and five break-out sessions.
- The five faculty members who spent the summer as part of the General Education Summer Institute working on integrating cultural competence into their courses provided an overview of those courses at the fall semester faculty retreat.
- The Office of Student Engagement provides opportunities for diversity training for FCC's student leaders. Diversity programs are offered at SGA retreats, at state affinity group student leadership conferences, and at the annual professional association student leadership conference. In addition, students who sign up for the Leadership Legacy program and the Phi Theta Kappa Leadership Development courses also experience units on diversity and global and cultural competence.
- The new Student Center/Classroom building opened in January 2010. The design creates spaces conducive to multicultural student gatherings. In addition, the Multicultural Student Services Office has an office suite with space for students to gather to work on homework assignments, relax, and engage in discussions and presentations.

Goal 2 of the Diversity Strategic Plan states that employees will be culturally competent.

Progress on Goal 2 from 7/09 – 5/10 includes:

- Thirty-five employees from all areas of the College participated in the "Diversity Dialogues" designed to increase cultural competence and create "shared meaning" about what it means to live in a multicultural world.
- The Diversity Director and the Assistant Human Resources Director worked on cultural competence language to insert in employee job descriptions. Completion of its inclusion in all job descriptions is anticipated for January 2011.

- A series of four workshops were offered in fall 2009 on “Racism in the Age of Obama.” Twenty-eight faculty and staff signed up to attend. Each workshop was devoted to reading and discussing selected articles, book excerpts and/or video clips on the continuing impact of racism in the United States. Participants in one session engaged in a simulation game that builds a low-mobility, three-tiered society through the distribution of wealth.
- A series of four workshops that dealt with sexism were offered in spring 2010. Between ten and fifteen people attended. The first dealt with how gender is learned and how we come to know what it means to be a man or a woman. In the second session participants read an article and discussed the author’s personal struggle to understand society’s gender roles and to examine issues and thoughts pertinent to the transgender community. In the third and fourth sessions, participants viewed a DVD titled “Mars, Venus or Planet Earth: Men and Women in a New Millennium” and discussed gender issues.
- In celebration of Women’s History Month, FCC’s Women’s Center and the Center for Student Engagement sponsored a reader’s theater titled “Passion and Perseverance: Nobel Women in Science.” Written and directed by a FCC English professor and performed by FCC faculty and members of the Maryland Ensemble Theater, the production focused on the contributions of Nobel Prize-winning women. The production was attended by students, staff and members of the community.
- The Office of Multicultural Student Services offered presentations and discussions titled, “He’s Not that Into You” and “Cries of Racism in America.” The office also offered a book discussion series open to students and staff.
- The Office of Student Engagement and the Frederick County United Way offered students an opportunity to experience a “poverty simulation.” The simulation offers students the opportunity to learn more about the realities of living in conditions of poverty. Participants enter the workshop with a new identity and family profile. Participants experience one month of poverty compressed into the real time of about three hours. Afterwards the session is debriefed and participants share their insights.
- Noted author, educator and political pundit Donna Brazile spoke to staff and students on her experience growing up in a poor family in the South as part of Co-Curricular Day. She also commented on the Phi Theta Kappa theme, “The Paradox of Affluence,” that was adopted by the entire campus as the topic of discussion on co-curricular days which are held each semester. The faculty is encouraged to build time in their syllabi to bring their classes to events planned throughout the day.

Goal 3 of the Diversity Strategic Plan states that the diversity of College employees will mirror the representation of historically underrepresented students. Objectives under this goal also address establishing FCC as a leader in cultural diversity, and assuring FCC policies, procedures and practices promote inclusion.

Progress on Goal 3 from 7/09 – 5/10 includes:

- FCC signed a Memorandum of Understanding with Howard University in which FCC provides a Howard doctoral student intern in their Preparing Future Faculty program with a partial salary, mentorship, and professional development in exchange for the student's teaching two three-credit courses. FCC hosted an intern in spring 2010. She taught two courses of Psychology 101. Expanding opportunities between our faculties, FCC's Director of Learning Technologies was invited to Howard to present a workshop.
- This past year at FCC, the percentage of persons of color in administrative positions stayed fairly steady at 15.18%. Faculty of color rose slightly from 10% to 11.22%. Employees of color were 15.94% of support positions.
- The Office of Diversity supported community organization events such as the Negro Business and Professional Women's Martin Luther King, Jr. Celebration, the Asian Lunar New Year, Annual Human Relations Awards, the Theodore Stephens Excellence Awards for African American students, the NAACP annual banquet, the Second Annual Asian American Health Fair, and hosted the Fifth Annual Frederick Latino Festival.
- On April 12 the Human Relations Commission of Frederick County awarded FCC's Director of Diversity the Lord D. Nickens Community Service Award for her "outstanding contributions toward the work of human relations in Frederick County." She also received a congratulatory certificate from Senator Barbara Mikulski for "her strong commitment and record of achievement in promoting affirmative action, cultural diversity and inclusion within the community."
- The Director of Diversity has created procedures for a new internal diversity committee that will monitor implementation of the diversity strategic plan. Members of the Diversity Strategic Planning Committee will be asked to continue their participation. Additional members will be solicited in fall 2010.

Goal 4 of the Diversity Strategic Plan states the students will achieve equitable outcomes.

Progress on Goal 4 from 7/09 – 5/10 includes:

- The Student Success/Achievement Committee whose goal was to increase the College's completion rate in terms of graduation and transfer rates no longer exists due to the departure of the Interim Vice President of Learning. There are currently discussions underway between the Learning and Learning Support areas to develop a mechanism for monitoring data and devising strategies to improve retention, academic success and goal attainment.



Cultural Diversity Plan for Garrett College

2010 Update and Progress Report

**Approved and Submitted by the
Garrett College Board of Trustees**

July 20, 2010

GARRETT COLLEGE

REPORT - PLAN FOR PROGRAMS OF CULTURAL DIVERSITY

Institutional Profile

1. Check one to describe your institution:

a. 4-year public

b. 4-year private

Are you affiliated with the Maryland Independent Colleges and Universities Association (MICUA)? Yes No

c. 2 year public

d. 2-year private

e. Other _____

2. How many campuses comprise your institution? One

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

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

GARRETT COLLEGE

687 Mosser Road

McHenry, Maryland 21541

I. HOW CULTURAL DIVERSITY AMONG STUDENTS, FACULTY, AND STAFF IS BEING ADDRESSED:

The role and importance of diversity in higher education has been widely recognized. In 2008, the Maryland General Assembly affirmed the importance of diversity as an educational goal by enacting legislation requiring that every public college and university develop and implement a cultural diversity plan. The 2008 legislation defines “cultural diversity” to mean “the inclusion of those racial and ethnic groups and individuals that are or have been under-represented in higher education.” Garrett College is committed to achieving a culturally diverse student body, faculty, and staff, and a campus environment that values and actively supports diversity. The College also strives to ensure that its graduating students are adequately prepared to live and work in a global society comprised of diverse cultures and beliefs. This commitment to diversity is evidenced in a variety of ways including the College’s Mission Statement, Institutional Goals and Strategic Plan, recruitment practices, goals for general education, Global Education Program, and campus environment.

A. Mission, Goals and Strategic Plan

Portions of Garrett College’s Mission Statement, two of its six Institutional Goals, and portions of its FY2010-2013 Strategic Plan attest to its commitment to achieving a more diverse student body and workforce and a campus climate that values and supports diversity:

Mission Statement:

Garrett College provides accessible, quality education in a supportive environment to a diverse student population. We offer associate degrees and certificate programs as well as continuing education to meet the transfer, career, workforce development, and lifelong learning needs of our students and the community. We are committed to the ongoing development of engaging, innovative, and sustainable curricula, programs, and initiatives that are responsive to a changing world.

Institutional Goals:

Accessibility: Make higher education accessible to a diverse student population through appropriate admissions practices, active recruitment of a diverse student body, affordable tuition and fees, financial aid and scholarship assistance, developmental studies for students who are under-prepared for college-level work, student support services, and delivery of courses at times and via media that are responsive to student needs. [Institutional Goal 1]

Educational Effectiveness: Ensure, through an emphasis on teaching excellence, that graduating students are able to demonstrate mastery with respect to oral and written communications skills, information literacy, critical reasoning and analysis, quantitative reasoning, scientific literacy, and information management; that they have achieved the requisite levels of academic and technical proficiency in their major; and that, through activities focusing on diversity and cultural awareness, they are adequately prepared to live and work in a global society comprised of diverse cultures and beliefs. [Institutional Goal 3]

FY2010-2013 Strategic Plan:

The following excerpts from the College's FY2010-2013 Strategic Plan address the enhancement of diversity, either directly or indirectly:

Accessibility:

Make higher education accessible to a diverse student population through appropriate admissions practices, active recruitment of a diverse student body, affordable tuition and fees, financial aid and scholarship assistance, developmental studies for students who are under-prepared for college-level work, student support services, and delivery of courses at times and via media that are responsive to student needs.

- Increase each year the number of students served by Garrett College in credit-bearing programs.
 - Through targeted recruitment and retention efforts, maintain or increase each year the number of students from under-represented groups and the number of international students attending the College.
- Ensure that developmental studies are effective and facilitate a student's progress toward degree completion.

Student Satisfaction and Success

Create and sustain a supportive learning environment that encourages student growth and achievement through appropriate advising and career counseling, transfer and career preparation programs, experiential learning opportunities, and curricular as well as extra-curricular activities that encourage student engagement and responsibility.

- Increase the graduation rate for each cohort of full-time, first-time, degree or certificate-seeking students (to reach the median for the IPEDS peer group).

- Strengthen and make congruent the behavioral policies and procedures contained in the Catalog, Student Handbook, the Student Code of Conduct and the Residence Hall Guide. Through consistent enforcement of policies, encourage a culture of zero tolerance for harassment, violent behaviors and other destructive or illegal actions.

Educational Effectiveness

Ensure, through an emphasis on teaching excellence, that graduating students are able to demonstrate mastery with respect to oral and written communications skills, information literacy, critical reasoning and analysis, quantitative reasoning, scientific literacy, and information management; that they have achieved the requisite levels of academic and technical proficiency in their chosen program of study; and that, through activities focusing on diversity and cultural awareness, they are adequately prepared to live and work in a global society comprised of diverse cultures and beliefs.

- Implement a systematic process of program review for all educational offerings that derives from expected student outcomes and includes demand and cost-benefit analysis.
 - By September 2010, complete a comprehensive evaluation of general education courses as they lead to the learning outcomes desired for graduates; use the results to guide needed improvements.

B. Recruitment of Students, Faculty and Staff

The College believes in the importance of making its education and employment accessible to minorities. Since Garrett County's population is almost 98 percent white, the College has had look to other geographic areas to recruit minority students, faculty, and staff. Garrett College takes pride in the percentage of minorities within its student population. In fall 2009, minority student enrollment reached a record high of 16.74 percent, which far exceeds the representation of minorities within the College's service area. According to the most recent data, only 2.1 percent of Garrett County's population is made up of minorities who are 18 or older. Historically, most of the College's minority population has been comprised of student athletes. More recently, however, the number of minority students who are non-athletes has grown and now, student athletes account for approximately half of the College's minority population. This shift is at least partially due to an increase in the number of international students enrolling.

The College has been less successful in attracting minority faculty and staff. The realities of a relatively small staff and an even smaller number of full-time faculty, low turnover, almost no minority representation in the service region, the rural character and isolation of Garrett County, and a low wage scale, pose a significant challenge to the College's ability to recruit and retain minority faculty and staff. While minority representation among Garrett College's full-time faculty and staff exceeds the representation of minorities within its service area, the reported percentages actually represent only a few individuals. The College's relatively high percentage of minority faculty (5.88%) is the result of having one minority faculty member among its full-time faculty of seventeen. As of fall 2009, minority representation among the College's full-time administrative and professional staff was 5.13%, down from the 8.80% reported for fall 2008, but again, this change represents the loss of a single individual.

C. General Education Program

The development of a cultural and global perspective is one of the goals of Garrett College's general education program. The College defines "cultural and global perspective" as the "awareness of global issues and an appreciation of cultural dynamics through different disciplines." The College initially sought to achieve this goal by offering a program of multi-culturally focused co-curricular events and activities. However, in FY2008, the faculty recommended that diversity be incorporated as part of the required general education curriculum. Diversity and multi-cultural content and activities have been integrated into the curricula of selected general education courses. All students must complete (with at least a "C" grade) one of these "Identity and Difference" courses in order to graduate. The selection of Identity and Difference courses ranges across several disciplines including geography, history, psychology, philosophy, and sociology.

D. Global Education Program

The Global Education Program was initially established for the purpose of offsetting the insularity of life in Garrett College's rural service region. It was intended to not only benefit Garrett's students by exposing them to other cultures, but the wider community as well. This program initially provided full scholarships to students from the Baltic nations, with whom a former Garrett College president had special ties, and later to students from the Republic of South Africa. The program was subsequently expanded to recruit students from other countries, although full scholarships are no longer awarded. (Effective with the fall 2010 semester,

qualifying international students will be eligible to receive scholarship aid of up to \$5,000 annually; in addition, \$30,000 has also been allocated in the current budget to provide on-campus work opportunities for international students to assist them in meeting their tuition and living expenses.) The College's largest international student enrollment to date occurred in fall 2007, when 20 students representing 16 different countries were enrolled. International student enrollment has declined since then (fall 2008, 16 students; fall 2009 12 students; fall 2010 projected enrollment, 10 students). This decline in enrollment is at least partially attributable to the reduction in the amount of scholarship aid available to international students. However, the College hopes to reverse this trend. Increasing the number of international students is one of the objectives outlined in the FY2010-2013 Strategic Plan.

The World View International Club is an outgrowth of the Global Education Program. Its membership is made up of both international and American students. This club conducts a number of activities and events both on and off campus which are aimed at promoting greater awareness and understanding of other cultures.

E. Campus Climate

Over the last 25 years or more, the administration of Garrett College with the aid of the campus community has worked to create an environment where diversity is not only accepted but valued and actively supported. For example, one of the College's guiding documents is "Characteristics of Excellence at Garrett College." This document sets forth standards of performance and behavior for faculty, staff, and administrators as well as students and forms the basis for personnel evaluations. Faculty are expected to treat students fairly and equitably based on their merit and performance and without regard to factors such as race, religion, and gender; expectations for administrators and staff are similar. Another guiding document, the "Principles of a Just and Humane Community," affirms the freedom to openly express one's views, including those expressing dissent.

On a survey conducted for the College's 2007-2008 Self-Study, 90 percent of the faculty, staff, and administrators who responded agreed or strongly agreed that Garrett College is committed to a climate that fosters respect among students, faculty, staff, and administrators from a range of backgrounds, ideas, and perspectives. On a 2006 employee survey, 57 percent of the employees who responded agreed or agreed strongly that the College demonstrates and encourages a climate of diversity; only 10 percent disagreed. Surveys have also shown that most of the faculty and a majority of the College's other employees feel that academic and intellectual freedom is encouraged and that their views can be expressed openly. On a 2007 student survey,

almost three-quarters of the respondents felt that the College supports the freedom for them to openly express their views.

While the College's Code of Student Conduct does not specifically address issues relating to diversity, it does address hate crimes. The College also has policies addressing hate crimes in the Student Handbook and the Human Resources Manual.

II. HOW CULTURAL DIVERSITY WILL BE ENHANCED

A. Areas Where Improvement Is Needed

As the foregoing discussion indicates, Garrett College has made significant progress toward achieving diversity among its student body, infusing diversity into the curriculum, and creating a campus climate that respects differences and values diversity. However, there are several areas in which the College can improve. Maintaining or increasing the number of students from under-represented groups and the number of international students will continue to be a major objective, as is called for in the FY2010-2013 Strategic Plan. Other areas needing improvement include

Minority retention and success - Retention and completion rates for the College's minority population and among its African American students in particular, are lower than those for the overall population. Improved and expanded academic and other support services and a more effective developmental studies program for under-prepared students are new initiatives that may help to improve minority retention and completion rates.

Identification and assessment of diversity learning outcomes – The College has not articulated specific diversity learning outcomes for Identity and Difference courses. Therefore, it is not possible to assess the extent to which the “cultural and global perspective” general education goal is being achieved. A set of diversity learning outcomes common to all Identity and Difference courses needs to be developed and regularly assessed so that the effectiveness of those courses can be evaluated.

Training for faculty and staff to heighten awareness of cultural differences – As has been stated earlier, Garrett College's faculty and staff value and support diversity. However, certain cultural and ethnic differences are not always recognized or fully understood. Activities and training designed to heighten the faculty and staff's awareness of cultural differences may help them to communicate more effectively

when dealing with minorities and to respond appropriately when dealing with problem situations.

Targeted recruitment of minority faculty and staff – While the percentage of minorities among Garrett College’s faculty and staff is considerably higher than minority representation within its service area, the actual number of individuals represented is very small due to the fact that the total number of faculty and staff the College employs is relatively small, as has already been explained. Thus, a single personnel change could significantly affect the College’s minority composition. From the foregoing discussion on faculty and staff recruitment, it is also clear that Garrett College faces some significant challenges in trying to recruit and retain minority faculty and staff. Nevertheless, by using targeted recruitment strategies, the College may be more successful in attracting minority faculty and staff. Opportunities to hire minority faculty are likely to increase, given that almost half of the College’s full-time faculty will be eligible to retire within the next 5-10 years.

B. Action Plan for Enhancing Diversity/Summary of Resources Needed to Effectively Recruit and Retain a Culturally Diverse Student Body

Garrett College has devised the following action plan for enhancing cultural diversity, focusing on those areas where improvement is most needed. (Note: The summary of resources needed to effectively recruit and retain a culturally diverse student body is included within this plan.)

Goal 1: Improve minority retention and success.

[This goal is also a FY2010-2013 Strategic Plan objective.]

Strategy 1: Hire a Director of Student Support Services to oversee delivery of appropriate academic and other support services, including services to students with learning disabilities, and to coordinate efforts to improve retention.

Responsibility: Dean of Academic Affairs

Timeline: Fall 2009

Resources needed: ~~Salary and benefits—\$73,500 (re-configured position)~~

Status: *As a result of reorganization within the College’s academic division, the the proposed Director of Student Support Services position has been eliminated and the functions and responsibilities of that position have been reassigned to the Associate Dean of Academic Affairs.*

Strategy 2: Create a process for early identification of at-risk students and their intervention needs.

Responsibility: Dean of Academic Affairs, Dean of Student Life

Timeline: Spring – fall 2010

Resources needed: None (see Strategy 1 above)

Status: *A Behavioral Intervention Team has been established to assist in the identification of at-risk students, beginning with the fall semester 2010. This team will be under the direction of the Dean of Student Life.*

Strategy 3: Revise the developmental studies program with the goal of making it more effective.

Responsibility: Dean of Academic Affairs, Associate Dean of Academic Affairs

Timeline: Fall 2008 – spring 2011

Resources needed: Computers (\$40,000) and software (\$5,000)

Status: *Revisions to the developmental math program have been completed; preliminary results from those revisions have been positive. Revisions to the developmental English program are currently in progress. Relatively few students require developmental reading and revisions to that program will be made at a later date.*

Strategy 4: ~~Hire a Coordinator of Health Services (part-time) and a Coordinator of Counseling Services (part-time) to assist in identifying students with health and/or personal/emotional issues and refer them to the appropriate off-campus services.~~
[COMPLETED]

Responsibility: Associate Dean of Student Life

Timeline: Fall 2009

Resources needed: Salary and fringe benefits - \$43,000 (total for both positions)

Status: *A Coordinator of Counseling Services (part-time) and a Coordinator of Health Services (part-time) were hired in fall 2009. These services had not previously been provided. The allotted hours for each of these positions have been increased to 24 hours per week, beginning with the fall 2010 semester.*

Goal 2: **Develop and regularly assess diversity learning outcomes.**

Strategy 1: Identify a common set of diversity learning outcomes for all Identity and Difference courses.

Responsibility: Dean of Academic Affairs

Timeline: Spring 2011

Resources needed: None

Status: *Due to other priorities it was not possible to begin this task this year. The completion date has been extended to spring 2011.*

Strategy 2: Develop and implement a process for assessing diversity learning outcomes.

Responsibility: Dean of Academic Affairs

Timeline: Spring 2012

Resources needed: None

Status: *Since the task in Strategy 1 above (i.e., identification of diversity learning outcomes) is yet to be completed, this task could not be completed. Completion is now scheduled for spring 2012.*

Goal 3: **Conduct training to heighten faculty and staff's awareness of cultural differences.**

Strategy 1: Conduct annually a joint faculty/staff training session aimed at improving awareness of cultural and ethnic differences with guidance on how to respond to such differences.

Responsibility: Director of Personnel, Dean of Academic Affairs, Dean of Student Life

Timeline: FY2013 and ongoing

Resources needed: Outside presenter and miscellaneous expenses - \$5,000 (annually)

Status: *Although initiation of this training was originally planned for FY2011, fiscal constraints prevented the inclusion of the necessary funding in the FY2011 budget. Given fiscal projections for FY2012 it is likely that initiation of this activity will need to be deferred until FY2013.*

Strategy 2: Encourage more faculty and staff participation in on-campus presentations, events, and activities focusing on other cultures.

Responsibility: Executive Council

Timeline: FY2010 and ongoing

Resources needed: None

Status: *FY2010 activities included a lecture on Costa Rica and a Chinese cooking class. More emphasis will be given to this activity in FY2011.*

Goal 4: **Develop and adopt a policy that addresses campus-based hate crimes and revise the Student Conduct Code to accord with that policy.**

Strategy: ~~Revise (amend) the Sexual Harassment/Assault Policy to include campus-based hate crimes and the Student Conduct Code to address hate crimes separate from other offenses.~~

[COMPLETED]

Responsibility: Director of Personnel, Dean of Academic Affairs

Timeline: Fall 2009

Resources needed: None

Status: *The College's Sexual Harassment/Assault Policy found in the Catalog and the Student Handbook has been revised to include campus-based hate crimes and the Student Code of Conduct now specifically lists campus-based hate crimes as one of the offenses for which students may be sanctioned. The amended policy was effective with the beginning of the fall semester 2009. The College's revised Human Resources Manual, which the Board of Trustees approved in June 2010, now also includes a section addressing campus-based hate crimes.*

Goal 5: **Increase minority representation among faculty and staff through targeted recruitment.**

Strategy: Advertise faculty and professional staff openings in minority publications.

Responsibility: Director of Personnel

Timeline: FY2012 and on-going

Resources needed: Advertising costs - \$4,000 (annually)

Status: *Because of the fiscal constraints imposed on the FY2011 budget, it was not possible to allocate the extra funds needed for targeted recruitment of minorities. As soon as the fiscal situation improves, the College will aggressively pursue the hiring of minority faculty and administrative and professional staff. A considerable number of faculty and administrative and professional staff positions are likely to be vacated with in the next five-ten years due to retirements.*

Total cost to implement this plan: \$97,000.

III. PROCESS FOR REPORTING CAMPUS-BASED HATE CRIMES

The occurrence of hate crimes can be detrimental to the College's goal of achieving student satisfaction and success. 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. Since the implementation of the Jeanne Clery Disclosure Act, Garrett College has had no reportable incidents of any hate crimes.

The Office of Safety and Security investigates all reported incidents occurring on the Garrett College campus. Incidents that occur off campus are referred to the local law enforcement agency for that jurisdiction. Campus Security guards will assist victims of crimes occurring in other jurisdictions to the limit allowed by law. In cooperation with other law enforcement agencies, reports generated by the Campus Safety and Security office are usually available to those persons who are directly involved in the incident, including other law enforcement agencies or when mandated by law. All reported information, police reports and files remain confidential and secure. Names of suspects, victims and/or witnesses are not released unless approved by the proper college authorities.

Students who feel that they have been victims of a hate crime should register a complaint with the Office of Safety and Security, who will investigate the allegation and, if warranted, will report it to the proper authorities, either within the College or the local law enforcement agency, depending upon the circumstances. Action will be taken when necessary against any individual responsible for a hate crime. Disciplinary action may be taken by the College according to the Student Code of Conduct, or criminal action may be taken by the local law enforcement agency, depending upon the severity of the incident.



HAGERSTOWN COMMUNITY COLLEGE

CULTURAL DIVERSITY PLAN

June 22, 2010

MESSAGE FROM THE PRESIDENT

Hagerstown Community College values the benefits of diversity and is committed to creating a community that recognizes the value and uniqueness of each person. Everyone in the College community - students and employees alike - grow scholastically and personally as they understand, enjoy and, ultimately, respect varying views and cultures.

Our world rapidly changes and expands. A study of future trends clearly indicates that the environment in which we live is rapidly becoming increasingly multicultural, multiethnic, and diverse. The globalization of U.S. economy, technology, and the changing demographics of the U.S. population are indicators that our future will differ greatly from our past. We have the responsibility to prepare our students for success in this changing world. Instilling in them the appreciation of peoples' similarities and differences fosters positive values. In addition, productive citizenship requires learning environments that reflect the multicultural, multiethnic, and diverse character of our nation today and tomorrow. As an institution of higher education, we respect the variety of ideas, experiences, and practices that such diversity entails. Knowledge is the tool that contributes to the understanding and celebration of diversity as it provides a vehicle to help those who feel marginalized to voice their concerns.

This Cultural Diversity Plan will guide changes in campus policies and procedures, with the values of equal access and equal treatment for all as the foundations. The ultimate goal is to make HCC a more inclusive and inviting place. For successful implementation, the elements of this plan must integrate into core structures, annual and strategic planning, and student learning goals. Accountability at all levels is critical for real change in campus culture. All members of the college community – the Board of Trustees, administration, faculty, and staff - have the opportunity and responsibility to support the college's strategic initiatives to weave diversity into the fabric of the institution.

This Plan represents HCC's commitment to provide an atmosphere of cultural diversity, equal opportunities for employment and access to education and training. Progress toward achieving the goals herein will strengthen the college as a whole. Your support and participation in this important endeavor is welcomed and is critical in fulfilling this important part of our mission.

Guy Altieri, Ed.D.
President
Hagerstown Community College

INTRODUCTION

Diversity can be defined in a wide variety of ways. This Cultural Diversity Plan (CDP), defines “diversity” as the recognition, appreciation and understanding of individual, group, and cultural similarities and differences that include, but are not limited to age, abilities and disabilities, ethnicity, language, gender, race, nationality, religion, socio-economic status, veteran status, and sexual orientation.

The changing demographics and globalization of the nation’s economy give impetus and focus to the “open door” mission of community colleges. Hagerstown Community College (HCC) strives to create a climate that supports individual rights and respects diverse cultures, backgrounds, and ideas. Creating such a climate will have positive effects such as improving attitudes toward diverse groups, institutional satisfaction, increased involvement, and academic growth as we work together, learn together, and live together. The legal and political context that shapes diversity planning has changed dramatically over the decade. Evolving laws and social policy are going beyond the “numbers.”

Issues of diversity permeate many aspects of a campus environment and each aspect is connected with the others. Unless incorporated into core structures of the college through strategic planning efforts, little will change substantively and diversity initiatives will be insignificant and vulnerable. Simply recruiting a more diverse student body without attending to other aspects of campus life, such as intergroup relations, curricular change, faculty and staff professional development, and diversifying faculty and staff, can result in difficulties for traditionally under-represented students. Comprehensive institutional change and integrated efforts in these areas provide positive educational outcomes and benefits for all – students and employees alike.

This document represents the good faith efforts and commitment of the President, the Board of Trustees, staff and faculty to provide an atmosphere of acceptance and respect for cultural diversity and equal opportunities for education, training and employment.

THE COLLEGE’S MISSION, VISION, AND VALUES

Cultural diversity, equality in education and equal employment opportunities are viewed as integral parts of the mission and purpose of HCC. The mission, vision and values statements encourage and support diversity in the personal, professional and scholastic development and enrichment of all in the College community.

Mission

HCC is a state and county supported comprehensive community college. Its central purpose is to offer a diverse array of courses and programs designed to address the curricular functions of university transfer, career entry or advancement, adult basic skills enhancement, general and continuing education, as well as student and community service. It is part of the College’s

mission to promote and deliver educational excellence within a learning community environment and to foster regional economic and cultural development through community service and collaboration. The College is charged to provide high quality education at a reasonable cost to meet the post-secondary educational needs of the citizens of Washington County and the surrounding region. The College believes in and teaches the ideals and values of cultural diversity and a democratic way of life and seeks to cultivate in its students critical and independent thought, openness to new ideas, a sense of self-direction, moral sensitivity, and the value of continuing education.

Vision

HCC will be a learner-centered, accessible, life-long learning institution dedicated to student and community success. We will maintain a wide spectrum of college programs and services, with a special emphasis on teaching excellence as measured by verifiable student academic achievement. We are committed to staff success through planning and learning, shared campus governance, the promotion of internal and external partnerships, and making the necessary strategic changes that will assure we successfully address our mission - the purpose, functions, and values of the College.

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.

STRATEGIC and ANNUAL PLANNING

Originally written in 2004, HCC's 2012 Strategic Plan has always incorporated goals and action plans for a diverse student body [Strategic goals 2, 3, 8] and workforce [Strategic goals 6, 8]. The 2012 Strategic Plan addresses the importance of diversity by establishing specific goals, sub-goals and action plans, *which the College adopted as relevant goals for its Cultural Diversity Plan*. HCC annually updates its strategic plan, revising and adding sub-goals and action plans as institutional priorities change or are added. Highlighted and bolded below are the goals and sub-goals related to multiculturalism and diversity, which are to be accomplished from FY 11 through FY 12. Note that most of the action plans are multi-year goals as the College recognizes the importance of its commitment to strengthening diversity on the HCC campus. Resources for these sub-goals and action plans, persons responsible for implementation, and benchmarks are established through the annual planning process. The

progress on these goals and action plans is discussed in the sections that follow “Strategic and Annual Planning.”

Strategic Goal 2 - Promote Teaching Excellence and Maintain a Responsive and Dynamic Curriculum

2.6 Create a learning environment that is respectful of multicultural values

Action Plans:

- 2.6a Structure professional development activities that focus on multicultural responsiveness (FY11 - FY12)
- 2.6b Promote multicultural sensitivity in the classroom among faculty and students (FY11 - FY12)
- 2.6c Develop interactive teaching and learning models that will expand student knowledge of and appreciation for multiculturalism, including faculty and student panel discussions, etc. (FY11 - FY12)

Strategic Goal 3 - Maintain Proactive Enrollment Management, Student Support Services, and Marketing Strategies

3.1 Develop and maintain strategies to increase the number and diversity of student enrollments

Action Plans:

- 3.1b Develop strategies to reach more prospective students (FY011– FY12)
- 3.1d Increase ESSENCE course offerings in area high schools (FY11 - FY12)
- 3.1h Expand Learning Community initiatives to interface with the needs of K-12 students and their teachers (FY11 - FY12)
- 3.1i Promote and market the College’s Opportunity Fund as another student financial aid source (FY11 - FY12)
- 3.1j Develop strategies to increase enrollment through a data driven review of academic programs with low enrollments that may result in targeted recruitment and marketing efforts (FY11 - FY12)
- 3.1m Develop specific marketing strategies at the program level to address projected enrollment (FY11 – FY12)
- 3.1n Develop recruitment initiatives to enhance the efforts of the Recruitment Coordinator and to parallel institutional marketing strategies (FY11 – FY12)
- 3.1o In collaboration with the Multicultural Committee, develop strategies to continue the growth of minority enrollments (FY11 - FY12)
- 3.1p Develop and maintain ESL curricula in ABE, developmental and college level courses (FY11 - FY12)
- 3.1r Increase enrollment of veterans by marketing recently enacted financial benefits (FY11 - FY12)

3.2 Increase the retention of students who have not completed their educational goals

Action Plans:

- 3.3.2 b Increase the amount and variety of student financial aid and provide more information to students on what is available (FY11 - FY12)
- 3.2e Develop strategies to improve retention through a data driven review of academic programs with low retention and completion rates as well as in selected student service programs (FY11 - FY12)
- 3.2f Implement strategies within the enrollment management system to improve retention, with emphasis on “at risk” students (FY11 - FY12)
- 3.2g Implement the approved recommendations of the Ad Hoc Retention Committee’s final report (FY11 - FY12)

3.4 Serve a diverse array of students in all mission based areas, providing special services to reach out to underserved populations

Action Plans:

- 3.4b Implement marketing initiatives specifically targeted at underserved populations (FY11 - FY12)
- 3.4c Develop and refine recruitment strategies for career program offerings (FY11 - FY12)
- 3.4d Expand marketing in support of ABE/GED/EDP programs (FY11 - FY12)
- 3.4e Expand training programs for individuals entering the job market or making a career change (FY11 - FY12)
- 3.4f Review student markets to ascertain that appropriate programs and support services exist for each market (FY11 - FY12)
- 3.4g Expand learning disabilities testing, diagnosis, and services, including paying a stipend for student note takers (FY11 - FY12)
- 3.4i Enhance library support for adult literacy programs, ESOL and Job Training Student Resources (FY11 - FY12)

Strategic Goal 6 - Improve Human Resource Development Systems

6.1 Improve recruitment, selection, and orientation processes aimed at securing and maintaining a diverse and competent faculty and staff

Action Plans:

- 6.1a Develop policy recommendations as needed through the Human Resources Committee for improved employee recruitment, selection, and orientation (FY11 - FY12)
- 6.1b Work collaboratively with the Ad Hoc Multicultural Committee to enhance campus and staff diversity (FY11 – FY12)
- 6.1c Expand recruitment activities to include visitations to historically black and Hispanic institutions (FY11 – FY12)
- 6.1d Incorporate Hispanic culture and language into the College’s professional development program (FY11 – FY12)

Strategic Goal 8 - Expand Community Services and Strategic Partnerships and Alliances

8.3 Cooperate with other local educational and community organizations, as well as government bodies, in seeking educational solutions to local economic and social problems

Action Plans:

8.3d Continue to collaborate with local social service agencies in recruiting students (FY11 - FY12)

8.4 Maintain the College's role as the hub of intellectual, social, and cultural development in the service area

Action Plans:

8.4c Plan and sponsor community information forums on issues facing the HCC service area (FY11 - FY12)

8.4d Provide County leadership for the annual Martin Luther King/Diversity Celebration on the HCC campus (FY11 - FY12)

8.4e Plan activities throughout the year that promote multiculturalism (FY11 – FY 12)

As 2012 Strategic Plan and the Cultural Diversity Plan goals continue to be implemented, HCC is making progress that is going beyond “just numbers,” though realistic numerical targets are important if diversity plans are to have credibility across the campus and in the community. A broader range of perspectives helps attract a more diverse student population. Research also suggests that institutions that have staff who are “diversity conscious” tend to exhibit greater flexibility in thinking and take into consideration a variety of learning styles. Diversity conscious faculty and staff contribute greatly to student success and retention.

DIVERSITY CHALLENGES AND OPPORTUNITIES AT HCC

Improving the diversity of its workforce as a small college in Western Maryland remains one of HCC's greatest challenges. In 2006, the minority population of the College's primary service area of Washington County was estimated to be almost 13% of the total population, which accounted for 46% of the county's population growth between 2005 and 2006. Although the U.S. Census Bureau considers “Hispanic” an ethnicity and not a race, that sub-population in Washington County grew by almost 18%. The Hispanic population is increasing at the highest rate in the county and at the College, even though the largest minority student and community minority group remains African American.

Though Washington County is growing more diverse, Western Maryland lacks cultural and ethnic opportunities, as well as a significant professional minority population so often found in the urban and metropolitan areas. However, with the current trend of westward migration out of the metropolitan areas to Washington County because of a lower cost of living, more minority professionals will likely relocate within the College's service area.

The U.S. Census Bureau’s 2009 population estimates by race for Washington County follows:

**Washington County Population Estimates by Race
2009**

Race	Estimate	% of Total
Total Population	145,910	100%
White	126,996	87%
Black or African American	14,358	10%
Asian	2,127	2%
American Indian and Alaska Native	300	-
Native Hawaiian and Other Pacific Islander	78	-
Two or More Races	2,051	1%
Hispanic (of any race)	4,221	3%
% Non-white (excludes Hispanics)	19,118	13%

The minority population of Washington County remains about 13%, and is 16% if ethnicities (Hispanics) are included.

The number of minority students is expected to increase, particularly among Hispanics as the College attracts non-native speakers into its English as a Second Language (ESL) program, as well as other literacy and adult basic education programs. Enrollment in Washington County Public School’s English Language Learners (ELL) grew from 176 in FY 04 to 418 in FY 09. As a primary feeder for enrollments at the College, a concomitant increase of traditional and non-traditional aged Hispanic enrollees is anticipated over the next few years. Changes in the ethnic composition of the College’s service area, particularly growth of groups that have traditionally been under-represented in higher education, will have great impact on the College’s programs and services. This is especially true in the areas of Adult Basic Education and Literacy Services. These anticipated changes have important planning implications that the College’s goals reflect.

The lack of minority faculty to provide positive role models and to help create a culturally diverse college community is of great concern. Curriculum and course content that embeds multiculturalism sensitivity and training must be addressed as well. Additionally, the major shift in student population requires the College to refine its marketing and recruitment strategies. These concerns are being addressed through 2012 and this plan.

Over the last few years, the College has begun to position itself to plan for the impact of changing demographics locally on its “open door” policy. The programs that have contributed recently to the College’s success in recruitment and retention of minority students include: the full-time position of Multicultural Recruiter, increased number of financial aid awards to

minority students, the case management approach and resources provided by the Job Training Student Resources Center and the Disability Support Services Office. In addition, the Hispanic Association of Hagerstown provided \$3,000 in scholarships this year to target Hispanic students with scholastic ability pursuing academic credit programs at HCC. The College recognizes the importance of these positions and strategies and departments annually plan to retain, modify or reallocate positions or funds as necessary.

DIVERSITY OF THE STUDENT POPULATION
(HCC Strategic Goals 2, 3, 6 and 8)

HCC has experienced an upward trend in credit enrollment of minority students in the last four years. There was approximately a 49% increase in minority enrollment at HCC from FY 05 through FY 09. Of overall enrollment, the percentage of minorities steadily increased from 11.3% in FY 05 to 14.3% in FY 09. This upward trend at the College reflects the increase of the minority population in Washington County during that same period. From FY 05 to FY 09, the African American population in the county increased 6.3% and by 43.7% in terms of College enrollment, while the Hispanic population in Washington County increased by 17.7% and by 67.9% at the College. The table that follows shows unduplicated enrollment in credit programs by ethnicity from FY 2005 – 2009.

HAGERSTOWN COMMUNITY COLLEGE							
Fiscal Year Unduplicated Credit Enrollment							
Characteristic		FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	% Change
Ethnicity	Unknown	3	40	62	73	98	--
	Black	368	399	421	460	529	43.7%
	Indian	19	21	22	24	30	57.8%
	Asian	74	86	77	102	107	44.5%
	Hispanic	106	119	144	144	178	67.9%
	White	4,339	4,463	4,453	4,631	4,837	11.4%
	Other	122	120	85	97	122	--
	Total Headcount	5,031	5,248	5,264	5,531	5,901	17.2%
Total Minority Students*		567	625	664	730	844	48.8%
Minority % of Credit Students*		11.3%	12.0%	12.2%	13.2%	14.3%	

**The category of "other" and "unknown" are not included in the minority percentage calculation.*

The College is also committed to providing adequate and sustainable need-based financial aid. Staff members such as the Multicultural Recruiter, Job Training Student Resources staff, academic advisors, the Disability Services Coordinator, and the College Recruitment Coordinator, are bridges to the Financial Aid Office and help students get started with the FAFSA forms. Each year, the Director of Financial Aid hosts two 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, student loans issues and important deadlines. The results of these efforts are demonstrated by an increase in numbers of minority students receiving financial aid. From 2007 through 2009, there was an increase of 11.4 % (unduplicated headcount by ethnicity) in the number of minority students receiving any type of financial assistance.

HAGERSTOWN COMMUNITY COLLEGE									
Unduplicated Students Receiving Financial Aid as reported on the MHEC Financial Aid Information System (FAIS) Report									
Financial Aid Award Years 2007 through 2009									
Race	FY 07			FY 08			FY 09		
	Total Unduplicated Headcount	# Receiving Financial Aid (unduplicated)	% Receiving Financial Aid	Total Unduplicated Headcount	# Receiving Financial Aid (unduplicated)	% Receiving Financial Aid	Total Unduplicated Headcount	# Receiving Financial Aid (unduplicated)	% Receiving Financial Aid
Black	421	219	52.0%	460	243	52.8%	529	314	59.4%
Native American	22	8	36.4%	24	6	25.0%	30	11	36.7%
Asian	77	22	28.6%	102	26	25.5%	107	34	31.8%
Hispanic	144	64	44.4%	144	60	41.7%	178	84	47.2%
White	4,453	1557	35.0%	4,631	1609	34.7%	4,837	1961	40.5%
Other/Unknown	147	40	27.2%	170	42	24.7%	220	61	27.7%
Total	5,264	1,910	36.3%	5,531	1,986	35.9%	5,901	2,465	41.8%

% of All Minorities Receiving Financial Aid: 47.1% 45.9% 52.5%

Office of Planning and Institutional Effectiveness, 6/11/10

Source: MHEC FAIS Reports, FY 07-09

College Commitment to Creating a Diverse Student Body

The recruitment of a diverse student population is an important outcome of diversity activities. Students with different perspectives and life experiences improve the quality of interaction between students and faculty and promote increased student engagement. In our global economy, working with others from different backgrounds is an important skill to gain from a college education.

The College is intentional in its plan to recruit a culturally diverse student body, with the recognition that some groups require more encouragement and contact. To this end, the College expanded its recruitment program by hiring a full-time Multicultural Recruiter in 2009 to reach out to public service agencies, local churches, and businesses to encourage prospective minority students to enroll in either ESL or GED courses, credit college-level courses, or non-credit courses. In addition, this person serves as a liaison to college services and programs connecting new students with financial aid, the College’s Job Training Student Resources Center, Disability Support Services, tutoring, and mentoring.

The ad hoc Multicultural Committee, which consists of faculty, staff and students, is charged with promoting educational, cultural, and professional development programs that help to infuse diversity into the curriculum as well as promote student learning and appreciation of our differences and similarities. The work of the Committee focuses upon creating a hospitable campus environment for all constituents based on the ideals of diversity and multiculturalism. An annual expectation of the committee includes sponsoring the major on-campus diversity event in honor of Martin Luther King Jr. (MLK) on the national holiday and an examination of issues related to diversity at the College. The College is the only entity in the County that offers a program to celebrate the MLK holiday and diversity. The Ambassador from the Republic of Cameroon made a presentation at the event and a reception for the ambassador and his delegation followed. As part of the festivities, HCC students from Cameroon sang their national anthem in English and in French. They hosted two days of awareness activities about Cameroon following the event on the College campus.

The College and some community groups have co-sponsored an annual Hispanic festival for the last two years. This event is well attended and increases the visibility of the College in the local Hispanic community. The Hispanic organization that sponsors the event uses the funding from the event to support three scholarships at the College for Hispanic students. In February 2007, the Mid-Atlantic Hispanic Chamber of Commerce presented an award to the College for its outreach efforts in the community.

The College is considering a number of grant possibilities to supplement the services it currently offers to students. Partners such as the United Way and the Washington Country Partnership for Children and Families have been identified. As criteria for stimulus funding becomes more defined, the College will respond to seek additional resources to further help students, particularly those defined as at-risk, develop the skills they need to become employable. In addition, the College plans to build on areas of strength such as outreach initiatives headed by the Multicultural Recruiter, a strong financial aid program with its own outreach programs, and the Multicultural Committee which has spearheaded a number of diversity-oriented initiatives at the College. Also, the staff professional development workshop on cultural competency on campus was a good start but more professional development opportunities should be created on campus for different constituencies.

Addressing Diversity in the Institutional Culture

In October 2009, the Board of Trustees approved an Anti-Discrimination Policy that was developed by the Student Affairs Governance Committee. Although addressed in the Code of Student Conduct, the College proactively wants to insure that a policy exists to prevent harassment and that our students experience a genuine learning environment that is receptive to all views and backgrounds. 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.

Retention and Participation in Retention-Oriented Programs

Student groups that have traditionally been under-represented often need different support services than other students. Research consistently shows that those students who are culturally different or those who are considered “at risk” are more likely to have higher attrition rates. In 2008 - 2009, an Ad Hoc Student Retention Committee was charged with preparing recommendations on how the College could better retain a larger number of credit students who come to HCC, set educational goals, and leave the College before reaching their stated intentions. The group’s primary focus is to do internal and external research to define the scope of the College’s retention challenge and to offer recommendations to be initiated or employed more widely that result in retaining a higher percentage of students to the point where they reach their declared educational goals. Based upon this research, the committee is re-assessing specific at-risk students at HCC research and has begun to see areas where services need to be enhanced for minority students and others. Some student affairs programs that relate directly to student retention include the Job Training Student Resources Office and Disability Support Services. Staff members in these programs work closely with faculty to make sure students are making progress and their problems are addressed.

Beginning in 2010-2011, minority success data will be tracked and compared to the success data for all students. As a result, practices will be developed to address the specific needs of minority students.

Along with the programs offered within Student Affairs, the development of a comprehensive plan to retain minority students will be partially based on a pilot program that has been devised to retain greater numbers of minority women and men in the College’s Nursing program. This effort began with collecting data regarding minority women and men who declared themselves as pre-nursing students. Each student was contacted and invited to participate. They worked with advisors to create personal educational plans to guide their way through, in most cases, developmental coursework and then on to college-level courses. The personal contact and the linking of students to other students with common concerns and issues are helping to create a network of students who feel a greater connection with one another and with the College. This intervention model may be adapted to reach out more generally to minority students in hopes of anchoring them to the College through a network of students and academic advisors and other staff.

Job Training Student Resources Center

The Job Training Student Resources Center provides support through case management as well as funding for childcare, transportation, and books to low income adult students pursuing career training at the College. This program attracts a high percentage of minority students. Approximately 25% of JTJR participants have consisted of minority students in Fall 2009 compared to the minority portion of the general student population of 16%.

Disability Support Services

To make HCC truly available and accessible to all students and others, it is essential that staff, faculty, students and community members know about disability issues to create an atmosphere and attitude of inclusion, receptivity, sensitivity, and privacy as we communicate and work with students and co-workers with disabilities. By developing such an atmosphere of acceptance, HCC will be better able to attract, recruit, retain, and promote the success of a wide range of diverse students, with and without disabilities.

Recognizing need in this area, the College created the position of Disability Support Services Coordinator in FY 08. The Disability Support Services Coordinator provides academic advising and support services for students with disabilities, as well as determines and assigns appropriate accommodations. The coordinator also educates faculty and staff about how to assist students in receiving those accommodations.

Student Life

The Student Government Association (SGA) is a vehicle for involvement and acts as the official student representative body concerning campus life. This governing body was created to enhance the quality of student life and the success of students through participation in social, cultural, educational and recreational opportunities. In FY 10, the leadership of SGA reflects a multicultural perspective because of the diversity of its members. Minorities comprise 25% of the officers, 25% of the senators, and 16% of the program board members. Three clubs are oriented toward increasing awareness of other cultures: the International Club, the Turkish Cultural and Friendship Club, and the Society for Creative Anachronism.

HCC offers 14 intercollegiate sports for its students including men's and women's basketball, men's soccer, men's and women's indoor and outdoor track, men's and women's cross country, men's baseball, women's softball, golf, women's volleyball and women's tennis.

Athletics

Minority participation varied by sport in FY 10. One hundred fifty three students took part in one or more sports activities. Of those, 25% (38) were minorities. The chart on the following page delineates participation by sport.

SPORT	# PARTICIPANTS	MINORITIES	
		#	%
Volleyball	12	1	8%
Soccer	20	5	25%
Men's Cross-Country	10	2	20%
Women's Cross-	5	1	20%

Country			
Women's Tennis	7	0	0%
Women's Basketball	9	3	33%
Men's Basketball	12	12	100%
Men's Indoor Track	15	6	40%
Women's Indoor Track	3	0	0%
Men's Outdoor Track	14	6	43%
Women's Outdoor Track	4	1	25%
Golf	5	0	0%
Softball	12	0	0%
Baseball	25	1	4%
TOTAL	153	38	25%

Curriculum Review, Revision and Integration

Developing course and pedagogy as part of an institutional response to cultural diversity is an imperative for campuses committed to inclusiveness and diversity. Integration of cultural diversity into curriculum must progress beyond the humanities and social sciences. Diversity needs to be infused into math, science and the professional-technical areas. Courses can be modified to incorporate multicultural content, perspectives and strategies. Such change helps provide a more comprehensive, accurate, intellectually honest view of reality while preparing students to function in a multicultural workplace and society. A transformed course that presents new knowledge helps students to value diversity and accommodates a range of learning strategies. A multicultural course change in higher education benefits faculty, students from diverse backgrounds and mainstream students.

A multi-year Curriculum Excellence project begun by Academic Affairs in FY 10 will continue in FY 11. The central goal of this multi-year project is to conduct a comprehensive review of all aspects of curriculum quality and currency, including general education requirements, course and program guidelines, and outcomes

assessment standards. As part of this initiative, Academic Affairs will determine areas and courses for multicultural curriculum infusion and change.

Campus-community partnerships may help facilitate such revisions or skills development related to HCC's diversity efforts. Such partnerships can be achieved through advisory committees or experiential learning opportunities as two possible ways to increase support for diversity initiatives, as well as to strengthen learning opportunities beyond the traditional curriculum.

It is a goal of Hagerstown Community College to create a learning environment that is respectful of multicultural values, and in an effort to achieve this goal, the classroom has been a focus to date. Students that come from a variety of cultural and lifestyle backgrounds need role models on their college campuses. While the College does not currently focus on cultural diversity as a specific General Education outcome, there are many courses included in the General Education course offerings that maintain a strong focus on cultural diversity. These courses including Cultural Anthropology, Introduction to Sociology, World Regional Geography, Human Geography, World Literature, Computer Graphics and Introduction to the Visual Arts offer a broad perspective on various world cultures including East Asian, African, Latin American and the Western Tradition. While not a part of the General Education curriculum, the range of education course offerings also contains strong cultural diversity components for future teachers.

As communities in Western Maryland are becoming more and more diverse as new populations locate here, and to broaden the exposure of HCC students to multicultural values and diversity, the College proposes to promote multicultural sensitivity in the classroom among faculty and students. Through a series of workshop offerings, faculty are learning to incorporate diversity into their teaching and to create culturally inclusive courses and learning environments. Workshops were offered in the Fall 2009 semester and will be offered in subsequent semesters.

THE HCC WORK FORCE **(Strategic Goal 6)**

HCC primarily recruits individuals for employment within the states of Maryland, Pennsylvania, Virginia and West Virginia. Though minorities are actively recruited for all employee searches, attracting qualified minorities to the Western Maryland region is difficult. Western Maryland lacks cultural and ethnic opportunities, as well as a significant professional minority population found in the urban and metropolitan areas. However, with the current trend of westward migration out of the metropolitan areas to Washington County because of a lower cost of living, it is hoped that more minority professionals will relocate within the College's area.

An issue of concern on the HCC campus is the difficulty being experienced recruiting full-time faculty of color. As HCC's student population of African-American and Hispanic students increases, the full-time faculty remains exclusively white. The Human Resources Department (HRD) created faculty recruitment strategies to attract a more diverse pool of candidates. However, to date, HCC has not been able to secure full-time faculty of color. This challenge has been an institutional priority for the last few years.

The percent of full-time minority faculty dropped from 1.43% in Fall 2008 to 1.4% in Fall 2009. However, some progress has been made in hiring adjunct faculty of color in several academic divisions. There was an increase from 2.4% in Fall 2008 to 3.93% in Fall 2009. The Human Resource Department is examining this increase to assist in the strategy to support the desire to increase diversity across all employee categories.

Faculty professional development is a priority, especially in area identified for improvement through student and supervisor evaluations and outcomes studies. Relevant topics include but are not limited to best practices in teaching, workplace learning, distance learning and customized training. The 2012 Strategic Plan calls for structured professional development activities that focus on multicultural responsiveness. It is anticipated that more cost effective opportunities through on-campus training will result in more faculty and staff involvement.

The following outlines how Hagerstown Community College has initiated employment procedures to expand the College's minority employee base in an effort to reflect the demographic patterns within its service area.

Diversity Plan and Human Resource Objectives

Hagerstown Community College is committed to valuing diversity and recognizes the critical role of an educational institution in preparing its faculty and staff to become contributing members of the global community. Its equal employment opportunity policy statement is in Appendix A and applicable laws are found in Appendix B.

Office of Human Resources staff is limited and includes the Human Resources Director, one Human Resource Manager and two Human Resource Specialists. It is obvious that the State of Maryland does not categorically fund these positions, their benefits, their utilities, their furnishings, or their travel. The cost of maintaining this plan comes from limited state and county funds.

Advertising

The College is expanding its outreach and recruiting efforts in order to recruit and employ minority individuals. The position vacancy announcement includes position title, minimum qualifications, selected duties of the position, and procedures for applying. Available positions are advertised in The Herald-Mail, the Frederick News Post, Your4State.com, Minority Resources Edition of Equal Employment & Civil Rights Journal, the National Minority Update and on Hagerstown Community College's Human Resources website.

Recruiting

The largest proportion of minority groups is found in the Professional and Tech/Paraprofessional EEOC categories and the College recognizes the areas where improvement must be achieved. Recruitment of faculty and staff is real institutional concern because of lack of progress in this area to provide role models for an increasingly diverse student population. To address this matter the HRD will, within the duration of this plan:

- Assure that each recruitment makes a reasonable effort to seek out applicants from underrepresented groups in order to provide a diverse applicant pool.
- Serve as an advisor in matters of affirmative action to all college employees with supervisory and hiring responsibilities and equal employment opportunities.
- Actively contacts various organizations, churches, and other avenues of recruitment to keep contact information in the community
- Attend job /career fairs with organizations/institutions that can fill our gap in minority employee classes. Recently, HR staff have attended job/career fairs at Bowie State University, Morgan State University, Coppin State University and Fort Detrick, Maryland. Hagerstown Community College will continue to build a relationship with historically African-American institutions.

Current Staff and Faculty Analysis

An overview of the composition of the staff and faculty is identified in Table 1, with more detail in Tables 2 (faculty) and 3 (non-faculty). All tables break out employees by occupation and race as reported on the MHEC Employee Data System report for the

Fall Semester 2005-2008. As part of this plan, these figures are to be compared with the available minority employee data from the U.S. Bureau of the Census so that goals for recruitment can be realistically established. Staff and faculty positions are divided into Equal Employment Opportunity Commission (EEOC) Categories.

Table 1

COMPOSITION OF HCC'S WORKFORCE: FALL 2005 - FALL 2008

	OCCUPATION																							
	Exec/Admin/Mgr				Professional				Support Staff*				Full-Time Faculty				Part-Time Credit Faculty				Non-Credit Faculty (PT)			
	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Race/Ethnicity																								
African American	1	0	0	0	1	2	2	2	4	5	5	5	0	0	0	0	2	3	2	2	2	1	0	2
American Indian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	2	2	2	2	2	2	2	2	0	0	0	0	1	1	3	1	1	1	0	0
Hispanic	0	0	0	0	0	1	1	1	0	0	0	1	0	1	2	1	1	2	1	1	0	0	0	0
White	20	22	22	23	39	26	36	55	127	145	136	132	68	66	74	68	152	162	138	161	52	57	59	68
Other/Unknown	0	0	0	0	0	0	0	1	0	1	2	3	1	0	1	2	2	2	3	3	5	2	2	2
Gender																								
Female	12	13	13	15	27	21	24	35	89	96	92	92	44	41	49	47	81	94	80	87	33	32	32	42
Male	9	9	9	8	15	10	17	26	44	57	53	51	25	26	28	24	77	76	67	81	27	29	29	30
Total by Occupation	21	22	22	23	42	31	41	61	133	153	145	143	69	67	77	71	158	170	147	168	60	61	61	72

*The Support Staff category includes the EEO classifications of Clerical, Technical/Paraprofessional, Skilled Crafts, and Service/Maintenance.

Table 2
Faculty by Race, Fall 2005 – Fall 2008

Employees by Occupation/Race as Reported on the MHEC Employee Data System (EDS) Report					
Occupation/Race		Fall 2005	Fall 2006	Fall 2007	Fall 2008
Full-Time Credit Faculty	Unknown	0	0	0	1
	Hispanic	0	1	2	1
	White	68	66	74	68
	Other	1	0	1	1
	Total	69	67	77	71
Minority % of Full-Time Faculty ("Other" is not included in minority percentage)		0%	1.50%	2.60%	1.43%
Occupation/Race		Fall 2005	Fall 2006	Fall 2007	Fall 2008
Part-Time Credit (Adjunct) Faculty	Unknown	1	0	1	1
	Black	2	3	2	2
	Asian	1	1	3	1
	Hispanic	1	2	1	1
	White	152	162	138	161
	Other	1	2	2	2
	Total	158	170	147	168
Minority % of Full-Time Faculty ("Other" is not included in minority percentage)		2.55%	3.53%	4.11%	2.40%

Occupation/Race		Fall 2005	Fall 2006	Fall 2007	Fall 2008
Part-Time Continuing Education Faculty	Unknown	1	1	2	2
	Black	2	1	0	2
	Asian	1	1	0	0
	White	52	57	59	68
	Other	4	1	0	0
	Total	60	61	61	72
Minority % of Full-Time Faculty ("Other" is not included in minority percentage)		5.08%	3.33%	0.00%	2.86%

Table 3
Non-faculty by Race, Fall 2005 – Fall 2008

Employees by Occupation/Race as Reported on the MHEC Employee Data System (EDS) Report					
FULL-TIME STAFF					
Occupation/Race		Fall 2005	Fall 2006	Fall 2007	Fall 2008
Exec/Admin/Mgr	Black	1	0	0	0
	White	20	22	21	23
	Total	21	22	21	23
Professional	Black	1	2	2	2
	Asian	2	2	2	2
	Hispanic	0	1	1	1
	White	34	24	29	48
	Total	37	29	34	53
Clerical	Black	2	2	2	2
	White	26	30	32	35
	Total	28	32	34	37
Tech/Paraprofessional	Black	2	2	2	2
	Asian	2	2	2	2
	White	39	45	44	34
	Other	0	0	1	1
	Total	43	49	49	39
Skilled Crafts	White	6	9	7	5
Service/Maintenance	Unknown	0	0	0	1
	Black	0	1	1	1
	White	20	24	24	26
	Total	20	25	25	28
Minority % of Full-Time Staff ("Other" is not included in minority percentage)		6.45%	7.23%	7.06%	6.52%

Table 3 (Continued)
Non-faculty by Race, Fall 2005 – Fall 2008

PART-TIME STAFF					
Occupation/Race		Fall 2005	Fall 2006	Fall 2007	Fall 2008
Exec/Admin/Mgr	White	0	0	1	0
Professional	Unknown	0	0	0	1
	White	5	2	7	7
	Total	5	2	7	8
Clerical	White	9	7	7	7
Tech/Paraprofessional	Unknown	0	0	0	1
	Other	0	0	1	0
	White	15	20	13	16
	Total	15	20	14	17
Skilled Crafts	White	1	0	0	0
Service/Maintenance	Hispanic	0	0	0	1
	White	11	10	9	9
	Other	0	1	0	0
	Total	11	11	9	10
Minority % of Part-Time Staff ("other is not included")		0.00%	0.00%	0.00%	2.50%

Monitoring and Select Record Keeping

Hagerstown Community College has an Application for Employment that requests optional statistical data on a separate page of the application. As such, the College has the necessary data to increase or renew its advertising and recruiting efforts and provide the backup data for various reports and plans, as needed. The College established its applicant assessment and interview procedure. This procedure allows the head of a hiring department an opportunity to participate in the qualifying process and review all applications for an advertised vacancy, in order to qualify applicants by a hiring committee or designee(s). Qualifying for positions is completed without regard for race, gender, or age. Demographic information is not provided to the hiring manager. The hiring manager is required to provide the Director of Human Resources documentation supporting the decision not to interview any qualified applicant.

Professional Development

Staff development plays a critical role in preparing staff to effectively serve and interact with an increasingly diverse population. Training should occur at multiple levels throughout the organization and should go well beyond cultural awareness. Training

should provide opportunities for staff to acquire strategies and skills to work effectively in a diverse environment.

To meet the needs of diverse students, there is an essential need for bilingual staff and faculty in identified areas. This can be achieved through development of current staff as well as recruitment and retention of bilingual and bicultural employees. Language diversity should be viewed and approached within a multicultural framework.

PROCESS FOR REPORTING CAMPUS-BASED HATE CRIMES

Hate crimes manifest evidence of prejudice based on race, religion, sexual orientation, gender, disability, or ethnicity/ national origin. The process for reporting crime statistics on a college campus is defined under Title 10, Subtitle 3 of the Criminal Law Article and consistent with federal requirements under 20 U.S.C. 1092(f), known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics. The Campus Crime Statistics Act mandates the manner in which statistics are collected and the format in which statistics are published. Since the implementation of the Jeanne Clery Disclosure Act, HCC has had no reportable incidents of any hate crimes. See Appendix C.

The Campus Police investigate all reported incidents occurring within their jurisdiction. They handle all reported information confidentially and maintain security over all police reports and files. Incidents not occurring within that jurisdiction are referred to the law enforcement agency for the other area. The Campus Police will assist victims of crimes occurring in other jurisdictions to the limit allowed by law. In conformity with other police agencies, reports generated by the Campus Police are usually available to those persons who are directly involved in the incident. In some cases, reports are available to other police agencies or if mandated by law. Names of suspects, victims and/or witnesses are not released unless approved by the President of the College or mandated through the process of law.

CONCLUSION

Cultural and ethnic diversity matters to every single one of us. Whether it is through education, employment, social or personal growth, cultural diversity should be part of our daily experience. When a group or segment is excluded or unwelcomed, all of us are denied. For our community to thrive, each of us needs to be aware and sensitive to all members of the community. Our communities are rich with resources. When all segments are recognized, respected, and utilized, everyone involved benefits.

Campuses face a variety of challenges in their efforts to make education a truly inclusive option. Diversity plans are still a key tool for making lasting changes that will improve college learning for all students. This plan will be frequently reviewed by the administration and annually reviewed by the Board of Trustees of Hagerstown Community College. It will be revised, updated, and amended as part of the annual planning process. Persons having suggestions for improving this plan are encouraged to provide their suggestions, in writing, to the Dean of Planning and Institutional Effectiveness or to the Director of Human Resources.

APPENDICES

Appendix A

EQUAL EMPLOYMENT OPPORTUNITY POLICY STATEMENT

The Board of Trustees, administrators, faculty, and staff of Hagerstown Community College recognize their responsibility for the development of equal employment opportunities that do not discriminate against employees or applicants for employment because of race, color, religion, sex, politics, national origin, age, or disability. The college will insure that applicants are employed and that personnel action will be taken during employment without regard to any discriminatory factor. Furthermore, Hagerstown Community College's recruitment, employment, and promotion policies shall provide for a vigorous and systematic effort to locate and encourage the candidacy of qualified women and minorities.

Appendix B

SUMMARY OF APPLICABLE LAWS

The following laws, regulations, and orders constitute some of the legal requirements for equal employment, educational opportunities and affirmative action:

Age Discrimination Act of 1975:

The Age Discrimination Act of 1975 prohibits discrimination based on age in programs or activities receiving Federal financial assistance. While the Department of Health and Human Services is the lead agency for developing general regulations, any Federal agency that extends Federal financial assistance shall seek to achieve compliance with the agency's regulations.

Age Discrimination in Employment Act of 1967:

The Age Discrimination in Employment Act prohibits discrimination for persons age 40 and over except where age is a BFOQ (bona fide occupational qualification). It is very rare for age to ever be a BFOQ at Hagerstown Community College, however, there may be a few exceptions such as related to the hiring of an actor/actress for a college play where age may be allowed to factor into the selection criteria but will never be a sole factor in the selection process. The Equal Employment Opportunity Commission enforces this law.

Americans with Disabilities Act / Section 504 of 1990:

Hagerstown Community College will ensure that no qualified person with a disability shall, on the basis of that disability, be subjected to discrimination in employment, recruitment, training, admissions, testing, program of study, student activities, etc. As a part of the college's plan, we will implement an awareness program that will educate potential supervisors, faculty and other HCC staff about the contributions, capabilities and needs of persons with disabilities in the work force and in postsecondary education. Information regarding appropriate, reasonable accommodations is provided on a continuing basis. The director of human resources and the 504/ADA coordinator will be consulted on matters of reasonable accommodation, as necessary. Identification is an important part of the college's plan. All HCC applicants are given the opportunity to voluntarily identify themselves as disabled at the time of application on the HCC voluntary self-disclosure form. Employees and applicants may self disclose to either the 504/ADA coordinator or director of human resources if a reasonable accommodation is to be requested. Students can volunteer this information either through the admissions office, the test center, or by contacting the student support services program. The object of HCC's recruitment program is to recruit qualified persons with a disability for both admissions into the college as well as for employment. The college ensures that all admission selection criteria and employment selection criteria are free from discrimination against persons with disabilities.

The Equal Pay Act of 1963:

The Equal Pay Act, amended by the Education Amendments of 1972, covers all employers who are covered by the Fair Labor Standards Act of which it is a part. This act, which forbids pay differentials based upon sex, is enforced by the Equal Employment Opportunity Commission.

Executive Order 11246 (1965)

Executive Order 11246 covers all employers with government contracts or subcontracts of more than \$10,000, with some rare exceptions. It also applies to contractors and subcontractors of construction projects financed in whole or in part by Federal funds. It required that every contract contain a clause against discrimination because of race, color, religion, sex or national origin. In addition, Revised Order No. 4, based on Executive Order 11246, requires contractors and subcontractors with 50 or more employees and contracts totaling \$50,000 or more to develop and carry out a written Affirmative Action Program. As of October 1, 1978, the Office of Federal Contract Compliance of the Department of Labor enforces this executive order for all Federal contracting agencies.

Maryland Fair Employment Practices Act

The Maryland Fair Employment Practices Act (Article 49B, Annotated Code of Maryland) prohibits discrimination in employment based on race, color religion, sex, age, national origin, marital status or physical or mental disability. The Maryland Commission on Human Relations has enforcement authority.

Pregnancy Discrimination Act:

Amends Title 7 to prohibit discrimination based on pregnancy, childbirth or related conditions; requires employers to treat pregnancy the same as any other temporary disability.

Rehabilitation Act of 1973:

The Rehabilitation Act of 1973, amended by the Rehabilitation Act Amendments of 1974, prohibits discrimination based on disability in employment by Federal contractors with contracts of \$10,000 and in programs and activities receiving Federal financial assistance. The U.S. Department of Labor administers this Act.

Title IX of the Education Amendment of 1972

Title IX prohibits sex discrimination in education programs or activities that receive Federal financial assistance. The Office for Civil Rights, Department of Education enforces the law.

Title VI of the Civil Rights Act of 1964 and Civil Rights Act of 1991

Title VI prohibits discrimination based on race, color or national origin and gender in programs or activities receiving Federal financial assistance. The Office for Civil Rights, Department of Education enforces the law. Title VII of the Civil Rights Act of 1964, amended by the Equal Employment Opportunity Act of 1972, with some very limited exceptions, applies to all employers with 15 or more employees. It bans all discrimination in employment because of race, color, religion, gender or national origin. It covers all terms and conditions of employment, including but not limited to hiring, transfers, promotions,

compensation, access to training. This law also prohibits sexual harassment and harassment based on other protected categories. Title VII is administered and enforced by the Equal Employment Opportunity Commission.

Vietnam Era Veteran's Readjustment Assistance Act of 1972 (amended in 2000):

The Vietnam Era Readjustment Assistance Act of 1974 amended the Vietnam Era Veteran's Readjustment Assistance Act of 1972. It requires government contractors with contracts of \$10,000 or more, to take affirmative action to employ and advance in employment disabled veterans of the Vietnam Era. Responsibility for administration and enforcement of the Act is delegated to the U.S. Department of Labor. Contractors with federal contracts of \$25,000 or more must file a supplemental report, titled VETS-100 by September 30 of each year.

Vocational Education Act of 1963

The Vocational Education Act of 1963, revised by Title II of the Education Amendments of 1976, provides direction for state and national vocational education programs. One of the purposes of the state programs is to develop and carry out programs of vocational education to overcome sex discrimination and sex stereotyping, and thereby furnish equal educational opportunities in vocational education to persons of both sexes. The Office for Civil Rights of the Department of Education administers this law. The Vocational Education Act of 1963, revised by Title II of the Education Amendments of 1976, provides direction for state and national vocational education programs. One of the purposes of the state programs is to develop and carry out programs of vocational education to overcome sex discrimination and sex stereotyping, and thereby furnish equal educational opportunities in vocational education to persons of both sexes. This law is administered by the Office for Civil Rights of the Department of Education.

Appendix C

JEANNE CLERY DISCLOSURE OF CAMPUS SECURITY POLICY AND CAMPUS CRIME STATISTICS

HATE CRIMES: ON CAMPUS

	TOTAL HATE CRIMES ON CAMPUS		
	2006	2007	2008
Criminal offense			
a. <u>Murder/Non-negligent manslaughter</u>	0	0	0
b. <u>Negligent manslaughter</u>	0	0	0
c. <u>Sex offenses - Forcible</u>	0	0	0
d. <u>Sex offenses - Non-forcible</u> (Include only incest and statutory rape)	0	0	0
e. <u>Robbery</u>	0	0	0
f. <u>Aggravated assault</u>	0	0	0
g. <u>Burglary</u>	0	0	0
h. <u>Motor vehicle theft</u>	0	0	0
i. <u>Arson</u>	0	0	0
j. <u>Any other crime involving bodily injury</u>	0	0	0

HATE CRIMES: NON-CAMPUS

	TOTAL HATE CRIMES ON NON-CAMPUS		
	2006	2007	2008
Criminal offense			
a. <u>Murder/Non-negligent manslaughter</u>	0	0	0
b. <u>Negligent manslaughter</u>	0	0	0
c. <u>Sex offenses - Forcible</u>	0	0	0
d. <u>Sex offenses - Non-forcible</u> (Include only incest and statutory rape)	0	0	0
e. <u>Robbery</u>	0	0	0
f. <u>Aggravated assault</u>	0	0	0
g. <u>Burglary</u>	0	0	0
h. <u>Motor vehicle theft</u>	0	0	0
i. <u>Arson</u>	0	0	0
j. <u>Any other crime involving bodily injury</u>	0	0	0

HATE CRIMES - PUBLIC PROPERTY

	TOTAL HATE CRIMES ON PUBLIC PROPERTY		
	2006	2007	2008
Criminal offense			
a. <u>Murder/Non-negligent manslaughter</u>	0	0	0
b. <u>Negligent manslaughter</u>	0	0	0
c. <u>Sex offenses - Forcible</u>	0	0	0
d. <u>Sex offenses - Non-forcible</u> (Include only incest and statutory rape)	0	0	0
e. <u>Robbery</u>	0	0	0
f. <u>Aggravated assault</u>	0	0	0
g. <u>Burglary</u>	0	0	0
h. <u>Motor vehicle theft</u>	0	0	0
i. <u>Arson</u>	0	0	0
j. <u>Any other crime involving bodily injury</u>	0	0	0

Progress Report on the *Plan for a Program of Cultural Diversity*
Submitted to the Maryland Higher Education Commission
HARFORD COMMUNITY COLLEGE
August 10, 2010

The Harford Community College Board of Trustees approved the *2009-2011 Harford Community College Plan for a Program of Cultural Diversity* at its meeting on April 14, 2009. The summary of the plan is attached as Table 1. This progress report is submitted as required by Education Article, §11-406.

**A. Harford Community College is a Welcoming Environment
That Embraces Diversity**

Harford Community College (HCC) promotes student learning and development through class work and student development services, programs, and activities. HCC welcomes and supports a diverse student body. Assessment measures for this outcome are due to be updated in spring 2011 through the administration of the PACE Employee Survey. Therefore, at this time, no additional data beyond that reported in the 2009 progress report are available. Initiatives and activities to support this outcome during 2009-2010 included the following.

1. Promote and sustain a “Global Campus”

HCC sponsored campus and community events highlighting global and culturally diverse themes. Many programs presented by or in collaboration with the College Life Office incorporate aspects of diversity. Through the *Innovative, Diverse, and Enriching Active Leadership* program (IDEAL), participants were encouraged to learn about diversity, think beyond Harford County, and serve as teachers and learners with their peers. Curricular and co-curricular programs included events designed to help students experience diverse cultures through music, dance, and trivia. Students were also able to taste traditional international cuisine at several events.

Throughout the year, international and diverse speakers presented at College special events. “Frederick Douglass: A Living History” was presented by gifted actor and public historian, Bill Grimmette. “The Archeology of Slavery and the Culture of Resistance” was presented by HCC Assistant Professor of Anthropology and Sociology, Dr. Sharon Stowers. Book discussions of “Song Yet Sung” by James McBride were facilitated by Harford County Public Library Librarians. HCC also maintained and updated the campus’s international flags representative of current student and employee home countries of origin. There are currently flags from forty-eight countries lining the walkways from the main entrance of the Library leading to the Student Center and academic buildings on the Quad.

2. Institutionalize the College’s commitment to cultural inclusivity and responsiveness

The HCC Mission, Vision, and Strategic Plan each call for and require commitment to cultural inclusivity and responsiveness. The HCC Mission Statement speaks to the College’s role in providing open access to higher education and promoting cultural enrichment:

Harford Community College is a dynamic, open-access institution that provides high quality educational experiences for the community. The College promotes lifelong learning, workforce development, and social and cultural enrichment.

Four of the six HCC Values address issues related to supporting and promoting cultural diversity:

We at Harford Community College are accountable to our students, the community, and each other, and hold the following values to be fundamental:

- ***Lifelong Learning*** – *We value lifelong learning as the foundation for a better life. We prepare our students to contribute to their community and the world as knowledgeable, creative problem solvers and critical thinkers. We believe that learning should be engaging, stimulating, and enjoyable.*
- ***Integrity*** – *We believe that honesty, sincerity, fairness, respect, and trust are the foundation of everything we do.*
- ***Diversity*** – *We respect individual points of view, embrace differences, respect intellectual freedom, and promote critical discourse. We are open and inclusive in our attitudes, enrollment policies, and hiring practices.*
- ***Service*** – *We believe in helping others, and we provide a safe and supportive environment. We are accessible and responsive to our students, our community, and each other.*

Two of the six Strategic Themes of the HCC Strategic Plan directly focus on cultural diversity:

- ***Theme #3: Harford Community College embraces a diverse culture of learning.***
 - *Promote and sustain a welcoming environment that embraces diversity.*
 - *Increase diversity throughout the campus population.*
 - *Broaden the global perspective of the campus community.*
- ***Theme #5: Harford Community College develops resources and infrastructure to support its mission and vision.***
 - *Attract, develop, and retain talented, committed, and diverse employees.*

In keeping with the HCC Strategic Plan, the Marketing and Public Relations office embraces a diverse culture of learning and actively strives to incorporate cultural diversity in all of the College's publications, promotional materials, and on the website. Depending upon the purpose of the marketing materials and intended audience, the department selects photos/images that represent males and females of different ages, races, colors, and national origins. Photos and/or images of persons with disabilities are included in marketing materials where appropriate. Examples of cultural diversity include the College Catalog (2010-2011) - assorted photos on the cover include traditional college-age men and women of various races; there are also assorted photos of adult learners and traditional college-age students on the inside pages.

The HCC Foundation also supports cultural diversity in the community. As part of its Funds for Excellence Grant Program for the year 2010, the Foundation contributed to the Diverse Explorers Camp. This Camp was started in summer 2009 as a partnership between the ARC of Harford County and Harford Community College's Continuing Education Division. The Camp provides children with special needs ages 7-14 many inclusive and adventurous camp opportunities. Funds for Excellence provided funding for 12 counselors and eight scholarships for individuals to attend the camp.

3. Promote and sustain cultural and educational programs and activities

Over 30 student clubs and organizations, the College Life office, and courses and faculty enrich campus programs and activities. Some examples during 2009 include:

- Service-learning programs included local and national opportunities to experience diversity. Students participated in an alternative spring break trip to Pine Ridge Indian Reservation, and hosted on campus events to raise awareness and funds for global needs including Relief in Haiti.
- Workshops were offered to help students recognize how cultural differences affect how people resolve conflicts, and make assumptions about others based on race, ethnicity, gender, sexual orientation, or membership in a specific group of people.
- Student services provided interactive opportunities for international and American students to socialize with people different from themselves. Many of the active students stated that this provided them a link so that they were not afraid of interacting with new people on campus and dramatically helped ameliorate their homesickness for the international students.
- Cultural field trips celebrated Global cultures as well as American ones (Smithsonian field trip, Maryland Renaissance Fair trip, etc.). Many of the field trips were in collaboration with other campus groups in order to share conversations and experiences.
- Student clubs created display cases through out campus addressing violence against women from a global, national, and local perspective, and they actively participated in the V-Day activities to help raise awareness about gender violence against women around the world.
- Incorporated academics and cultural awareness through dynamic, honest discussions regarding race, ethnicity, vocabulary, and experiences through *Neo-African Americans* involving the Multicultural Student Association, Rites of Passage, student tutors, and ESOL classes.
- Classroom colloquiums were held each semester in Ethnic American History, where Multicultural Student Association members visited the class and engaged an interactive conversation about cultures, experiences, ethnicity, etc.
- Faculty and staff members had two "real" meals a semester with the Multicultural Student Association at local ethnic restaurants with "American style" large group meals and discussions. Students participating stated that it helped them acculturate to American folkways, and it provided an opportunity to directly communicate with mentors.
- Hosted an International Student Orientation for new students involving tutors, Multicultural Student Association members, former ESOL students who shared experiences and advice.

- Library staff partnered with College Life Rites of Passage program to host author and historian Velma Maia Thomas who spoke on “Intersections: The Art of History and Inclusion.”

B. The Campus Community Sustains a Broad Global Perspective

Assessment measures for this outcome are due to be updated in fall 2010 through the results of the CCSSE Student survey which was administered in spring 2010. Therefore, at this time, no additional data beyond that reported in the 2009 progress report are available. Initiatives and activities to support this outcome during 2009-2010 included the following.

1. Invest in professional development about issues of culture, cultural competence, diversity, and equity

The HCC Library provided exhibits for students and employees focusing on many areas of cultural competence, diversity and equity. Exhibits included the Windtalkers from the Navajo tribe who contributed to the war effort in WWII, Irish American Heritage month, Archaeology Month (featuring a diorama of a Native American village in Maryland), and the Hays-Heighe House exhibit on “Made by Hand” which includes substantial information on the topic of slavery in Harford County, Maryland.

In FY11, the Human Resources office has budgeted for and plans to implement diversity training as part of its overall training program for management and supervisory personnel. The Continuing Education and Training division also offers classes on Diversity in the Workplace. Additionally, HCC invests in professional development through supporting its employees in their participation on professional boards that have a relevant tie to diversity. For example, the College supports its Director for Human Resources through membership sponsorship and support of off-hour participation on the Board of the National Association of African Americans in Human Resources (NAAAHR) and employees are also members on the Harford County Women’s Commission and the Harford County Human Relations Commission.

2. Integrate cultural knowledge into the College’s daily operations, instruction, and community programs

To be eligible for an Associate Degree, students must complete one 3-credit Diversity course. Diversity courses must be presented to and approved by the HCC Curriculum Committee as meeting the following criteria:

- Explore in depth cultural differences based on age, ethnicity, gender, race, religion, sexual orientation, or social class
- Include relevant references to the current time period
- Emphasize the analysis of a group rather than an individual

The College promotes international programs and joins academic institutions in the United States and countries around the world each year in celebrating International Education Week. This joint initiative of the U.S. Departments of State and Education is part of our nation’s

efforts to promote programs that prepare Americans for a global environment and attract future leaders from abroad to study, learn, and exchange experiences in the United States. The general public is invited to participate in many of the events planned by the College.

HCC embraces a diverse culture of learning by providing students with the opportunity to travel and study abroad which is an integral part of HCC's strategic plan. The HCC Foundation's Funds for Excellence Grant Program funded ART 238: Art and Architecture of the Ancient World, and BIO 210: Nutrition in Belize. ART 238 is an on-site study of art and architecture in Greece and Italy. (A drawing course and a history course are offered in conjunction with ART 238.) BIO 210 provides students with opportunities to work with, counsel, and educate Belizeans about diabetes and high blood pressure. Diabetes is the number one cause of death in Belize, and high blood pressure is the number two cause of death among women in Belize. Giving students the opportunity to interact with and improve the lives of underprivileged people in their native environment provides for a lifetime of memories for students. Funds for Excellence provided stimulus funding for potential students to enroll in each of these courses.

In the course Human Development 103, Career and Life Planning, cultural diversity is introduced to students as a form of communicative, transferable skill. Instructors employ different methods to cover this topic. Viewing of film clips, discussion of diversity and diversity issues, diversity awareness activities and the completion of a diversity assignment are all designed to raise awareness among students of the role diversity plays in the modern workplace. In 2009-2010, particular emphasis was placed on eliciting a more personal analysis of diversity awareness among students. This was achieved through the restructuring of a diversity essay in which students are encouraged to discuss their personal experiences with such issues as stereotyping, discrimination and prejudice.

As a part of its mission to provide life-long learning and cultural enrichment, the College is eager to share cultural opportunities with students, staff, and the community. The College provides year-round programming through the Fine Arts Calendar under the Cultural Events and Performing Arts unit, to bring nationally and internationally known artists and local artists to the campus. Some of the programs included:

- *Charlie Zahm Celtic Concert*, presented in the Amoss Center in partnership with the Historical Society of Harford County. The concert provided a cultural opportunity for students, staff, and the community to experience Celtic music and tradition.
- *Chinese Acrobats of Hebei* offered a unique cultural experience for theatergoers that combined Chinese traditions, authentic costumes, and a culturally distinctive array of acrobatics performed by artists trained from childhood in China.
- In Harford Dance Theatre's *Aladdin*, nine dancers from the community were trained to perform choreography in the authentic South Indian classical dance style of "Bharatha Natyam" under the direction of local choreographer Anne Akhila Rubins. As an outcome of this unique experience, dancers expressed further interest in Indian dance workshops for students, dance instructors, and the community-at-large. The workshops are planned for fall 2010.

C. The HCC Student Population is Racially and Ethnically Diverse

Assessment measures for this outcome are available through the MHEC Performance Accountability Report. African American student enrollment has increased by 13.2% and 18.2% over the Fall 2008 and 2009 semesters, respectively. The enrollment of minority students in Fall 2009 was 20.4% of the total enrollment, whereas the percent of non-white residents in Harford County 18 or older was 17.3%. These data indicate HCC is doing well in maintaining a racially and ethnically diverse student population. Initiatives and activities to support this outcome during 2009-2010 included the following.

1. Recruit a culturally diverse student body

The Admissions Office provided a variety of high school outreach programs to African American students throughout the county. For example, Harford County Public Schools Guidance Offices have identified “At-Risk” students; “At-Risk” students are those students that have demonstrated poor classroom behavior, chronic absenteeism, and low academic performance. The “At-Risk” students, once identified, are offered small group presentations that focus on the importance of secondary education. Of these “At-Risk” students approximately 75% of the students are African American males. Additionally, middle school programming has been expanded. In the spring of 2010 the mentoring/tutoring program was established at Edgewood Middle School at the request of the school’s administration. The program is coordinated by the Middle School Outreach Specialist and includes the use of community mentors. The program is mostly attended by African American students.

Outreach efforts into the community include, but are not limited to, participation in community fairs, focused presentations, and targeted outreach events. The primary region of focus has been Aberdeen, Edgewood, and Bel Air. Community partners have included the Boys and Girls Club, WAGE Connection, Greater Edgewood Education Foundation (GEEF), Open Doors, Edgewood Community Center, New Hope Baptist Church, Harford County Alliance of Black School Educators, and the new HCPS Diversity Network.

The Admissions office also provides presentations delivered directly to high school students in every county high school. Freshman presentations focus on the value of a post-secondary education. Two senior presentations are offered each year; the fall presentation focuses on college choices, and the spring presentation focuses on enrollment at Harford Community College. Frequently, targeted groups of disadvantaged youth visit the HCC campus for presentations on the value of a college education. Examples this past year included Halls Cross Roads Elementary School (the focus was a mock schedule), the Teens Need Technology event (the focus was STEM-related careers), and the Greater Edgewood Education Foundation (the focus was the value of a college education).

Another new initiative this year addresses the special needs of first-generation college students. When prospective students self-identify themselves as first-generation, that prospective student is flagged in the student information system. A staff member from the Admissions office then contacts those prospective students individually by phone to assist with the enrollment process.

2. Maintain low cost of attendance

HCC maintains tuition and fees at 40% or lower of the cost of Maryland public four-year institutions. In FY 10, the cost to attend HCC was 35.5% of the average cost to attend a Maryland public four-year institution. This low cost ensures accessibility for all low and medium income students and families.

HCC provides federal, State, and private financial aid through grants, scholarships, and loans to eligible students. Financial Aid staff office workshops on applying for financial aid, free of charge, at each the Harford County high schools throughout the fall. Workshops are open to all students and parents, regardless of where the student attends college. The Financial Aid Office also provides federal work study students in the county elementary schools as part of the America Reads Program.

D. The Gaps in Academic Achievement Between Underrepresented College Students as Compared with the General Student Body is Decreasing

Assessment measures for this outcome are available through the MHEC Performance Accountability Report. The “Degree Progress Four Years After Initial Enrollment” tracks student success, persistence, graduation and transfer rates for all students and for African American students over the past four years. The MHEC PAR contains four applicable indicators regarding the Achievement Gap:

Successful-Persistor Rate After Four Years of Enrollment for all students:

Over the past four years, 75.6% of all students continued to succeed and persist after four years of their initial enrollment.

Successful-Persistor Rate After Four Years of Enrollment for African American Students:

Over the past four years, 60.4% of African American students continued to succeed and persist after four years of their initial enrollment.

Graduation-Transfer Rate After Four Years of Enrollment for all students:

Over the past four years, 58% of all students graduated and/or transferred after four years of their initial enrollment.

Graduation-Transfer Rate After Four Years of Enrollment for African American Students:

Over the past four years, 47.3% of African American students graduated and/or transferred after four years of their initial enrollment.

These data indicate there are opportunities to strengthen instruction, services, programs, and other support designed to improve student success, persistence, graduation, and transfer of minority student populations. Some of the improved initiatives in 2009-2010 included:

1. Offer college preparatory programs and coursework

HCC offers a full range of developmental courses to assist students with developing skills in reading, writing, and mathematics. To assist students in completing a development course sequence in a more quickly, HCC has developed four-credit (equivalent) courses that combine reading and writing skill development into one course. In addition, HCC developed a four-credit (equivalent) course that combines fundamental mathematics skills with introductory algebra. Also, another four-credit (equivalent) course combines introductory and intermediate algebra skills into one course. These four-credit (equivalent) courses allow students to take one rather than two developmental courses in preparation for college-level mathematics.

To better prepare and transition GED-completers for college-level work, the Continuing Education division offers a bridge to postsecondary education course for GED students. For students in need of extensive remedial coursework for entrance into credit and noncredit programs, the Adult Basic Education courses are offered. Continuing Education offers a full range of Adult Basic Education offerings including English as a Second Language (ESL), Adult Basic Education (ABE), and GED courses, as well as a literacy tutoring program. Students may also enroll in the GEDi, an online GED course, or in a GED practice test session. Specialized training for literacy instructors on instructional strategies for students with learning disabilities was offered in 2009. Literacy instructors contact students with multiple absences to assist with retention efforts.

The STEM Division implemented a summer bridge program, entitled *STEM Scholars STEP Up*. The program is designed to promote and improve the academic skills of incoming STEM majors and expose them to career options. The goal of the program is to improve student retention and success in college. The program is being offered for the second time during the summer of 2010. Students who enrolled in the program last summer report that the program made them feel welcome and connected to the college. The students in the program represent diverse populations. To further strengthen the program, an instructional librarian provided three sessions on Information Literacy to the participants of the program during the Summer 2009 session.

2. Deliver centralized and coordinated resources and retention services and programs

The Rites of Passage academic support and mentoring program has offered academic support to under-represented students through walk-in and scheduled appointments with the Student Development Specialist. The mentoring program offers under-represented students an on-campus mentor to help navigate through HCC and beyond. Through one-on-one support and group activities and programs students can share experiences and find support through their peers as well. Monthly educational and motivational programs are offered including time management, goal setting, and study skills. Bi-annual study-a-thon programs are offered prior to final exams and provide students tutoring support and a quiet place to study. The Rites of Passage Program recruits and hires African-American students to help with planning and executing the program.

All first-time college students are welcomed to HCC through a letter that introduces programs and services offered through the College Life Office. In addition, African American students also receive a letter about the Rites of Passage Mentoring program. Each African American student is also called by the Student Development Specialist, introducing herself and making a connection to HCC for the student. Open Houses for the Rites of Passage program are also offered each semester.

In 2007 the Nursing program received a grant to increase the number of nursing students admitted to the program and maintain /improve the retention of all students. The grant provided funds to develop a Nursing Student Success Program which included a Nursing Student Success Workshop for all beginning nursing students. This day long, intensive workshop welcomes nursing students into the Nursing program and gives them the tools and resources necessary to be successful. Nursing faculty, nursing students, computer services, communication skills and math center work with students during this intensive workshop. Students are informed of College services and are helped to identify and use necessary skills for nursing program success during this workshop.

This Nursing grant also supported a full time retention and remediation specialist. The Nursing program has a process in place to identify at-risk students and offers intensive remediation working directly with the retention and remediation specialist. In addition, ESL tutoring and college tutoring skills center workshops are also offered. One goal of the grant is specifically intended to achieve a 50% improvement in the retention rate over FY 05 figures of ESL and minority status nursing students by 2010.

3. Provide accessible transfer opportunities

Harford Community College has participated with Morgan State University in the CONNECT Program since the Fall of 2005. The CONNECT Program is designed for students who do not initially meet the qualifications for admission to Morgan State University to begin their studies at Harford Community College. With the purchase of the Bear Necessity Card (MSU ID Card), HCC students enrolled in the CONNECT Program have access to the library, bookstore and student activities at Morgan State University while completing their academic studies at HCC. CONNECT Program students have access to a CONNECT Program Liaison/Advisor at Harford Community College who assists them in course selection, knowledge of transfer requirements to MSU (minimum cumulative GPA of 2.0 and successful completion of 24 college-level credits or the associates degree), and the transfer process to MSU (including a letter of recommendation) for completion of the baccalaureate degree.

The Rites of Passage program hosted college visits to Towson University, Morgan State University, Howard University, and Lincoln University. In addition, HCC hosted Instant Admit Days on HCC Campus for Towson University, UMUC, Stevenson University, the College of Notre Dame, and University of Baltimore. Representatives from these colleges visited HCC and waived the application fee for students who applied in person. Students who met the qualifications were admitted “on the spot.”

E. HCC Attracts, Develops, and Retains Diverse Employees

The MHEC Performance Accountability Report (PAR), contains two indicators that track the percent of minorities of full-time faculty and full-time administrative and professional staff over the past four years:

Percent of Minorities of the Full-Time Faculty

Over the past four years, 7.2% of the full-time faculty were members of minority populations. The benchmark set for this indicator is 11%.

Percent of Minorities of the Full-Time Administrative and Professional Staff

Over the past four years, 12.7% of the full-time administrative and professional staff were members of minority populations. The benchmark set for this indicator is 14%.

These data indicate there are opportunities to improve the recruitment, development, and retention of diverse employees. Some of the improved initiatives in 2009-2010 included:

1. Intentionally recruit, hire, promote, and retain diverse employees at all levels.

The Human Resources office targeted advertising using varied media to ensure strong, diverse applicant pools. In FY10, the office implemented a new analytical tool which allows it to evaluate the numbers of minority applicants responding to advertising by advertising source. This will assist the HR department in more effectively expanding its advertising connection with minority audiences. Also in FY10, Human Resources enhanced and expanded its use of advertising sources specifically targeted to minority audiences to include amongst others minoritynurse.com, diversejobs.com, HBCUconnect.com, and the national minority update.

Another area of focus is the search committee process. The new Assistant Director for Human Resources works with search committees to ensure a diverse pool of candidates interview for all posted openings. The Assistant Director also provides review and oversight for all hiring and promotion decisions to ensure fairness, equity and commitment to the College's principles of diversity. The HR office also endorses and complies with requirements to complete an annual Affirmative Action Plan. In FY11, Human Resources will continue its efforts to promote affirmative action goals by incorporating a formal review of affirmative action plan data into its regular College-wide supervisory meetings.

The overall diversity of the faculty has increased slightly from FY 08 to 09, from 7% to 7.8%. More substantial increases have occurred in some academic divisions such as the Behavioral/Social Sciences where four new faculty have been hired from under-represented ethnic groups. The percentage of minorities on the staff/administration has also increased during this time period from 11.9% to 12.1%.

Table 1
HARFORD COMMUNITY COLLEGE
PLAN FOR A PROGRAM OF CULTURAL DIVERSITY
2009- 2011

Implementation Strategy and Time Line

Outcome	Initiatives	Time Line	Evaluation Processes
A. Harford Community College is a welcoming environment that embraces diversity	<ol style="list-style-type: none"> 1. Promote and sustain a “Global Campus” 2. Institutionalize the College’s commitment to cultural inclusivity and responsiveness 3. Promote and sustain cultural and educational programs and activities 	2009-2011	<ul style="list-style-type: none"> • Questions From the 2011 PACE Employee Campus Climate Survey • Review of HCC Mission and appropriate policies • Evaluations of programs and activities offered
B. The campus community sustains a broad global perspective	<ol style="list-style-type: none"> 1. Invest in professional development about issues of culture, cultural competence, diversity, and equity 2. Integrate cultural knowledge into the institution’s daily operations 	2009-2011	<ul style="list-style-type: none"> • Questions from the 2011 PACE Employee Campus Climate Survey • Questions from 2010 CCSSE Student Survey • Evaluations of professional development programs • Review of Diversity Course Requirement, Culture & Society Academic Outcome, and Travel/Study Opportunities

<p>C. The HCC student population is racially and ethnically diverse</p>	<ol style="list-style-type: none"> 1. Be intentional in recruiting a culturally diverse student body 2. Maintain low cost of attendance 	<p>2009-2011</p>	<ul style="list-style-type: none"> • MHEC PAR – Minority student enrollment compared to service area population • MHEC PAR – Tuition and fees as a % of tuition and fees at MD public 4-year institutions
<p>D. The gaps in academic achievement between underrepresented college students as compared with the general student body is decreasing</p>	<ol style="list-style-type: none"> 1. Offer college preparatory programs and coursework 2. Deliver centralized and coordinated resources and retention services and programs 3. Provide accessible transfer opportunities 	<p>2009-2011</p>	<ul style="list-style-type: none"> • MHEC-PAR – Successful persistor rates - Minority students compared to All students • MHEC-PAR – Graduation-Transfer rates – Minority students compared to All students
<p>E. HCC attracts, develops, and retains diverse employees</p>	<ol style="list-style-type: none"> 1. Be intentional in recruiting, hiring, promoting, and retaining diverse employees at all levels. 	<p>2009-2011</p>	<ul style="list-style-type: none"> • MHEC-PAR – Percent minorities of full-time faculty • MHEC-PAR – Percent minorities of full-time administrative and professional staff

REPORT TO THE MARYLAND HIGHER EDUCATION COMMISSION
ON
HOWARD COMMUNITY COLLEGE'S IMPLEMENTATION OF ITS DIVERSITY PLAN
JULY, 2010

Howard Community College has had a Diversity Plan in place for over 20 years. The Diversity Plan sets forth guidelines for ensuring equal opportunity and improving cultural diversity in recruitment, employment, and academics at the College. It mandates that HCC's diversity programs will reflect respect of differences in age, gender, sexual orientation, race, religion, ethnic backgrounds, and ability/disability, as well as the values of equal rights, equal access, and equal treatment. To oversee diversity activity, the Plan calls for the College to continuously maintain a Diversity Committee appointed by the President. The Committee is required to review and update the Diversity Plan yearly.

HCC is proud of its Diversity Plan and ongoing diversity programming on campus. Diversity is addressed in a number of ways, including the following, among others:

- The offering of a multitude of diversity training and awareness events for employees and students throughout each year, including films, music, lectures, and discussions, culminating in an annual Diversity Week each spring;
- The *requirement* that each budgeted staff member and full-time faculty member participate in at least two diversity training sessions per year;
- The monitoring of recruitment efforts and personnel actions to ensure equal opportunity and non-discrimination;
- The inclusion of required diversity/culture-related courses in the General Education Core that must be taken by all students;
- Academic options within the Interdisciplinary Studies major in the subjects of Diversity Studies and Women's Studies.
- The Admissions/Advising Unit has close working relationships with schools, community organizations, and other institutions, and this enhances the college's ability to attract diverse populations. The college works closely with groups such as Conexiones (a community-based organization that helps Hispanic students in Howard County towards academic achievement), high school clubs for Hispanic students, the Black Student Achievement Program, Alpha Achievers (a group for African-American males in Howard County Public Schools), and FIRN (the Foreign-born Information and Referral Network, a Howard County nonprofit that helps immigrants and refugees). The unit works with the college's English Language Institute and credit-free ESL programs to enhance student access to HCC. The unit participates in many fairs for diverse populations, conducts its own fairs – for example, its HBCU (Historically Black Colleges and Universities) college fair - and forms partnerships with a broad range of colleges and universities to incorporate access to the next step following HCC into its outreach efforts.
- Innovative academic programs such as the Silas Craft Collegians Program, which provides a highly-supported learning community for students whose past performance doesn't reflect their true potential, and Step UP, a program where students are voluntarily paired with a faculty/staff coach who provides one-on-one support for managing the challenges of college.

Many students in these programs are from underrepresented groups, often first-generation college students.

- Project Access, a program designed to significantly 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.

According to Education Article §11-406, an institution that already has a program of cultural diversity must develop and implement a plan for improving the program. While HCC feels that its Diversity Plan/Program is already very advanced, the college recommended 6 improvements to its Diversity Program in last year's report to MHEC. The three recommended changes to the text of HCC's written Diversity Plan have already been made. The recommendations to develop guidelines for diversity events and include diversity questions in the QUEST employee survey have already been implemented. The recommendation to expand harassment avoidance training is still being researched and the college hopes to have a resolution in FY11.

For the current report, HCC has identified five more recommendations to improve its Diversity Plan/Program. Several of the recommendations stem from employee comments about campus diversity in the QUEST survey. The five recommendations were submitted in a report to the Board of Trustees on April 28, 2010.

Recommendations for Improving HCC's Diversity Plan/Program by May 1, 2011:

- 1) The committee needs to offer a wider variety of times/locations for its diversity events to meet the schedules of more employees.
- 2) For employees who have difficulty attending diversity events in-person due to schedule or location issues, there is a diversity library of books and audio-visual materials that can be checked out; however, this library has not been advertised sufficiently. The committee needs to raise awareness of the diversity library so employees know this library is a viable option to attending a session in-person.
- 3) The college currently requires that any recruitment effort for staff positions classified at grade 12 and above, and all full-time faculty positions, must have a current or past member of the Diversity Committee on the search panel. The Diversity Committee member on the panel is trained in advance on employment law and appropriate/inappropriate conduct during searches. It is recommended that all members of a search panel, not just the Diversity Committee member, receive such training in the future for all recruitments at any grade level.
- 4) The college has a well-defined process for reporting any complaints or concerns related to harassment or discrimination on campus; however, some employees are still unaware of the proper reporting steps. The reporting process needs to be advertised more clearly to all employees.
- 5) The college continuously attempts to advertise vacant positions in locations that will reach minority candidates, however there has been no ongoing tracking of the demographics of applicants to gauge whether those advertising efforts are successful. HCC needs to start tracking demographics of applicants and comparing results from year-to-year.

The recommendations involving better publicity will be implemented quickly; information can be disseminated in the fall at constituency group meetings, professional development sessions, written communications such as the weekly President's Update to the college community, and possibly convocations. Tracking the demographics of applicants has already begun and data will be compared from year to year to assess progress. The most effective and efficient methods of training of search panel members will be researched and an implementation plan and timeline will be developed by the end of calendar year 2010. Improving the variety of times/locations for events may start immediately, but will be more thoroughly addressed in the fall when the Diversity Committee sets its fiscal year goals for programming.

Education Article §11-406 also requires the institution to describe its process for reporting campus-based hate crimes, as defined under Title 10, Subtitle 3 of the Criminal Law Article and consistent with federal requirements under 20 U.S.C. 1092(f), known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. HCC currently posts all campus crime statistics, including hate crimes, on its public web page in its Campus Crime Report, which can be found at <http://www.howardcc.edu/students/security/>. The Report shows the previous three years of data, during which time there were no reported hate crimes on campus.

Education Article §11-406 also asks each institution for a summary of any resources, including State grants, needed by the institution to effectively recruit and retain a culturally diverse student body. Following is a list of possible uses for grant money which would help the College in its diversity initiatives:

- **Programs and scholarships that increase opportunities for underrepresented students in the science, technology, engineering, math (STEM) and critical language programs.**
- **Assistive technology** – Funding for educational technology that enhances learning and supports the access and success of students with disabilities.
- **Transition to college/employment for students with disabilities**-As mentioned in the previous bullet, HCC provides support to a large number of students with disabilities, including a summer enrichment/transition program for high school students with disabilities and a career series program geared specifically for employment opportunities for the disabled. Additional funding will be needed for the expansion of these programs as space is currently limited and the demand is rising consistently each year.
- **Additional funding for individualized, academic support for low-income, first-generation college students**-the college currently has a successful grant used to provide academic and personal support to low-income, first-generation college students that has been flat-funded for the last 5 years. The college will need to secure additional funding to support increased staffing levels and/or long-term sustainability.
- **Childcare** – Additional funding will be needed to assist low income and unemployed parents with supplementing the costs of childcare.
- **More funds for early college awareness and preparedness programs** – The College would like to build upon its outreach efforts to the younger grades, including upper

elementary through the 9th grade. Funds, including grant funding, to expand this effort, particularly for youngsters who are 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 forms such programs could take, including funding for on-campus summer programs, partnering with county health and nutrition programs to integrate preventative healthcare into early college awareness, cohort groups where youngsters advance on to college as a group starting from the 4th or 5th grades, tutoring and mentoring, parental and parent- child educational programs, camp scholarships, transportation, and more. School dropout rates are higher for some children than others. Programs that prevent dropping out and/or promote persistence to postsecondary education are critical. Greater access to summer camp programs is important.

Any consideration of State grant money for these purposes would be extremely useful in improving the Diversity program on the Howard Community College campus.



MONTGOMERY COLLEGE
DIVERSITY PLAN
Plan for Programs of Cultural Diversity




ANNUAL
PROGRESS
REPORT



MONTGOMERY COLLEGE MULTI-YEAR DIVERSITY ACTION PLAN

June 21, 2010


Dr. Hercules Pinkney
Interim President


Dr. Michael C. Lin
Chair, Montgomery College Board of Trustees


Dr. Michelle T. Scott
Chief Diversity Officer

MONTGOMERY COLLEGE BOARD OF TRUSTEES
as of May 2010

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Mr. Kenneth Massada, *Student Member*

Dr. Hercules Pinkney

Secretary-Treasurer, Board of Trustees
Interim President, Montgomery College

State Plan Template

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

REPORT - PLAN FOR PROGRAMS OF CULTURAL DIVERSITY

Institutional Profile

1. Check one to describe your institution:

- a. 4-year public
- b. 4-year private
Are you affiliated with the Maryland Independent Colleges and Universities Association (MICUA)? Yes No
- c. 2 year public
- d. 2-year private
- e. Other _____

2. How many campuses comprise your institution? 3

Montgomery College is a suburban multi-campus institution. The College is comprised of three campuses – Germantown, Takoma Park/Silver Spring, and Rockville; as well as several Workforce Development and Continuing Education sites throughout Montgomery County. The administrative offices for the College, which are located in Rockville, and each campus address are provided below.

Montgomery College Administrative Offices
900 Hungerford Drive
Rockville, MD 20850

Germantown Campus
20200 Observation Drive
Germantown, MD 20876

Rockville Campus
51 Mannakee Street
Rockville, MD 20850

Takoma Park/Silver Spring Campus
7600 Takoma Avenue
Takoma Park, MD 20912

3. How many campuses are included in this report?

All campuses are included in this report.

4. Mailing address of your institution’s main campus

Rockville Campus
 51 Mannakee Street
 Rockville, MD 20850

Student Demographics

2009 - 2010 student population:

- Estimated average income of prospective students: N/A

The demographic information below will be supplied by MHEC, unless highlighted in yellow

- Number of Pell Grant recipients: **FY 2009 = 5,739** **FY 2010 = 6,665**
- Total number of students over age 25: **9,129**

Total undergraduate student population:	26,147	Full-time (FT) & Part-time (PT) undergraduate students	# FT	# PT
# Hispanic:	2,949	# Hispanic	1,011	1,938
# Black/African American:	7,101	# Black/African American	2,667	4,434
# American Indian/Native American:	76	# American Indian/Nat. Amer.		55
# Asian/Pacific Islander:	3,423	# Asian/Pacific Islander.	21	1,961
# White:	8,909	# White	1,462	5,689
# International students:	1,984	# International Students		811
# Other:	1,689	# Other	3,220	
# Missing Race Information:	16	# Missing Race Information	1,173	870
# Persons with disabilities:	1,209	# Persons with disabilities	819	10
			6	819
			390	

Full-time undergraduates:	# Male 5,241	# Female 5,138	Part-time undergraduates:	# Male 6,858	# Female 8,910
# Hispanic	460	551	# Hispanic	832	1,106
# Black/African American	1,332	1,335	# Black/African American	1,857	2,577
# American Indian/Nat. Amer.	13	8	# American Indian/Nat. Amer.	25	30
# Asian/Pacific Islander:	771	691	# Asian/Pacific Islander:	868	1,093
# White	1,798	1,422	# White	2,566	3,123
# International Students	481	692	# International students	309	502
# Other	382	437	# Other	398	472
# Missing Race Info.	4	2	# Missing Race Info.	3	7
# Persons with disabilities	213	177	# Persons with disabilities	440	379
Average time to degree: _____			Total undergraduates in STEM majors: 3,742		
# Hispanic: _____			# Hispanic: 360		
# Black/African American: _____			# Black/African American: 1,092		
# American Indian/Native American: _____			# American Indian/Native American: 11		
# Asian/Pacific Islander: _____			# Asian/Pacific Islander: 661		
# White: _____			# White: 989		
# International students: _____			# International students: 351		
Missing Race Information: _____			# Other: 278		
# Persons with disabilities: _____			# Missing Race Information: 0		
			# Persons with disabilities: 137		

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

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

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

Faculty and Staff Demographics

2009 - 2010 faculty population:

<p>Total faculty population: 1,489</p> <p># Hispanic: 53</p> <p># Black/African American: 235</p> <p># American Indian/Native American: 11</p> <p># Asian/Pacific Islander: 133</p> <p># White: 1,040</p> <p># International faculty: 6</p> <p># Other: 4</p> <p># Missing Race Information: 7</p> <p># Persons with disabilities: 0</p>	<p>Total faculty teaching STEM courses: 375</p> <p># Hispanic: 10</p> <p># Black/African American: 52</p> <p># American Indian/Native American: 7</p> <p># Asian/Pacific Islander: 61</p> <p># White: 242</p> <p># International faculty: 0</p> <p># Missing Race Information: 3</p> <p># Persons with disabilities: 0</p>
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<p>Total full-time faculty: 515</p> <p># Hispanic: 22</p> <p># Black/African American: 71</p> <p># American Indian/Native American: 6</p> <p># Asian/Pacific Islander: 47</p> <p># White: 363</p> <p># International faculty: 3</p> <p># Other: 2</p> <p># Missing Race Information: 1</p> <p># Persons with disabilities: 0</p>	<p>Total adjunct faculty: 974</p> <p># Hispanic: 31</p> <p># Black/African American: 164</p> <p># American Indian/Native American: 5</p> <p># Asian/Pacific Islander: 86</p> <p># White: 677</p> <p># International faculty: 3</p> <p># Other: 2</p> <p># Missing Race Information: 6</p> <p># Persons with disabilities: 0</p>
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Full-time faculty:	# Male	# Female	Adjunct faculty:	# Male	# Female
	218	287		431	543
# Hispanic	11	11	# Hispanic	11	20
# Black/African American	30	41	# Black/African American	77	87
# American Indian/Nat. Amer.	2	4	# American Indian/Nat. Amer.	3	2
# Asian/Pacific Islander	21	26	# Asian/Pacific Islander	35	51
# White	152	211	# White	301	376
# International faculty	1	2	# International faculty	2	1
# Other	0	1	# Other	1	1
# Missing Race Info.	0	1	# Missing Race Info.	1	5
# Persons with disabilities	0	0	# Persons with disabilities	0	0

Total full-time tenure track faculty: 0	Total tenured faculty: 23
# Hispanic: _____	# Hispanic: 0
# Black/African American: _____	# Black/African American: 0
# American Indian/Native American: _____	# American Indian/Native American: 0
# Asian/Pacific Islander: _____	# Asian/Pacific Islander: 2
# White: _____	# White: 21
# International faculty: _____	# International faculty: 0
# Missing Race Information: _____	# Missing Race Information: 0
# Persons with disabilities: _____	# Persons with disabilities: 0

Tenure track faculty:	# Male	# Female	Tenured faculty:	# Male	# Female
# Hispanic	0	0	# Hispanic	15	8
# Black/African American	-----	-----	# Black/African American	-----	-----
# American Indian/Nat. Amer.	-----	-----	# American Indian/Nat. Amer.	-----	-----
# Asian/Pacific Islander	-----	-----	# Asian/Pacific Islander	-----	2
# White	-----	-----	# White	-----	6
# Missing Race Info.	-----	-----	# Missing Race Info.	15	-----
# International faculty	-----	-----	# International faculty	-----	-----
# Persons with disabilities	-----	-----	# Persons with disabilities	-----	0
	-----	-----		0	

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

Black/African American: _____

Hispanic: _____

American Indian/Native American: _____

Asian/Pacific Islander: 2

Persons with disabilities 0

2009 - 2010 staff population:

<p>Total staff population (executive and administrative-all staff): 1,346</p> <p># Hispanic: 99</p> <p># Black/African American: 407</p> <p># American Indian/Native American: 5</p> <p># Asian/Pacific Islander: 142</p> <p># White: 673</p> <p># International staff: 6</p> <p># Other 10</p> <p># Missing Race Information: 4</p> <p># Non-International staff: 1,340</p> <p># Missing International Information: 0</p> <p># Persons with disabilities: 13</p>	
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Total executive staff: 82 # Hispanic: 3 # Black/African American: 23 # American Indian/Native American: 0 # Asian/Pacific Islander: 1 # White: 55 # International staff: 0 # Missing Race Information: 0 # Persons with disabilities: 0	Total administrative (all other) staff: 618 # Hispanic: 96 # Black/African American: 384 # American Indian/Native American: 5 # Asian/Pacific Islander: 141 # White: 618 # International staff: 6 # Other: 10 # Missing Race Information: 4 # Persons with disabilities: 13
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Executive staff:	# Male	# Female	Administrative staff:	# Male	# Female
	35	47		525	739
# Hispanic	0	3	# Hispanic	40	56
# Black/African American	12	11	# Black/African American	162	222
# American Indian/Nat. Amer.	0	0	# American Indian/Nat. Amer.	4	1
# Asian/Pacific Islander	1	0	# Asian/Pacific Islander	62	79
# White	22	33	# White	249	369
# International staff	0	0	# International staff	2	4
# Other	0	0	# Other	3	7
# Missing Race Info.	0	0	# Missing Race Info.	3	1
# Persons with disabilities			# Persons with disabilities		6
				7	

Program Description

(Note: Descriptive responses may be attached as a separate sheet)

I. NON-PUBLIC INSTITUTIONS

Please describe the best practices used by your institution to promote and enhance cultural diversity of the campus(es).

II. PUBLIC INSTITUTIONS

A. Diversity Programming and Training

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

Diversity is a critical component of the curriculum, advertising and marketing campaigns, employment recruitment and selection hiring process, outreach activities, student services and support processes, commencement, and staff/professional development activities. As an example, the College's mission statement reinforces its commitment of being the community's college and providing a place for intellectual, cultural, social, and political dialogue. Furthermore, there is evidence that diversity is increasingly more integrated and a key component in all aspects of Montgomery College's operational, strategic, and tactical plans. Imbedded in the College's culture is a focus on how we manage and embrace diversity, how we treat people, and how we connect and build relationships with the College and community.

Montgomery College has a plan that identifies action-oriented diversity goals and objectives in five key areas: (a) Policies, Procedures and Practices; (b) College Climate; (c) Recruitment and Outreach; (d) Supporting Student Success; and (e) Professional Development. These goals and objectives demonstrate the College's good faith commitment to expand and sustain diversity and produce measurable results.

- How often is the plan reviewed and updated?

Montgomery College has a multi-year plan that is reviewed annually and updated as needed.

- How do you plan to improve upon the existing program? Provide examples.

Policy changes

In Montgomery College's efforts to ensure access, equity, diversity and nondiscrimination, the College implements the following equal opportunity and affirmative action policies, which comply with applicable federal and state laws and directives.

- Hate/Violence Policy (31002)
- Hate/Violence Procedure (31002CP)
- Equal Employment Opportunity and Nondiscrimination Policy (31006)
- Equal Opportunity, Nondiscrimination, Sexual Harassment and Sexual Assault Complaint Procedure (31006CP)
- Affirmative Action Policy (31007)
- Sexual Harassment Policy (31008)
- Sexual Assault Policy (31010)

- Consensual Relationships Policy (31106)
- Consensual Relationships Procedure (31106CP)
- Employment of Individuals with Disabilities Policy (32106)
- Employment of Individuals with Disabilities Procedure (32106CP)
- Equal Education Opportunity and Nondiscrimination Policy (41002)
- Annual Montgomery College *Clery* Disclosure of Campus Security Policy and Campus Crime Statistics Act Report

These policies and procedures are aligned with the College's diversity mission and commitment and established to ensure compliance with federal and state regulations protecting students and employees. Annually, the College plans to conduct a comprehensive review and inventory of existing academic and nonacademic diversity-related and nondiscrimination College policies, procedures, and best practices.

[X] Innovative curricular design

An example of innovative curricular design comes from our Germantown Campus where a course dyad was taught with PS203HC (International Relations) and HS114HC (20th Century World History) during the Spring 2010 semester, as a part of the Renaissance Scholars program. The course emphasized themes, activities, and readings that de-centered Europe and the United States from the more traditional tellings used in these courses. Readings included non-American and non-European authors, such as Cesaire writing about colonialism and a Nigerian scholar writing about Nigeria's policy towards the Congo in the 1960s. Throughout the semester, the students were asked how the United States and Europe became central to International Relations, and how the rise of China reshaped the world order.

Other examples from the dyad include several in-class simulations to understand the challenges facing the international system.

- ∞ Students studied the debates surrounding the upcoming elections in Burma and the detention of Suu Kyi, and then simulated a UN Security Council meeting about whether or not to impose sanctions on Burma.
- ∞ Students simulated Indira Gandhi's decision to impose a state of emergency in India.
- ∞ Students simulated the interests that enabled colonialism through a card game and then wrote about how the patterns that developed in the classroom highlighted concepts from their readings.
- ∞ Throughout the semester, readings and assignments asked students to explore the causes of violence and genocide, as well as potential global and individual-level ways to respond and prevent that violence.
- ∞ Students created a project based on their visit to the Holocaust Museum in DC, incorporating Hannah Arendt's theories of banality of evil and her argument that the origins of Nazism are to be found in the history of European imperialism in Sub-Saharan Africa.

Learning Community -- Developmental Math and DS 107 First Year Seminar

Learning Community – MA 130 and PC 101

Germantown Renaissance Scholars program involves 60 honor students taking an honors seminar in the Fall and one of three dyads in the Spring. The population of students is very diverse. Out of class activities are planned each semester. Many are culturally diverse, including:

- Tour of the Terra Cotta Warriors exhibit at the National Geographic with a China expert speaking.
- The film, *The Linguist*, about languages and cultures that are almost extinct with David Harrison, star of film, leading the discussion.
- Tour of the Holocaust Museum
- Movie Night *Miracle at St. Anna* Book by James McBride
- Private Tour of the Freer and Sackler Gallery (Asian and African Art) at the National Gallery of Art and Smithsonian Museum
- One Maryland/One Book Lecture and Book Signing, Author: James McBride, Book: *Song Yet Sung*

During the summer of 2009, the College provided funding for seven Germantown Renaissance Scholars to attend the University of Cambridge International Summer School for two weeks as part of Montgomery College's Cambridge Summer Seminar (HP270).

[X] New student life programs

There are numerous new student life programs available to students at Montgomery College, including:

- ∞ New Student Orientation
- ∞ Service Learning and Volunteer Fair
- ∞ Student Leadership Ascent Workshops -- Empowerment, Leading by Servicing, Communication and Public Speaking, Civic and Ethical Leadership, Celebrating Diversity, Co-Curricular Portfolio Presentations
- ∞ Globe Fest (featuring student displays of their country)
- ∞ Smart Sacks (service learning weekly project to make healthy snacks for area elementary school children)
- ∞ Alternative Spring Break Trip/Habitat for Humanity
- ∞ Health and Wellness Fair
- ∞ Student Excellence Expo
- ∞ Talent/Variety Show
- ∞ Student Mentoring Program
- ∞ Earth Day
- ∞ Clubs - Activities Board, African Club, African Dance Club, Anime Society, Breathe Free Smothers Club, Buddhism Club, Caribbean Rootz Club, Chess Club, Christian Fellowship, Computer Club, ConKerr Cancer Club, Corporate Business Leaders, Cricket Club, Debate Club, Environment Club, Fashion Club, Flag Football Club, Gay/Straight Club, Globe Newspaper, Gryphon Literary Magazine, Health Essentials, Hip Hop Dance Club, Hispanic Student Union, Honors Networking Club, International Club, Math Club, Medical Careers Club, Musicians with Ambition, Muslim Student Association, Outdoor Club, Persian Club, Photography Club, Poetry Club, Psychology Club, Self Defense Club, Service Learning Club, Ski Club, South Asian Club, Student Senate, Tennis Club, Theater Club, Ultimate

- Frisbee Club, Veterans Club, Volleyball Club, Weight Lifting Club, Women's Studies Club, Young Democrats
- ∞ Summer Bridge Program (i.e., Program for recent high school graduates who will taking developmental courses)
- ∞ Summer Bridge Program for Bio-manufacturing (i.e., Program prepares students with pre-requisite work for entry into the Fall Semester program)

Student Life also sponsors a variety of programs to recognize/celebrate nationally designated special awareness months, such as:

Hispanic Heritage Month
 Disability Awareness Month
 Native American Heritage Month
 Black/African American History Month
 Women's History Month
 Arab Heritage Month
 Asian-Pacific American Heritage Month

Additional examples of student life programs include:

Student Employment

Career Information/Job Fair (fall and spring)
 Part & full time job hunting and resume assistance
 Computerized job system - E-Jobs

Assessment Center

Increased access to placement and academic testing (walk-in service for all testing)

Center for International and Multicultural Students

Counseling and academic advising targeted to international students
 Assistance with I-20s
 Workshops and information sessions
 College literature in multiple languages

First Year Experience

First Year Experience Counselors (DS 107- First Year Seminar; DS 104- Seminar for International Students)
 FYE website, Facebook, other activities for new students
 Podcasts on how to be successful as a student
 Student Ambassador Program (i.e., primarily developed for international students)

Counseling and Advising

Walk-in Advising
 DS courses- Career Development, Study Skills, Success Group
 At Risk Student Project- Academic Coaching, DS 106 Success Group

Germantown Options for Adult Learners (G.O.A.L.)

Monthly newsletter targeted to adults
 Open house, workshops, orientation targeted to adults
 One-stop enrollment fair

Academic Achievement Awards Programs

Ethnic awards— Hispanic Awards, Asian Awards, Dr. Harry Harden, Jr. Black and African American Awards, Academic Excellence Awards

[X] Campus-Community Partnerships

Montgomery College has a variety of Collegewide programs and services to support campus-community partnerships. Examples of some of the best practices include:

Chautauqua 2009 – The 11th annual Chautauqua event was held on the Germantown Campus, celebrating the theme “Rights and Reformers.” Over the three nights the following attendance figures were reported for Woody Guthrie – 218, Jackie Robinson – 170, and Eleanor Roosevelt -- 250. Again, the event was recorded by Montgomery College Television for viewing by more than 210,000 households in Montgomery County. Chautauqua is sponsored in partnership with the Maryland Humanities Council.

Portraits of Life II: Student Experiences – The Montgomery College Arts Institute presented Portraits of Life II: Student Experiences exhibition in the art gallery of the BlackRock Center for the Arts in Germantown, Maryland. The exhibit is a series of photos and statements about resilience, transformation and inspiration of Montgomery College students from all parts of the globe.

Biotechnology Day programs for Latino middle school girls encourages an interest in Science.

Biotechnology Summer Camps encourage high school girls’ interest in Science.

[X] Other. Please describe: Faculty activities

The following are other examples of College faculty activities.

The US Institute of Peace - Faculty participated in a summer institute given by the US Institute of Peace in June 2009. The focus of the seminar was to give community college faculty the tools to incorporate the teaching of peace, justice, and global security in their courses and on their campuses.

As a result of the seminar, the campus was able to co-sponsor between the HSSE division, and the Office of Student Life, through a campus theme committee, a month of events related to the issue of child soldiers. Discussions were led about Innocent Voices, a film about child soldiers in El Salvador; War Dance, about the reintegration of child soldiers in Northern Uganda; and the general issue of child soldiers with the US Institute of Peace talking with students.

Two examples of Brown Bag events are:

- ∞ Presentation: "Deconstructing Britney: the cult of celebrity and the ever shifting media agenda"
- ∞ Presentation: "The Holocaust: Insights into Experience and Survival"

The Cultural Psychology course (PY224) will be offered at the Germantown Campus for the first time Fall Semester 2010.

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

Ensuring a college climate that embraces, supports, and celebrates diversity among our students is addressed through a variety of activities, including:

- ∞ Diversity training through certain components of our student leadership training programs, L.I.F.E. and MC Leads. Students are able to experience diversity programming at events such as The Gathering, the World Arts Festival, Arab-American Heritage Month activities, Black History Month activities, International Week, and the Multicultural Student Academic Achievement Awards.
- ∞ "Mi Escuela es su Escuela" (My School is Your School) is a radio and television show. Guest-speakers are Montgomery College bilingual faculty and staff who inform the Latino community about programs and resources; students share their Montgomery College experiences. The Montgomery College TV station tapes the radio program that broadcasts on Channel 10. The segments are broadcast every day of the week, including Saturdays and Sundays.
- ∞ Recruiters target diverse ethnic and cultural groups such as ACAFAN (African, Caribbean, and American Family Action Network), the Montgomery County Public Schools Asian Parents Group, Refugee Center, Ethiopian Cultural Center, Langley Park Vietnamese Group, Gandhi Brigade, Maryland Multicultural Youth Center, and the Carlos Rosario School.
- ∞ A college fair and job fair was held at the Walter Reed Army Medical Center and National Naval Medical Center to provide recovering soldiers, military staff and family members with broad exposure to the College.
- ∞ Outreach efforts for Asian adult students included targeted groups in the Vietnamese and Ethiopian communities' adult populations. The College also worked closely with adult members of the Montgomery County Refugee Center. These adult students are part of a "seamless" transition initiative that helps new immigrants learn the English language and then encourages them to enroll in credit programs to increase their workforce potential.

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

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

The Center for Teaching and Learning (CTL) is continuously designing and redesigning their diversity programs with the purpose of addressing all issues associated with diversity in a more holistic way. Some of the ways CTL has tailored programs to address diversity among faculty are explained below.

- ∞ Workshops are provided on the "belief formation process," a workshop that has two phases: Phase One exposes College faculty members to the power of socialization, or lack thereof, and how it influences our various behaviors, attitudes, and values. Phase Two provides faculty the discussion forum in which participants can explore attitudes, perceptions and/or misconceptions and how they can develop a new socialization among people from different cultural backgrounds.
- ∞ Make It Practical (Cultural Box) -- As individuals, we are all offspring of our parents, and our parents and their parents all had cultural norms, values, and beliefs that contribute in shaping who we become. For this professional development exercise, participants bring in anything that represents their culture. It can be a picture, poem, letter, interview with grandparents or extended living relatives, or anything that symbolizes culture being passed down from generation to generation in the family. Participants will then discuss how what they brought impacts their culture, and provide other information about that particular culture. Members share what they have learned and how those things may have contributed to their own cultural awareness.

In addition, listed below are other workshops delivered through Montgomery College's Center for Teaching and Learning:

- ∞ Diversity Education & the Implications for Teaching & Learning at MC
- ∞ Teaching in a Multicultural Classroom
- ∞ Fostering Diversity at Montgomery College
- ∞ Action Research to Improve Student Learning
- ∞ Cross-Cultural Communication Competencies & the Implications for Teaching and Learning
- ∞ Assessment Techniques for Meaningful Learning
- ∞ Effective and Purposeful Instructional Planning
- ∞ Ethnic Identity: The Benefit of Code-Switching for Students & Faculty
- ∞ Assessing Results – A conversation with Facilitators
- ∞ Social Justice & Social Responsibility - Women Studies Program
- ∞ Adlerian Psychology for Instructors
- ∞ First Year Experience - Peace & Social Justice
- ∞ Generation X
- ∞ How Culture & Values Affect Teaching and Learning
- ∞ Generation 1.5
- ∞ Teaching in A Multicultural Classroom
- ∞ Diversity and Education Theories
- ∞ Art & Diversity in the Classroom
- ∞ Series X – Students with Disabilities in College
- ∞ Teaching Our Digital Natives

Faculty participate in diversity-related programming and events such as: The Gathering, the World Arts Festival, Arab Heritage Month, Black/African American History Month, International Week, and the Multicultural Student Academic Achievement Awards. Also faculty participate in diversity training opportunities offered by the Center for Professional and Organizational Development and the Office of Equity and Diversity.

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

Montgomery College promotes participation in diversity-related events and activities, both internal and external to the College. The staff members participate in diversity training opportunities offered by the Center for Professional Organization and Development, Center for Teaching and Learning, Office of Equity and Diversity, and by individual campus units. They are able to experience diversity programming at events such as The Gathering, the World Arts Festival, activities related to Hispanic Heritage Month, Asian-Pacific American Month, Arab Heritage Month, Black/African American History Month, International Week, and Staff Professional Development Day seminars.

5. Is coursework used to enhance cultural diversity programming and increase sensitivity to cultural diversity among **students**?
Yes [] No [] **If Yes, please describe**

The College offers approximately 90 General Education courses which fulfill a “global and cultural perspectives” component required of all A.A. and A.S. students.

6. Is training used to enhance cultural diversity programming and increase sensitivity to cultural diversity among **faculty**?
Yes [] No [] **If Yes, please describe.**

Training is used to enhance cultural diversity programming and increase sensitivity to cultural diversity among faculty, staff, and administrators. Training is provided on a Collegewide basis through the Center for Professional Organization and Development, Center for Teaching and Learning, and the Office of Equity and Diversity.

As an example, the Center for Teaching and Learning has helped to bring faculty members — with differences in culture, race, socioeconomic class, religion, political perspectives, gender, sexual orientation, and nationality — together for the purpose of engaging one another in faculty diversity discussion groups. Members of the Faculty Diversity Discussion Group meet several times a semester to discuss various issues associated with diversity, in an effort to become more culturally responsive when dealing with their peers from other cultures. These discussions help in the cultivation of faculty that are culturally responsive to their students’ teaching and learning needs.

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

Currently, participation in these programs is voluntary. However, it is the intent that training will be required of all employees by July 2010 (as outlined in the 2008 Multicultural/Diversity Education Plan).

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

Training is tracked in the College’s internal training registration database. The monitoring of participation and successful fulfillment of requirements is handled by departments (supervisors). Each employee is able to print out a transcript of his/her training activities to be shared with the direct supervisor during the annual performance management conference.

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

Yes, there are processes in place to assess the needs and evaluate the effectiveness of the College’s training programs. Feedback from training participants (faculty, staff and administrators) is one measure used to gauge the effectiveness of cultural training and development activities based on learning and performance outcomes.

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

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

In accordance with the plans outlined within the 2008 Multicultural/Diversity Education Plan, three new programs were successfully implemented by the Center for Professional & Organizational Development, resulting in a significant increase in the College’s multicultural/diversity activities for faculty, staff, and administrators. Some examples include:

- ∞ *“Community Conversations: Migration, Immigration, Globalization”*
This learning community uses different forms of dialogue and deliberation to address potentially contentious issues that impact workplace climate, team interactions, the student population and public policy.
- ∞ *“In Their Own Voices”*
This series of monthly sessions brings together faculty, staff, and student panelists to describe their heritage and suggest nuances for respectful interaction.

∞ *“Tapestry I: Basic Multicultural Skills”*

This certificate program, consisting of six classes, takes participants beyond basic awareness and sensitivity to genuinely developing intercultural competence (i.e., multicultural understanding and communication proficiency) in work teams.

Additionally, content related to diversity and intercultural awareness, sensitivity, and competence, along with legal requirements and compliance, are woven throughout the College’s internal supervisory, management and leadership programs.

In 2008, multicultural & diversity education consisted of 7 activities or 1% of the College’s overall training opportunities. In 2009, this was increased to 23 activities and 5% of the College’s overall training opportunities.

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

Currently, participation in cultural training programs is voluntary. However, it is the intent that training will be required of all employees by July 2010 (as outlined in the 2008 Multicultural/Diversity Education Plan).

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

Training is tracked in the College’s internal training registration database. The monitoring of participation and successful fulfillment of requirements is handled by departments (supervisors). Each employee is able to print out a transcript of their training activities to be shared with their direct supervisor during their annual performance management conference.

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

Yes, there are processes in place to assess the training needs and evaluate the effectiveness of the College’s training programs. Feedback from training participants (faculty, staff and administrators) is one measure used to gauge the effectiveness of cultural training and development activities based on learning and performance outcomes.

B. Academics

8. Does your program address

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

of a culturally diverse student body?

If Yes, please describe.

The College addresses the needs of a culturally diverse student body through programs such as, the TRIO Program (Student Support Services) PROGRAM (STUDENT SUPPORT SERVICES) program, Gateway to College, the Rockville Center for International and Multicultural Students, the American English Language Program, Continuing Education English Language Skills Program, and through diversity-related Student Life Clubs and Organizations.

Multicultural humanities courses are often paired with general education courses in the College’s learning communities. Participation in the tied courses has increased the number of students who elect to take multicultural courses that exceed meeting the graduation requirement.

Faculty members have taken advantage of seed money from Make-IT-Happen grants to co-sponsor cultural diversity programming with the Office of Student Life. Co-sponsored activities have included

programming for Arab cultural awareness, women’s issues, and French films for students from a variety of French speaking countries, including many students from African countries.

9. Does your program address
- | | | |
|---------------|---------|--------|
| recruitment, | Yes [X] | No [] |
| support, | Yes [X] | No [] |
| and retention | Yes [X] | No [] |
- of a culturally diverse faculty?

If Yes, please describe.

Montgomery College has a variety of Collegewide programs and services to support outreach and recruitment efforts and create a more inclusive and equitable environment for our faculty, staff and students. Identifying and implementing best practices are institutional cornerstones for achieving inclusiveness and academic excellence. Some examples of Montgomery College’s best practices include:

- ∞ Involving and engaging stakeholders in the recruitment and outreach efforts
- ∞ Ensuring a thoroughly diverse applicant pool
- ∞ Expanding opportunities to recruit and retain a highly diverse faculty and staff workforce
- ∞ Monitoring and assessing system-wide campus and department faculty and staff diversity and demographics

10. Does your program address
- | | | |
|---------------|---------|--------|
| recruitment, | Yes [X] | No [] |
| support, | Yes [X] | No [] |
| and retention | Yes [X] | No [] |
- of a culturally diverse staff?

If Yes, please describe.

Montgomery College has a variety of Collegewide programs and services to support outreach and recruitment efforts and create a more inclusive and equitable environment for our faculty, staff and students. Identifying and implementing best practices are institutional cornerstones for achieving inclusiveness and academic excellence. Some examples of Montgomery College’s best practices include:

- ∞ Involving and engaging stakeholders in the recruitment and outreach efforts
- ∞ Ensuring a thoroughly diverse applicant pool
- ∞ Expanding opportunities to recruit and retain a highly diverse faculty and staff workforce
- ∞ Monitoring and assessing system-wide campus and department faculty and staff diversity and demographics

11. Does your program address
- | | | |
|---------------|---------|--------|
| recruitment, | Yes [X] | No [] |
| support, | Yes [X] | No [] |
| and retention | Yes [X] | No [] |
- of students over the age of 25?

If Yes, please describe.

The College addresses the needs of “students over the age of 25” through the Adult Re-Entry Program, managed through the Office of Adult Student Services and the Veteran Services/Combat-to-College Program managed through the Counseling Department.

The recent addition of an Evening and Weekend Administrator on the Takoma Park/Silver Spring Campus is a good faith effort to address the needs of adult students who primarily take their classes during the evening and weekend hours. Targeted mailings, adult friendly sequencing of course offerings, and issues of equity access to support services are being addressed.

12. Does your institution encourage the use of innovative instructional strategies (i.e. distance learning, summer bridge programs, learning communities, etc.)?
 Yes No **If Yes, please describe.**

Montgomery College offers many innovative instructional strategies and non-traditional delivery times and methods. Some of these strategies include: distance learning (Web CT and Elluminate courses), blended courses, learning communities, summer bridge programs, winter sessions, evening and weekend classes, half-semester courses, and on-line advising. In addition, the College offers other nontraditional teaching pedagogy to attract and retain adult students. Fast-track, seven-week courses are now being offered for evening and weekend students.

13. Does your program address the importance of
 Providing, Yes No
 and completing Yes No
 remedial coursework? **If Yes, please describe.**

Montgomery College offers an extensive program of learning support classes in Math, English, and Reading, as well as study skills courses (e.g., DS106 Study Skills course) to promote student success in pre-college level courses. The health science programs require students to demonstrate a specific level of academic competence via the TEAS test (Test of Essential Academic Skills). Students who do not meet the requisite scores on their initial test are referred to the Reading and Writing Center where staff evaluate their deficit scores and utilize academic software programs to re-teach the targeted materials. This targeted remediation has increased the number of eligible applicants in the health science programs.

14. Does your program address closing the achievement gap?
 Yes No **If Yes, please describe.**

The College does have programs for addressing and closing the achievement gap. For example, the College demonstrates its commitment to closing the achievement gap through academic support centers such as the Math/Science Center, the Writing/Reading Center, the Language Lab, and the Speech Lab. Students may also participate in initiatives such as supplemental instruction and mentoring in the STEM programs and the Boys to Men program.

15. Does your program address
 recruitment, Yes No
 support, Yes No
 and retention Yes No
 of a culturally diverse student body pursuing degrees in STEM majors?
If Yes, please describe.

Montgomery College students pursuing STEM degrees may participate in a number of programs designed to foster student success, including Project Portal to Success in Engineering (FIPSE), Access Engineering (NSF), BioMedical Scholars (NIH), and NSF CCLI programs in Physics and Biology (Course, Curriculum, and Laboratory Improvement). Recruiters work with Montgomery County Public Schools to identify potential STEM majors and to encourage enrollment in these majors.

Science faculty teach summer school science exploration classes to children in grades 4-8. This is a deliberate effort to attract future STEM majors and to encourage them to consider Montgomery College when they make their choice. Math and engineering department faculty act as club advisors to students in the math and engineering clubs. This outreach to the STEM majors fosters a social connection between student peers.

16. Does your program include a cultural competence component for students?
Yes [] No [] **If Yes, please describe.**

Montgomery College offers approximately 90 General Education courses which fulfill a “global and cultural perspectives” component required of all A.A. and A.S. students. Every graduating student is required to fulfill a multicultural requirement as specified in the College catalog.

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

Establishing and maintaining a college climate that is welcoming and supportive to our diverse students is an institutional priority, which is internalized throughout the organizational structure. This institutional priority is evidenced by Montgomery College’s mission, organizational structure and capacities, leadership, systems for accountability, academic and non-academic programs and initiatives, targeted resources, policies and practices, which systematically support our commitment to proactively embracing and celebrating diversity. Some examples of how the College welcomes and supports its students include:

- ∞ Recruitment and marketing materials that reflect the diversity of the student body; performing arts programs choose performance material that is appropriate for students of any race or background; all student life and athletic programs are diverse and welcome diversity; the campuses publicly celebrate its diversity in every arena possible.
- ∞ New student orientations that welcome new students with need-to-know information, tours of campus, student peer advising, packets and fun.
- ∞ Counselors that have developed an electronic academic orientation for all new students to allow students to self-advise if the student elects to do so. This initiative is an effort to help new students navigate admissions and registration process with fewer hoops and barriers. Counselors continue to see any/all students who want one-on-one advising.
- ∞ Electronic and hard copy reference data that are made available to make students aware of tutoring, academic support centers, and software programs that support student success. Printed copies of this information are available in entry-level classes, counseling centers, libraries, computer centers, tutoring centers, information kiosks, and on information boards across the College.
- ∞ Two weeks prior to mid-term, the week following mid-term and again three weeks prior to finals all campus students are reminded of the various resources across campus that helps students who may be struggling.

C. Affordability

18. Does your institution adequately advertise financial assistance programs available to *ALL* students?
Yes [] No [] **If Yes, please describe.**

The Montgomery College student financial aid program is structured to meet the College’s philosophy that no student be restricted from attending because of limited financial resources. Financial aid programs include grants, scholarships, loans, and student employment. An Office of Student Financial Aid is located on each campus. Montgomery College advertises financial assistance programs available to all students as follows:

- ∞ All admitted students are sent information on applying for financial aid and a description of programs available – “Paying Your Way”

- ∞ The College web site has information for new and continuing students on applying for financial aid and programs available to students
- ∞ Important announcements for current students are under “financial aid hot topics” on the MyMC portal
- ∞ Direct mail scholarship announcements are sent to potential and current students, particularly through the public school system
- ∞ All currently enrolled students are sent (via mail and email) reminders to apply for financial aid prior to the state’s March 1 deadline
- ∞ Most financial aid application materials are available in English and Spanish
- ∞ College Goal Sunday event is held annually at the beginning of February to kick off the new year financial aid application season; advertised heavily to the public in English and Spanish and open to all
- ∞ Financial aid awareness activities are concentrated in February each year and advertised and open to the public; on campus workshops continue throughout the year via open houses and other campus events
- ∞ Financial aid staff coordinate with other campus programs such as Student Support Services and services for adult students to provide financial aid workshops
- ∞ Financial aid staff visit all county high schools as well as a number of middle schools to conduct financial aid workshops in English and Spanish
- ∞ Financial aid staff meet with students (and parents) during the day at high schools to complete financial aid applications in English and Spanish
- ∞ Financial aid staff work with community groups to conduct financial aid workshops in English and Spanish
- ∞ Financial aid staff present information on financial literacy and financial aid in the College’s first-year experience class

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

Yes No **If Yes, please describe.**

Part-time students are eligible for most federal aid programs, including Pell grants, Federal Work Study, and loans. Part-time students are also eligible for institutional grants and scholarships, such as the Board of Trustees Grant, Foundation scholarships, and Renaissance scholarships. The State provides funding from the part-time grant program directly to the College to award to part-time students.

D. Access

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

Yes No **If Yes, please describe.**

Montgomery College reaches out to pre-college students through the High School Accuplacer Pilot Program and the College Readiness Parent Orientations at middle schools. In addition, the College hosts Science Bowl Competitions and Afro-academic, Cultural, Technological, and Scientific Olympics (ACTSO) conferences for high school students and Sonia Kovalevsky Day for middle school students.

The College has a bilingual outreach counselor, representing the financial aid office, who conducts workshops in English and Spanish at high schools and middle schools, to promote affordability of college, importance of a college degree, and how the application process works. The outreach counselor often partners with college recruiters on workshops and presentations.

Each spring semester counselors and campus recruiters meet with first time and first generation prospective high school students and their parents. The program helps parents understand the realities of college life, study time expectations, financial requirements and the rigorous academic expectations that will be placed on students.

21. Does your program address the needs of
first-time college students? **Yes** [] **No** []
first-generation college students? **Yes** [] **No** []
If Yes, please describe.

Montgomery College has a fully developed First Year Experience Program for first-time college students and offers the TRIO Program (Student Support Services) for first-generation college students. New Student Orientation programs are offered mornings, mid-day and evenings at the beginning of each semester. Global Connections meets monthly to discuss cultural and academic issues with recent immigrants, international students, and first generation students.

The First Year Experience (FYE) course is specifically geared to new students and the International Student Seminar is designed to support the new and international students. Preliminary studies demonstrate that a student who successfully completes the FYE course is more likely to be enrolled in subsequent semesters at the college.

22. Does your institution have active
partnerships with K-12 schools? **Yes** [] **No** []
pipeline programs with K-12 schools? **Yes** [] **No** []
If Yes, please describe.

Montgomery College (MC) and Montgomery County Public Schools (MCPS) have a collective interest in producing citizens who have the knowledge and skills to be competitive in a global economy. It is a shared belief that all students matter and are entitled to the opportunity to access rigorous educational opportunities. Each institution is committed to innovative reform initiatives designed to raise the level of student achievement and overall academic performance. The expectations for educational excellence in Montgomery County require expansive pathways to postsecondary education.

These burgeoning partnerships between MC/MCPS are resulting in the offering of dual enrollment opportunities as well as a wide array of opportunities for students, faculty, and staff through a growing variety of programs, activities, projects, and initiatives—PAPIs, for short. The PAPIs are designed to focus on identifying and monitoring college readiness; supporting and accelerating opportunities for student success through the educational pipeline, and providing professional development mechanisms for personnel employed by the two educational entities. There are also activities which concentrate on channels for outreach to parents and the larger community. At Montgomery College, the PAPIs fall under the direction of the Office of Academic Initiatives. At MCPS, the majority of the PAPIs are under the responsibility of staff within the Department of Enriched and Innovative Programs. Once institutionalized, PAPIs are transferred to the coordinating department/office/school within Montgomery College or MCPS for ongoing implementation.

For the purposes of this report, the College has highlighted a representative sampling of the PAPIs that serve our diverse student populations admirably. By supporting specialized early college programs in addition to unique scholarship opportunities, Montgomery County prides itself on catering to the needs of a wide range of students. Ethnic and linguistic minority students, those with disabilities, as well as budding scientists and mathematicians are being given rare opportunities in the classroom and in extracurricular settings to achieve their potential as future citizens of the world.

College Institute

In the College Institute, high achieving seniors earn college credits by taking college courses taught by Montgomery College faculty during the regular school day. The program extends opportunities beyond Advanced Placement level and allows students to earn up to 30 college credits at their high schools. African American and Hispanic/Latino students make up well over 50% of the student body at three of the four schools served by the College Institute. Currently, the program is offered at Gaithersburg (57.3% African American and Hispanic/Latino population), Kennedy (77% African American and Hispanic/Latino population), Seneca Valley (53.8% African American and Hispanic/Latino population), and Thomas S. Wootton high schools.

Gateway to College Program

This program offers students a second chance to earn a high school diploma while earning college credits at Montgomery College. Students receive personal counseling and guidance, assistance with problem solving, and time and stress management. The program provides students at risk of not graduating with the opportunity to earn a high school diploma while transitioning to a college campus. Students may simultaneously accumulate high school and college credits, earning their high school diploma while progressing toward an associate degree or certificate. Students in the program often face significant life issues: substance abuse, depression and mental illness, chronic medical issues, suicide attempts, learning disabilities, legal and probation concerns, teen pregnancies, teen parenting, sexual abuse, or previous incarceration. Over 60% of the students served in this program are minority students. Funded initially through a Bill and Melinda Gates Foundation Grant, the Gateway to College Program at Montgomery College is the only program of its kind in the state.

Institute for Global and Cultural Studies—MCPS/Montgomery College/University of Maryland, Baltimore County Partnership

The Institute for Global and Cultural Studies (IGCS) is a unique collaboration among Montgomery College, Montgomery County Public Schools (Wheaton High School), and the University of Maryland, Baltimore County (UMBC). It is located in one of the most impacted schools in Montgomery County; 87.4% of the student population at Wheaton High School is African American and/or Hispanic/Latino. IGCS is a humanities-based pathway to higher education that provides students access to a rigorous program of study, relevant experiential enrichment opportunities, and academic support through a network of relationships and explicit connections to college resources and programs. In the fall 2008 semester, Montgomery College offered AN 101—Social and Cultural Anthropology-- to approximately 30 IGCS students. UMBC has offered specialized workshops provided by faculty deployed from the campus.

Math, Engineering, Science Achievement (MESA)

Maryland Math, Engineering, Science Achievement (MESA) is a structured, K–12, pre-college program designed to prepare students for academic and professional careers in mathematics, engineering, science, and technology. The program's goals are to increase the number of engineers, scientists, mathematicians, and related professionals at technical and management levels, and serve as a driving force in encouraging and assisting minorities and females in achieving success in these fields. These goals are accomplished by partnering with school systems, colleges and universities, industry and business, government, community organizations, families, and alumni. These partnerships provide enriching activities and programs for students in the fields of mathematics, engineering, science, and technology. The partnership currently supports the MESA program at the following schools: Kemp Mill, Ronald McNair, and Arcola elementary schools; Eastern, Francis Scott Key, Kingsview, Col.

E. Brooke Lee, Parkland, and Newport Mill middle schools; and Northwest and John F. Kennedy high schools.

Montgomery College Early Placement Programs

One early placement model is a capstone experience to support high school academies that are developed around career clusters. MCPS adopted the smaller learning community model for several of its programs. Smaller learning communities (academies) are programs that support the development of small, safe, and focused learning environments within large high schools. The academy programs integrate academic and specific career-related instruction to prepare students for postsecondary education and employment through the personalized learning environment of a small, focused learning community. Some of the academy programs are national programs, such as the National Academy of Finance and the National Academy of Information Technology. Academy programs have specific requirements for graduation: academy students must take rigorous courses at their high schools, and many must take a college-level course as a capstone experience. Students can fulfill this requirement by attending a college-level class on a Montgomery College campus, although the partnership does offer courses for academy students at the high school.

“Portraits of Life”

This documentary project that shares the stories of Holocaust survivors who have lived in and around Montgomery County is being exhibited at Poolesville, Wheaton, and Gaithersburg high schools as well as Eastern and Westland Middle Schools. The exhibit serves as a ready resource for students who are studying the Holocaust as part of their core curriculum.

Project Lead the Way

Project Lead the Way (PLTW) is a national academy that has developed a four-year sequence of courses which, when combined with college preparatory mathematics and science courses in high school, introduces students to the scope, rigor and discipline of engineering and engineering technology prior to entering college. Wheaton High School is currently in year five of offering the PLTW program. Montgomery College supports the program by offering articulated credits to students who earn a B or better in each of the high school courses. As an alternative, the Department of Engineering offers its ES100 course (Introduction to Engineering Design), the same course that articulates, as a capstone experience for those students who did not satisfy the grade requirement, or for those college-ready students who did not complete the PLTW program. Wheaton High School (with a student body that is 87% African American or Hispanic/Latino) has more than 300 students enrolled in this highly successful program. Col. Magruder and Watkins Mill high schools are approaching year four of their PLTW program. Discussions have begun with the principals of each institution to offer ES100 as an alternative to PLTW.

Salto al Futuro

Salto al Futuro, located at John F. Kennedy High School (77% African American and Hispanic/Latino population), provides academic support and mentoring to prospective first generation college students. The program’s goals are to ensure that participating students graduate from high school “college ready,” as determined by the Accuplacer/LOEP placement test and continue their education at Montgomery College or other postsecondary institutions of higher education. Students may decide to pursue a two-year college program (Associate’s Degree), a four-year college program (Bachelor’s Degree), a two-year career program (Associate’s of Applied Sciences Degree), and/or certificate programs. The Salto al Futuro program also is designed to increase student/parent knowledge of high school graduation requirements, MCPS system resources, career opportunities, higher education programs of study, the college application process, and financial aid opportunities. “*Salto al*

Futuro” conducts monthly parent meetings to provide parents with the opportunity to become active participants in their children’s education, learn how to support students to prepare for college, gain knowledge about resources that can help them successfully navigate high school and the college application process, and participate in a network and fellowship of a Hispanic parent community. “*Salto al Future*” partners with the Hispanic business community to provide guest speakers, mentors, internships, and part-time employment or internship opportunities. The program currently serves 120 students (30 per grade level).

Sonya Kovalevsky Day

Sonya Kovalevsky Day is an annual conference designed to encourage middle school girls to develop interests in mathematics and science courses in high school. The goal is for this interest to grow into long-term careers in science, engineering, and mathematics.

STAR Scholarships

STAR Scholarships are designed to encourage African American students to continue to excel academically through their high school careers and onto college. The awards are based on merit, and the competition is intense. African-American and black high school students can compete annually for scholarships in the ninth, tenth, and eleventh grades, giving them the potential to earn up to \$3,000 toward their education, by winning the scholarship for three consecutive years. When a student wins a scholarship, the money is held in trust by the STAR Scholarship Foundation until the student enrolls in an accredited college or trade school.

Program founder and benefactor Paul Peck, a local philanthropist who serves as chair and CEO of the STAR Scholarship Foundation, provided the original seed money for Montgomery County. Additional funding is generated by the STAR Montgomery Advisory Board. MCPS provides administrative assistance, along with Montgomery College. For the last three years, the awards ceremony has been held at the Universities at Shady Grove. Students and their parents participate in this heartwarming event.

“Education works,” said Paul Peck. “It is the foundation of skills, self-esteem and self-confidence. I created STAR to demonstrate to African-American students that there is hope, the community cares, and *studying pays*.” In 2002, Mr. Peck expanded the STAR initiative by creating and funding STAR Merit Awards to sixth, seventh, and eighth graders.

Transition Training for Independence Program

The Transition Training for Independence Program is a collaborative program between Montgomery County Public Schools (MCPS) and the Workforce Development & Continuing Education Division of Montgomery College (MC). It is designed to provide students with developmental disabilities (ages 19 to 20) an opportunity to complete their public education on the college campus. Students continue to address their individual goals and develop lifelong learning routines in an academic setting with their same age peers.

23. Does your institution collaborate with institutions in other segments to strengthen the educational pipeline (i.e., collaborations between two-year and four-year institutions)?
Yes [] No [] **If Yes, please describe.**

Montgomery College collaborates with other institutions of higher education in a variety of ways that include articulation agreements, grant partnerships, internships, and programs at the Universities of Shady Grove. Some specific examples of collaborations with institutions include:

LAYC (Latino Youth) Upward Bound program meets on campus most weekends throughout the year to help Latino students overcome barriers to their education. This recruitment and

retention program is targeted to middle and high school students who have been identified as having academic potential but who have family, social or economic barriers that may prematurely interrupt their education.

The Health Science Programs have articulation agreements with other programs that teach either on campus or have established off-campus sites in Montgomery County to facilitate easy access for our students who wish to continue their education.

Nursing

- ∞ University of Maryland at Baltimore (also USG location) Transfer Program
- ∞ Stevenson University - RN to BSN

Radiologic Technology and Diagnostic Medical Sonography

- ∞ College of Notre Dame of Maryland (at Montgomery College) - BS in Radiographic Sciences (management degree for those in RT and DMS)

DMS, HIT, PTA, RT, and SG

- ∞ University of Baltimore (also USG location) - BS in Health Systems Management

DMS, HIT, PTA, RT, and SG

- ∞ Towson University – BTPS in allied health (Bachelor of Technical/Professional Studies in Allied Health)

24. Do you have a program on campus to assist the physically disabled with their coursework? **Yes** [] **No** []
access to campus? **Yes** [] **No** []

If yes, please describe.

Montgomery College has a fully staffed Disability Support Services Office to address the physical and academic needs of disabled students. The ADA Compliance Officer regularly visits campuses to identify potential barriers (e.g., construction issues). The Assistive Technology Lab provides direct services for students with disabilities including: tutoring, study skills/time management, assistive technology support (JAWS, Zoomtext, Kurzweil), e-texts and audio books, alternative formats (large print, electronic files, conversion of class notes), scribing and note-taking (in and outside of classrooms), testing for those who need additional assistance beyond what the Assessment Center can provide. Additionally, the Disability Tutoring Center helps qualified students do their homework and assists students who need help using the computers. Disability Support Counselors make any/all necessary accommodations for students who have physical disabilities.

25. Does your program address the needs of students over age 25?
Yes [] No [] **If Yes, please describe.**

The College addresses the needs of students over the age of 25 at the Rockville Campus through the Adult Re-Entry Program managed through the Office of Adult Student Services, and the Veteran Services/Combat-to-College Program managed through the Counseling Department. The Germantown Campus offers newsletters targeted to adults, open houses, workshops, one-stop enrollment fairs, and orientations through the Germantown Options for Adult Learners Program (G.O.A.L.).

26. Does your campus have a process in place to report a campus hate crime? (under 20 U.S.C.1092[f])

Yes [**X**]

No []

If Yes, please describe.

In 1987, the Montgomery College Board of Trustees established a hate and violence policy. This policy espouses our institutional commitment to a climate of mutual respect among the many diverse individuals and groups that make up the College and Montgomery County communities. The College condemns any and all hate/violence activities, including those acts based upon such personal attributes as race, color, religion, national origin, age, disability, gender, sexual orientation, veteran of the Vietnam era status and/or identity as a veteran with a disability, or on any other basis, to the extent they are not covered in this policy. The Hate/Violence policy reaffirms that Montgomery College is a learning community that encourages freedom of thought and expression which maintains civility in the meaningful exchange of ideas.

27. What resources would be most helpful to you in increasing the cultural diversity of the student body, faculty, and staff on your campus?

Professional development money to bring nationally recognized and respected community leaders to our campuses to discuss timely topics of diversity and cultural awareness. Within the metropolitan region there is a wealth of experts and resources that the College could tap (e.g., the Organization of American States, Congress, and the World Bank).



Montgomery College
e n d l e s s p o s s i b i

www.montgomerycollege.edu
240-567-5000

An academic institution committed to promoting equal opportunity
and fostering diversity among its students, faculty, and staff



PRINCE GEORGE'S
COMMUNITY COLLEGE



DIVERSITY PLAN

*A Roadmap for Ensuring and Sustaining
Diversity in our Community*

2010 - 2012

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Introduction

In the 1954 opinion on *Brown vs. Board of Education*, Supreme Court Justice Earl Warren wrote, “In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education.” In remembering the *Brown* case, we acknowledge the profound effect it had on the history of this country and welcome the opportunity to re-examine the role of Prince George’s Community College in providing equal access to higher education.

The promise of *Brown vs. Board of Education* is at the very heart of the community college mission. It is a promise that Prince George’s Community College (PGCC) seeks to fulfill. However, we recognize that the fulfillment of this promise requires collaboration, creativity, and commitment by all of the various stakeholders at the local and state levels. Achieving educational excellence is a collaborative endeavor, requiring the participation of all sectors of the community.

In equating success with educational opportunity, the *Brown* decision highlighted the importance of education in improving the lives of citizens. This is evident in the work of Prince George’s Community college every day. Guided by the needs of the community we serve the hope that springs eternal in the eyes of our students, and we work to fulfill the promise that access remains a key component of educational opportunity and to ensure its ensuing rewards.

To that end, Prince George’s Community College adopted five institutional priorities that resonate within the 2006-2010 Strategic Plan and have guided our annual operational objectives for the past two years:

- ❖ Student Success
 - Increase students’ educational goal attainment
 - Improve student academic outcomes
 - Increase student satisfaction through quality service
 - Improve enrollment of new students and retention of continuing students

- ❖ Investment in Human Capital
 - Evaluate compensation and benefits for all employee positions
 - Increase opportunities for employees to augment current skills and enhance opportunities for advancement
 - Increase employee satisfaction with the work environment
 - Establish an ongoing training process to sustain the skill levels of all employees in the use of the new enterprise resource planning system

- ❖ Communication
 - Enhance regular and effective internal communication
 - Develop effective external relations
 - Improve the college’s marketing of programs and services

- ❖ **Community Service**
 - Expand collaborative efforts with the Prince George’s County Public Schools to increase college readiness for students
 - Develop innovative solutions to respond to area businesses’ employee recruitment, training, and retention needs
 - Support opportunities for employees and students to participate in community service initiatives

- ❖ **Organizational Vitality**
 - Establish and communicate standards for quality service at all levels of the college community
 - Establish a process for assessing all of the college’s programs and services
 - Realign the institutional culture for service and continuous quality improvement

These Institutional Priorities are built upon a foundation of vision, mission, and values that speak succinctly to the work in which we are engaged.

Vision

Prince George’s Community College will excel as a national leader, recognized for the quality of its programs and students in an intellectually vibrant, technologically enhanced, learning-centered environment that is responsive to community and workforce needs.

Mission

Prince George’s Community College offers opportunities for individuals to realize their potential in a challenging learning-centered environment. The college provides cost-effective, high-quality programs and services that respond to student and community needs.

Values

Excellence—We strive to ensure quality outcomes through rigorous learning and training programs designed to develop the mind as well as build character.

Success—We believe all individuals have the potential to realize their goals.

Diversity—We promote opportunities to expand our worldview through exposure to and greater understanding of all peoples, cultures and lifestyles.

Respect—We treat every person with the same humanity and courtesy that we expect for ourselves.

Professionalism—We believe all individuals will approach their responsibilities ethically, fairly and with high standards.

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.

PGCC understands that fulfillment of its mission to facilitate access to higher education entails, in part, working towards a culturally diverse student body in proportions approximating service area ethnic and racial characteristics. The fall 2008 breakdown of credit enrollees by race/ethnicity suggests a high level of success in meeting these objectives. Seventy-seven percent of attendees were non-Hispanic African American (64% of county residents), 9% were of Asian heritage (county 4%), and 4% had Latino backgrounds (county 13%). Altogether, 91% of all credit students belonged to a minority group. Additionally, a growing percentage of international students attend the college – 5.3% in fall 2008, up from 4.8% in fall 2007, and an analysis of student birthplaces found that fully a quarter of recent fall attendees were foreign-born (county 13%), hailing from over 125 different countries.

This past fiscal year the College began crafting a formal cultural diversity plan and this plan continues that work by taking a holistic focus on our overall commitment to diversity in our student populations, employee make-up, programs, services, and outreach to the community. We have increased enrollment among Hispanics, increased academic content on World cultures and the U.S.'s multiethnic history and heritage in its instructional programs, and promoted greater awareness of the benefits of a culturally diverse learning environment.

It should be noted, however, that the college has always celebrated the ethnic and religious pluralism of its community and service area in a number of substantive ways. The International Education Center and the A.L.A.N.A. (African, Latin, Asia, Native American) Experience are long-established campus organizations socially and academically supporting the college's foreign and minority populations, and last year alone saw a host of college-sponsored cultural events, including: The 16th annual Bluebird Blues Festival, which has grown into the best respected and attended event of its kind in the region; the annual Caribbean Festival; the annual Black History Month celebration (public lectures, field trips, historical presentations, poetry readings); the annual National Hispanic Heritage Month celebration; the 1st annual Caribbean American Heritage Month celebration (traditional food and a film fest); the 2nd International Education Week celebration (campus parade of flags, international art show, public lectures and issue fora); the Global Café (Ethiopian food, Argentine and Brazilian music and dance); Women's History Month celebration (film screenings, rape clinic, poetry reading, women's health information workshop); and the continued sponsorship and hosting of the Prince George's County Women's Fair.

Minority Student Success

Prince George's Community College is one of only two community colleges in the state that services a credit student body made up primarily of minority students. By the fall 2005 semester, the percentage of PGCC minority credit students topped 90% and has continued to grow; last fall 2008 it reached 92%. This growth was paralleled by increases in the county proportion of

minority residents (79% in 2005, 82% in 2008). This places the college in the unique position of being ahead of its peer colleges within the state as far as numbers of minority students within its credit student body.

Table 1: Collegewide Fall Enrollments by Ethnicity and Gender

	2001	2002	2003	2004	2005	2006	2007	2008
Female	8,119	8,400	8,303	8,014	8,095	7,599	7,596	7,660
Male	4,168	4,293	4,261	4,445	4,297	4,223	4,265	4,450
White	1,650	1,597	1,498	1,286	1,133	988	981	871
African American	9,376	9,672	9,603	9,588	9,613	9,202	9,198	9,366
Hispanic	407	419	430	437	475	465	476	546
Asian	540	543	505	533	498	505	501	487
American Indian	49	62	66	47	49	40	57	72
Non-Res. Alien	221	359	411	510	552	549	574	636
Unknown	44	41	51	58	72	73	74	132
Female	66.1%	66.2%	66.1%	64.3%	65.3%	64.3%	64.0%	63.3%
Male	33.9%	33.8%	33.9%	35.7%	34.7%	35.7%	36.0%	36.7%
White	13.4%	12.6%	11.9%	10.3%	9.1%	8.4%	8.3%	7.2%
African American	76.3%	76.2%	76.4%	77.0%	77.6%	77.8%	77.5%	77.3%
Hispanic	3.3%	3.3%	3.4%	3.5%	3.8%	3.9%	4.0%	4.5%
Asian	4.4%	4.3%	4.0%	4.3%	4.0%	4.3%	4.2%	4.0%
American Indian	0.4%	0.5%	0.5%	0.4%	0.4%	0.3%	0.5%	0.6%
Non-Res. Alien	1.8%	2.8%	3.3%	4.1%	4.5%	4.6%	4.8%	5.3%
Unknown	0.4%	0.3%	0.4%	0.5%	0.6%	0.6%	0.6%	1.1%

Staff and Faculty Diversity

The percentage of minorities within the ranks of full-time faculty at Prince George's Community College grew steadily from 28% in 2002 to 38% in 2006, but thereafter stabilized. In 2008, the minority component of the college's faculty was 37%. We expect the positive trend to resume in 2009 and advance us toward our 2011 target of 40% minority full-time faculty. In 2005 we already surpassed our 2011 goal of a 51% majority administrator and staff workforce, and since then the percent has continued to increase, reaching 62% in fall 2008.

Diversity Goals

Prince George's Community College established the following diversity goals when preparing its Strategic Plan for 2006-2010: Increase student educational goal attainment, Improve student academic outcomes, Improve retention of students, Increase the number and diversity of qualified employees and Increase staff utilization of and satisfaction with professional development and training.

Goal 1

Goal 1 Increase student educational goal attainment

Tasks:

1. Assess all learning programs
2. Align credit and noncredit programs that support career development and lifelong learning.
3. Develop a broad array of student engagement opportunities to foster academic excellence, professionalism, leadership, diversity and lifelong learning.

Measures:

1. Student attainment of educational goals
2. Student graduation rates
3. Career student job placement rates
4. Percentage of students participating in engagement activities

Assigned to: Vice President for Academic Affairs
Vice President for Student Services
Vice President for Workforce Development and Continuing Education

Timeline: July 2009 and ongoing

Goal 2

Goal 2 Improve student academic outcomes

Tasks:

1. Ensure that oral and written communication, abstract reasoning and critical thinking are outcomes for all courses throughout the curricula.
2. Develop and implement a process for integrative assessment of student learning.
3. Develop and implement a plan to improve the effectiveness of course prerequisites.

Measures:

1. Student performance on Academic Profile assessment
2. Course pass rates

Assigned to: Vice President for Academic Affairs
Vice President for Student Services

Timeline: July 2009 and ongoing

Goal 3

Goal 3 Improve retention of students

Tasks:

1. Develop and implement a comprehensive, data-driven student retention plan that includes discipline-specific retention activities and faculty mentoring.
2. Develop and implement an action plan for “at-risk” students to provide appropriate supports for those students.
3. Expand student participation in the Collegian Centers, Honors program and Phi Theta Kappa.

Measures:

1. Second year retention of first-time, full-time freshmen
2. Second year retention of first-time, part-time freshmen

Assigned to: Vice President for Academic Affairs
Vice President for Student Services

Timeline: July 2009 and ongoing

Goal 4

Goal 4 Increase the number and diversity of qualified employees

Tasks:

1. Establish and implement a comprehensive human resources strategic plan that includes succession planning and a commitment to diversity.
2. Increase diversity among college employees.
3. Reduce amount of time required to recruit, interview and hire new employees in order to create a more flexible and responsive work environment.

Measures:

1. Percent of minorities or women in staff, faculty and administrative ranks
2. Manager satisfaction with knowledge and skills of employees

Assigned to: Vice President for Academic Affairs
Vice President for Administrative Services
Vice President for Student Services
Vice President for Technology
Vice President for Workforce Development and Continuing Education
Executive Assistant to the President

Timeline: July 2009 and ongoing

Goal 5

Goal 5 Increase staff utilization of and satisfaction with professional development and training

Tasks: 1. Develop and implement professional development plan that will enhance supervisory skills and increase oral and written communication, discipline specific knowledge and technical literacy so all employees can realize their full potential for advancement.

Measures: 1. Employee satisfaction with professional development
2. Employee satisfaction with opportunities for advancement

Assigned to: Vice President for Academic Affairs
Vice President for Administrative Services
Vice President for Student Services
Vice President for Technology
Vice President for Workforce Development and Continuing Education
Executive Assistant to the President

Timeline: July 2009 and ongoing

MEMORANDUM

DATE: May 5, 2010
TO: Dr. Ray Hoy, President, Wor-Wic Community College
FROM: Dornell Woolford, Chair, Cultural Diversity Committee
Dr. Lynn Wiljanen, Dean of Student Development
SUBJECT: 2010 Cultural Diversity Plan Progress Report

This memorandum is submitted to you to meet the Maryland Higher Education Commission reporting requirements for college cultural diversity plans [Education Article, Annotated Code of Maryland 11-406-(b) (1) (iii)]. The items herein reflect events and initiatives held in FY 2010 to support the 2009-2014 cultural diversity plan for Wor-Wic Community College:

Goal I: The college will reconstitute the multicultural events committee as a new cultural diversity committee for inclusion in the Policies and Procedures Manual (PPM) to ensure that progress is being made on the implementation of the cultural diversity plan and to continue coordination of multicultural events.

In fall 2009, the college's multicultural events committee was reconstituted to form the cultural diversity committee, a nine-member committee comprised of students, administrators, support staff, and faculty. Below is the committee's purpose and membership as stated in the college's Policies and Procedures Manual (PPM, 2-6):

CULTURAL DIVERSITY COMMITTEE

The 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 diverse racial, ethnic and cultural groups. The committee meets a minimum of two times in the fall and spring to plan events. The recommendations of the committee are forwarded to the vice president for academic and student affairs.

Membership

The membership of the cultural diversity committee consists of the evening and weekend administrator as chairperson, the director of student retention and success, the director student activities, two full-time faculty members selected by the faculty council, two support staff members selected by the support staff council and two students selected by the student government association. Other students and standard administrators, faculty and support staff members are invited as needed.

The following are events the committee coordinated in FY 2010:

<u>Presenter</u>	<u>Date</u>	<u>Topic</u>
Safaa Said	October 27, 2009	"Egypt...Then and Now"
Dennis Leoutsakas	November 4, 2009	"Race in a Multiracial Culture"
Chief Rudy Hall	November 19, 2009	Eastern Shore Accohannock Indian Tribe
Reginald Harris	March 15, 2010	Cotton Club Java African American History

<u>Presenter</u>	<u>Date</u>	<u>Topic</u>
Dr. Sarah Case	March 12, 2010	Women’s History Month Luncheon, “Writing Women back into History”
Kate Campbell Stevenson	March 17, 2010	Women’s History Event “An Evening with Rachel Carson, Bessie Coleman, and Eleanor Roosevelt”
Stanley Plumly	April 22, 2010	National Poetry Month – Reading

Strategy A: The committee will draft expanded definitions of cultural diversity and cultural competence to be approved by the President’s Staff and ultimately the Board of Trustees.

In November 2009, the committee forwarded the following definitions for cultural diversity and cultural competence to the vice president for academic affairs:

Cultural Diversity: a learning environment that celebrates and promotes the acceptance, appreciation, and tolerance of different cultures of varying beliefs and backgrounds through educational programs and services that support the institutional mission.

Cultural Competence: the ability to understand, embrace, accept, and show compassion toward the experiences and behaviors of any given cultural group.

Strategy B: The cultural diversity committee will conduct an environmental scan of cultural diversity initiatives that have been undertaken by employees and students.

In fall 2009, the committee conducted an environmental scan of cultural diversity initiatives that were undertaken by students and employees. The college’s marketing, human resources, and student activities departments reported their initiatives:

Marketing - The marketing department reported ongoing efforts to show diversity in the photos that appear in all college publications by aiming for a balance between the percentage of minorities in the current student body and the percentage of minorities in the service area. Press releases were sent to minority publications, and radio advertising is purchased on black urban stations in order to reach minorities.

Human Resources - In response to the MHEC accountability indicators aimed at increasing the number of minorities in administrative and faculty positions, human resources addressed three initiatives: (1) reach minorities by sending job announcements and other mailings to minority publications; (2) create and implement hiring guidelines that will enable panels to select qualified individuals through effective, fair, and lawful screening processes; and (3) offer diversity awareness training for all standard employees.

Student Activities - Student Ambassadors conducted twelve tours for 500 middle school students from the service area. Many of the middle school students were participants in mentoring programs such as GEARUP, a federal program to reduce barriers to college for minority youth.

Goal 2: Examine and list community resources related to diverse populations to enhance cultural diversity linkages with the college.

The committee has found resource information for the local Indian, Filipino, Chinese, Korean, and Native American cultural organizations. Plans are underway to expand the listing and to link the organizations' information to the college's website in FY 2011.

Goal 3: Institute cultural diversity training for all standard employees.

The college's human resources office did not offer cultural diversity training in FY 2010 as the department's budget had been allocated prior to the adoption of the cultural diversity plan. However, funds have been budgeted in FY 2011 to offer "Diversity and Cultural Awareness" training by the Maryland Commission on Human Relations. The training will be mandatory for all standard employees.

Goal 4: Expand multicultural events to promote cultural diversity on campus.

Strategy A: An annual theme will be adopted to enhance events related to cultural diversity.

The cultural diversity committee approved "Many Voices, One Song" as its theme for the FY 2010 cultural events. The theme was included in event promotion.

Further, in August 2009, Wor-Wic Community College became a 2009-2010 school member of the Association for Multicultural Programming (AMP). AMP connects colleges and universities to resources for program planning, leadership development programs, event planning, networking with a focused multicultural perspective. As a result of the membership, the college is given permission to use the AMP logo on its event promotion material.

Strategy B: Create an "Embrace Diversity" promotion for the month of October to increase awareness of cultural diversity and cultural competence on campus.

The "Embrace Diversity" promotion was conducted in October 2009. The promotion included magnets that displayed the theme, student wrist bracelets, and a bulletin board with information about diversity. The month ended with a presentation by an Egyptian American staff member who discussed her transition from Egypt to the United States.

Goal 5: Expand mentoring opportunities for ethnic minority and first-generation students to create a more inclusive atmosphere for students from under-represented populations.

The college's African American Mentoring Program held its orientation September 3, 2009, and 13 students attended with parents or spouses. The program sessions, in fall 2009, included topics such as motivation, healthy living, writing, and dressing for success. Spring 2010 sessions included topics such as business etiquette, African American history, preparing for an interview, and team work. The program was coordinated by the director of retention and student success and the evening and weekend administrator, and each session featured an African American presenter from the local community. In FY 2011, the program will examine the process for

expanding student mentoring opportunities within the college and consider holding sessions during midday to attract more students.

Goal 6: Create and implement hiring guidelines that will help search committee members conduct effective interviews that comply with anti-discrimination laws.

The human resources department is reviewing its hiring guidelines with plans to finalize them in FY 2011. The guidelines will deal with discrimination and harassment and be sent to the board of trustees for review in May 2010. Upon approval from the board of trustees, the guidelines will be included the college's policies and procedures manual.

Goal 7: Develop learning goals related to cultural diversity, where appropriate.

Strategy A: The academic deans and department heads will oversee the development of learning goals related to cultural diversity across the curriculum.

Academic departments, in annual program reviews, examined learning outcomes in relation to the success of minority students at the program and course level. Individual action plans were set to address the retention and goal attainment of these students. Following are specific examples of cultural diversity initiatives at the program and course level for FY 2010:

Arts and Humanities - Students were exposed to culturally diverse writers in the genres of drama, literature, and poetry.

Business- Unique cultural values and their impact on business practices were addressed throughout courses.

Chemical Dependency Counseling - Students were assigned to groups which represent ethnic differences and they discussed addiction rates and outcomes for treatment.

Criminal Justice -

- Cultural diversity was addressed by fifty-two hours of instruction in entry level police officer certification course. Topics included: cultural awareness, victimology, survival Spanish, street gangs, verbal judo, and the elderly/aging population.
- Cultural diversity was taught in CMJ 103-Police Operations, CMJ 151-Police Administration, CMJ 152-Law Enforcement and the Community, CMJ 161- Correctional Operations and CMJ-211 Correctional Administrations.

Education - All education courses promoted a culturally responsive teaching model to help future teachers to become competent in working with diverse populations.

Hotel-Motel-Restaurant Management - Courses addressed working with diverse clientele in the areas of culinary arts, marketing, and customer service.

Math/Science -

- MTH 104-Fundamental Concepts II, exposure was provided to the numerical system, measurement system, classroom standards, technology, and teaching techniques of other countries for the students in the classroom. Textbooks were also examined from other countries. Countries learned about were Ukraine, Japan, Mexico, Romania, and Korea.

- MTH 154-College Algebra and Trigonometry & MTH 201-Calculus, the course promoted women studies in engineering, physics, and their role in mathematics.
- Science courses-courses examined the role of culturally diverse scientists in writing and research assignments.

Nursing - Cultural presentations by nursing students focusing on issues that relate to pediatrics, maternity, community and leadership. The annual Cultural Diversity Day, sponsored by the Nursing Student Organization, was offered in spring 2010 and was open to the campus.

Radiologic Technology - Students present topics in a Power Point format regarding specific cultural beliefs as they pertain to healthcare.

Social Sciences - Various cultural diversity topics were covered during instruction in the social sciences. Examples included: ageism, racism, stratification systems, Asian and African cultures, world religions, ethnocentrism, and theories and causes of prejudice and discrimination.

Technology - Middle school groups with culturally diverse students visited campus and interacted with students in technology courses. Science, technology, engineering and mathematics workshops were offered to help both middle school and college students to learn about career opportunities in technology and engineering.

Strategy B: The dean and directors of continuing education and workforce development will develop courses related to cultural diversity.

Continuing education and workforce development provided courses that gave members of the service area the opportunity to learn about diversity in relation to history, culture, and current events. Courses offered in the curriculum this past year included: How Nature Has Shaped Delmarva History, People of the Book: The Three Major Religions of the Western World, Spanish, American Sign Language, Food of Americas, Teaching English as a Second Language, Teaching Students with Autism, and Surviving Multiple Generations in the Workplace.

Additionally, the continuing education and workforce development division coordinated the Work Experience Program for recipients of public assistance, and many of these individuals were from minority and low income backgrounds. Participants learned job readiness skills and preparation for work placements on campus and at Peninsula Regional Medical Center.

Strategy C: The dean of student development and student services directors will develop learning goals related to cultural diversity in student service programs.

All new credit students are required to take SDV 100-Fundamentals of College Study when they enter the college. This course is designed to orient students to college and to develop their academic, career and social skills. The course coordinator worked with the instructors to address cultural diversity in the course objectives. Over 1500 students enrolled SDV 100 in FY 2010 and they learned about the college's core value of diversity and the negative impact of stereotypes and discrimination.

Students were encouraged to become involved in student employment, student organizations, and to take on leadership roles on campus. Our staff taught work study students and student leaders the importance of cultural diversity. Students who participated in work study and

leadership programs were exposed to respect for cultural differences. This was especially important with the Student Ambassador Program, where ambassadors who conducted tours and represented the college had to model respect and sensitivity to cultural differences.

Finally, student service directors are drafting one learning goal in each area of the division to address cultural diversity for FY 2011.

Strategy D: Service learning opportunities will be expanded to include learning goals related to cultural diversity.

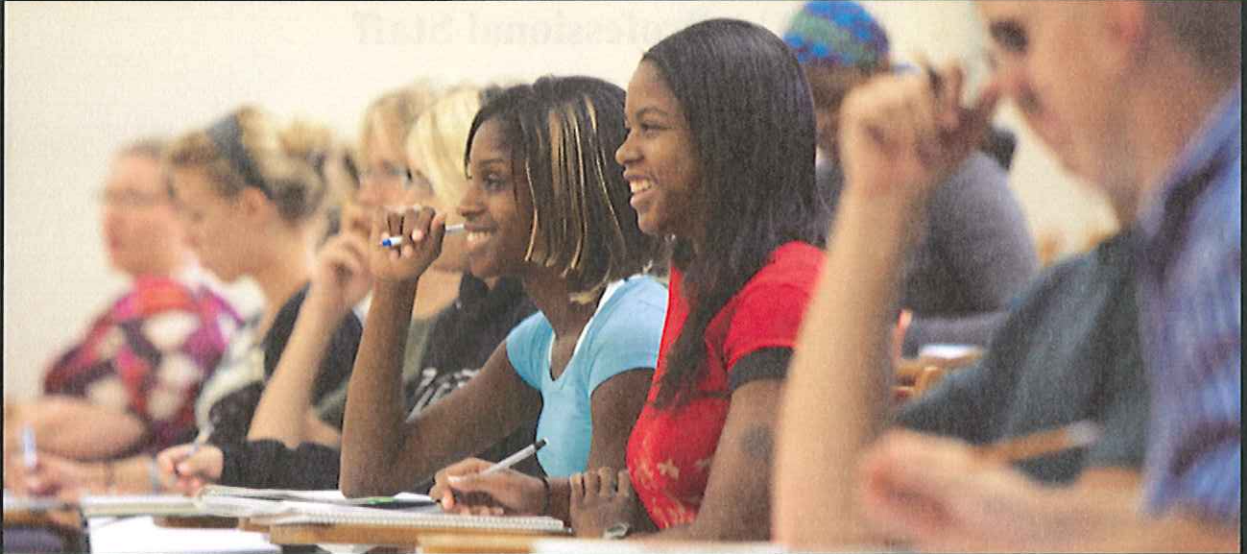
An AmeriCorps VISTA coordinator was hired, through the procurement of a grant, to help increase volunteering and service learning by students. AmeriCorps VISTA provides full-time members to community organizations and public agencies to create and expand programs that build capacity and ultimately bring low-income individuals and communities out of poverty.

Initial contacts were made with local service organizations that serve low-income and ethnically diverse members of the community by the AmeriCorps VISTA coordinator. In the initial phase of the grant, faculty in education, nursing, and social sciences developed special project for students to provide tutoring or community service to low-income and minority youth. This resulted in students being able to make a direct linkage between classroom topics and learning through service to others.

The new AmeriCorps VISTA grant for FY 2011 will emphasize service learning to help African American males persist through high school. This project will not only provide service to a culturally diverse population, but it will also enhance the opportunity for students to link course objectives to service learning.

MICUA

Maryland Independent College
and University Association



2010 Cultural Diversity Report

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MICUA 2010

CULTURAL DIVERSITY REPORT

INTRODUCTION

- **Statutory Requirement**

Legislation passed during the 2008 Session of the Maryland General Assembly requires each public institution of higher education to develop and implement programs of cultural diversity and submit annual reports to its governing body. Each governing body of a public institution of higher education must review the plans and submit a report to the Maryland Higher Education Commission (MHEC). Based on the law, each State-aided independent institution that receives State Sellinger funds must report annually to the Maryland Independent College and University Association (MICUA) on its programs that promote and enhance cultural diversity. MICUA must compile the information received from its member institutions and submit a report to MHEC. In addition to the campus data, the MICUA report must include an analysis of best practices used by independent institutions to enhance cultural diversity. Finally, MHEC must submit an annual report to the Maryland General Assembly on the extent to which colleges and universities are in compliance with the diversity goals of the *2009 Maryland State Plan for Postsecondary Education*.

In statute, “cultural diversity” is defined to mean the inclusion of those racial and ethnic groups that traditionally have been underrepresented in higher education. In a letter to Governor Martin O’Malley dated May 15, 2008, Attorney General Douglas F. Gansler advised colleges and universities “not to limit the scope of those plans to the elements of the bill’s definition of cultural diversity. Rather, ...each institution properly may define its own interest in promoting diversity by analysis of its individual educational mission, the kinds of student backgrounds and experiences that would enhance the achievement of that mission, and the means the institution feels are appropriate to achieve its goal.” As defined in the *2009 Maryland State Plan for Postsecondary Education*, “A culturally competent institution...engages in a set of measurable activities designed to assist everyone at the institution in learning about and responding effectively to all the people it serves.”

- **MICUA Diversity at a Glance**

All colleges and universities are required to report enrollment and retention information for students disaggregated by race and ethnicity through the federal Integrated Postsecondary Education Data System (IPEDS). Based on IPEDS, 27 percent of undergraduate students enrolled at MICUA member institutions are students of color. The fastest growing population at MICUA member institutions is Hispanic students. Hispanic student enrollment more than doubled (101 percent increase) between 1999 and 2009, far outstripping the total student enrollment growth of 15 percent. Additionally, African-American student enrollment grew by 33 percent during the same period. More than half of the MICUA member institutions have eliminated the graduation gap between students of color and the general population. Colleges and universities also report race and ethnicity of full-time faculty. Based on the most recent IPEDS data, 19 percent of MICUA full-time faculty come from underrepresented minority groups.

- **MICUA Commitment to Diversity**

Every MICUA college and university is actively engaged in numerous efforts to serve culturally diverse students, hire culturally diverse employees, and create a welcoming and inclusive campus community. As required by law, the *MICUA 2010 Cultural Diversity Report* is a summary of various programs implemented by Maryland's independent colleges and universities to promote and enhance cultural diversity. The report does not list every plan or effort on each campus, but provides a general overview of common practices, unique programs, and best practices.

- **MICUA Cultural Diversity Survey**

MICUA, in consultation with its member institutions, developed a survey instrument for member institutions to report on programs that promote and enhance cultural diversity. All 15 MICUA member institutions that receive State Sellinger funds completed the following survey questions:

General institutional questions

1. *Describe efforts the institution has made in the past year to create an environment of support for underrepresented ethnic groups.*
2. *Describe how the institution assesses its performance in promoting cultural diversity.*

3. *What program would you like to implement to enhance cultural diversity if resources were available?*

Questions specific to students

1. *Describe efforts the institution has made in the past year to recruit a diverse student population.*
2. *How involved are students of color in campus leadership? What is the institution doing to encourage students to become involved in leadership?*

Questions specific to faculty

1. *Describe efforts the institution has made in the past year to recruit a diverse faculty.*

Questions specific to administrators (Deans, VPs, etc.)

1. *How is cultural diversity reflected in the institution's leadership?*

The National Labor College, a non-MICUA member institution, did not submit data to MICUA.

SURVEY RESULTS

- **Mission Statements and Strategic Plans**

Most MICUA institutions have adopted cultural diversity mission statements or other written policies, and many MICUA institutions have established diversity goals to address various activities on campus. These statements and goals articulate the institutions' commitments to supportive and inclusive learning environments. For example, the mission statement at the Maryland Institute College of Art (MICA) reflects that "the curriculum integrates writing, liberal arts coursework, and intensive studio practice, so that students become literate and knowledgeable of diverse cultural backgrounds and their place as artists and designers in creating and shaping culture." The MICA mission statement also reflects that the College is dedicated to having a faculty that is diverse racially, culturally, and in terms of aesthetic direction; and that the education of MICA students is further enriched by programs that regularly bring nationally recognized artists, scholars, and critics to campus.

In most cases, the mission statements adopted by the MICUA member institutions include a diversity component. Goucher College describes diversity as central to a liberal arts education and to its value system. Within its core values, Hood College includes a statement about its commitment to "celebrating diversity and inclusiveness." College of Notre Dame of Maryland's mission statement reads in part, "...to build inclusive communities, to engage in service to others, and to promote social responsibility." In one case, diversity is the core mission of the institution. The mission of Sojourner-Douglass College is "to create an environment of support for underrepresented ethnic groups through community self-reliance and community development."

The vision statement of Mount St. Mary's University reads, "To enhance our success in recruiting and retaining high quality faculty and students from diverse backgrounds, the Mount will increase the racial/ethnic diversity of faculty, staff, and administration in a manner consistent with our increased focus on student diversity."

Institutions also include diversity goals in their strategic plans. These strategic efforts impact enrollment, hiring practices, curriculum, and community. For example, McDaniel College's Five-year Strategic Plan includes the following objectives: "Provide increased opportunities to understand and celebrate the rich diversity of the McDaniel community;" and "Recruit, enroll,

and retain for both the undergraduate and graduate programs an academically talented, diverse group of students who can benefit from and contribute to the McDaniel community.”

Capitol College’s strategic plan includes a comprehensive Science, Technology, Engineering, and Mathematics (STEM) outreach program to bring underrepresented groups to campus. The College secured a five-year grant from the National Science Foundation to recruit high-ability/high-need students interested in STEM disciplines. In addition, Capitol College received several grants to work with underrepresented middle school and high school students to increase awareness of STEM careers, provide college and career advising, and assist minority students in becoming leaders in STEM fields.

The St. John’s College strategic plan includes two goals related to diversity. The first is to increase interest and applications from students of color and international students, and the second is to ensure an environment that welcomes and supports diversity and addresses the challenge of acculturation. The means used to achieve these goals include expanding admissions efforts, exploring partnerships with community organizations, increasing educational and community outreach activities, and establishing support systems for minority students.

Strategy Two of Washington Adventist University’s strategic plan is to “deeply engage and value people.” The strategy contains five points aimed specifically at diversity training. These include developing orientation programs, establishing a diversity team, implementing cultural activities that promote diversity issues, integrating diversity into the curriculum, and providing diversity training for student leaders.

As part of the strategic planning process, nearly all of the MICUA institutions have established offices of diversity and multicultural affairs and assigned staff to coordinate programming and oversee the range of issues related to diversity. In addition to establishing a new office and director’s position, McDaniel College recently created a new *Campus Diversity Council*, which includes representation from many campus constituencies. The Council provides a venue for the discussion, coordination, and assessment of the College’s efforts and initiatives on behalf of diversity.

Johns Hopkins University’s *Diversity Leadership Council* (DLC) has been in existence since 1997. It is comprised of students, faculty, and staff from all divisions throughout Johns Hopkins. Its mission includes implementing policies, programs, and other initiatives to attract and retain a diverse mix of faculty, staff, and students, as well as promoting and supporting diversity

awareness education campus-wide. The DLC sponsors several annual events, including a Diversity Conference in the fall and a spring awards ceremony to recognize individuals and groups that exemplify leadership in diversity issues.

In some cases, institutions have developed diversity statements or community principles similar to Stevenson University: “Stevenson commits itself to diversity as it relates to awareness, education, respect and practice at every level of the organization. The University embraces people of all backgrounds, defined by, but not limited to, ethnicity, culture, race, gender, class, religion, nationality, sexual orientation, gender identity or expression, age, physical ability, learning styles and political perspectives. The University believes its core values are strengthened when all of its members have voice and representation. The resulting inclusive organizational climate promotes the development of broad-minded members of the University who positively influence their local and global communities.”

- **Inclusion of Cultural Diversity in Curriculum**

Diversity is a continuous process and is significant to the pursuit of academic excellence at MICUA institutions. Diversity of thought and opinion are promoted and protected in course syllabi and school honor codes. Courses that study diverse populations and perspectives are represented in the undergraduate and graduate curricula. The general education requirements at many independent institutions include a cross-cultural requirement. This may be satisfied by taking classes in a foreign language, ethnic studies, or non-western civilization, to name a few of the options. A few noteworthy examples are described below.

Baltimore International College students complete a capstone project, in which they study the foods and culture of a country or region of the world. The presentation of the project must include demonstrated knowledge of the culture they studied, in addition to the foods they prepare.

All seniors at St. John’s College are required to read selections by Abraham Lincoln, Frederick Douglass, Booker T. Washington, and W.E.B. Dubois.

College of Notre Dame offers a doctoral program in *Instructional Leadership for Changing Populations*. The program is designed to prepare graduates who will be equipped to provide instructional leadership for linguistically and culturally non-mainstream learners at the classroom level. The purpose of the program is to integrate contemporary theory in creating learning

environments that meet the particular needs of new learners and ensure the success of all students.

Johns Hopkins University School of Medicine recently implemented a new curriculum that features cultural competency content and addresses minority health care disparities. Every course syllabus in the JHU Carey Business School contains a statement on diversity and inclusion. The statement focuses on respect for a diversity of individuals and viewpoints and “creating a welcoming environment for all.”

Washington Adventist University has imbedded diversity into the curriculum in many of its programs. For example, the Department of Education is preparing teacher candidates to meet the needs of students in diverse school settings and those with special needs. The University recently eliminated the stand-alone elementary education program, instead offering dual certification in elementary and special education. Throughout the education curriculum, teacher candidates must understand and plan for the cultural, ethnic, and linguistic diversity that will face them in the classroom. Candidates develop an action plan for social change and are required to develop thematic units representative of diverse populations.

Loyola University Maryland has committed to urban education in a new way. “Urban,” as defined by Loyola, has to do with adopting a perspective that considers race, economic status, culture, history, and educational attainment. Loyola has expanded the faculty in the School of Education to include new faculty who specialize in urban education, especially in school counseling, reading and literacy, and science education. Loyola’s undergraduate education majors continue to pursue their internship assignments in Baltimore’s public schools.

- **Publications and Promotional Materials**

Publications and written materials produced by MICUA institutions reflect diverse populations that span ethnicity, race, national origin, age, and gender groups to encourage respect for diversity and create a welcoming environment. Students and faculty of color are regularly featured in the publications, promotional materials, and websites of MICUA and its member institutions. In addition, many MICUA institutions include statistical information about the multicultural population. Information related to events and services for diverse populations is featured in college newspapers, student handbooks, and institutional websites.

Washington Adventist University recently overhauled its website for a more professional appearance. Special attention was given to feature the diversity of the institution in the presentation of all information, news, stories, and features.

Students participating in the *Third Century Scholars* program at Mount St. Mary's University publish a newsletter that updates members of the community about their activities. In addition, students have developed a new publication, entitled *Multicultural Identification*.

The Johns Hopkins University (JHU) Interfaith Center produces and circulates an annual diversity calendar to alert the campus community to religious holidays and various faith traditions.

- **Activities and Organizations**

The MICUA campuses host numerous activities throughout the year to recognize and celebrate diverse populations. Through music, dance, readings, workshops, exhibits, lectures, book discussions, film, theater, fashion shows, and culinary activities the campus community has the opportunity to experience various cultures. These events are open to students, faculty, staff, administrators, neighbors, and friends.

Most institutions host a variety of events during Black History month, Women's History month, Native American History month, and Hispanic Heritage month. MICUA institutions also encourage a broader understanding of other religions. For example, College of Notre Dame of Maryland, a Catholic institution, sponsors an annual Seder ritual with the Jewish community.

Last year, Maryland Institute College of Art hosted a conference entitled *Transformations—New Directions in Black Art*, which drew over 700 participants from the art world. MICA invited prospective students of color and their parents to attend segments of the conference, a reception, a presentation by admissions representatives, and a tour of the campus.

Many students at Capitol College and Johns Hopkins University are members of the National Society of Black Engineers or the Society of Women Engineers. These organizations encourage minorities and women to pursue engineering and technology-related fields and offer tutoring and networking for members. There are many other organizations that link ethnic groups in particular fields of study, such as the Association of Women in Communications or the

Association of Black Journalists. These organizations have chapters on several MICUA campuses.

Students at St. John's College are participating in an oral history project on the first African-American students who attended the College. Students are being trained in conducting interviews, which will be compiled into a documentary. During the summer, St. John's College sponsors a week-long seminar for high school teachers. The seminar, *Slavery and Hope*, features the works of Mark Twain, Frederick Douglass, and W.E.B. Dubois.

Members of the Black Student Union at Stevenson University offer *Mystikal Mondays*, a showcase for talent and discussion; the annual BSU fashion show; and *Imagine Me*, a mentoring program for young high school women.

Many MICUA institutions encourage their students to participate in community service as a way of connecting with the surrounding community. Service-learning projects—such as tutoring, serving meals at a soup kitchen, or creating food baskets to give to the needy—provide opportunities for students to interact with children and adults of different cultures and enhance their awareness and understanding of cross-cultural differences.

Several MICUA institutions participate in *Alternative Spring Break*, which provides educational and service opportunities in various regions of the country. Some students volunteer with Habitat for Humanity to build houses. Students from College of Notre Dame and Loyola University Maryland travel to communities in Mexico to experience the lives of mostly Hispanic families and address issues of poverty, discrimination, fair housing, and immigration through educational and experiential sessions. The written reflections of the students often reveal life-altering awareness and experiences.

Cleopatra's Sisters is an organization at Washington College for women of different ethnic, racial, and religious backgrounds. The organization stands on seven principles: sisterhood, respect, unity, peace, patience, pride, and love. Cleopatra's Sisters are involved in community service programs and advocate for women's issues. The organization collects personal items to donate to *Women in Need* of Kent County. In addition, they volunteer as tutors and mentors to young high school women in Kent County.

Maryland Institute College of Art participated in *Urban Plunge 2009*, a day of community service in Baltimore. Working with the Living Classrooms Foundation—which provides hands-

on education and job training skills for students from diverse backgrounds—MICA students completed a variety of service projects, including mural painting, design work, and wetlands clean-up.

Washington Adventist University promotes a variety of clubs and organizations that are specific to particular culture groups. WAU celebrates each cultural heritage, even if there are few members of that culture on campus. During special celebrations, WAU brings experts to campus to share their experiences with the learning community.

- **College Preparation, Intervention, and Community Outreach**

Community outreach is the central and cohesive element of every institution's diversity plan and takes many different forms. Most outreach plans include college preparation and intervention services for at-risk students. The services include college and career advising, mentoring, tutoring, and financial assistance. Services are provided on campus, at local schools, and in communities. The following are examples of outreach activities at the MICUA member institutions.

Capitol College's community outreach brings underrepresented groups to campus for various activities throughout the year. Such groups include the *College Bound Foundation*, *First Generation College Bound*, *Hispanic Youth Foundation*, *Jump Start Junior Program*, and the *D.C. Achievers*.

College of Notre Dame students tutor and mentor middle school girls at the *Sisters Academy* after-school program. Over 90 percent of the girls attending the *Academy* are students of color who live below the federal poverty level. In addition to tutoring and mentoring, the Notre Dame students facilitate a leadership program for eighth graders twice each year. The leadership program ends with an overnight visit to campus that is hosted by the Notre Dame mentors.

Hood College offers a six-week summer program, designed to help new students increase skills in English and mathematics. In addition, the program assists with acclimation to college life. Throughout the academic year, strategies to enhance student success are coordinated by a team of faculty and staff.

McDaniel College recently formed a new partnership with the District of Columbia *College Success Foundation* to provide rigorous summer enrichment and college experiences for high

school juniors. The program has a specific focus on improving proficiency levels and confidence in language arts and mathematics. Finally, the program enhances the multicultural experiences of participating students.

Johns Hopkins University faculty and students engage in a wide range of community service activities. For example, representatives from the Bloomberg School of Public Health engage in public health practices that directly impact the health of the East Baltimore community, which is predominately African-American, but also includes Hispanic and other ethnic groups. Specifically, volunteers offer injury prevention education, information on the importance of good nutrition, and counseling for drug users and HIV/AIDS patients. The JHU Carey Business School is participating in the Baltimore City *Youthworks Program*, which provides high school students age 15 and over the opportunity to gain work experience and exposure to the Johns Hopkins Institutions through a summer jobs program. The Peabody Institute's *Tuned-In* program provides free lessons to 30 inner city children, and these students now have a full-sized wind band. Peabody's *Boys Dance* provides scholarship support for boys from Baltimore City to participate in ballet. Women from various multicultural organizations at Johns Hopkins University adopted an all-girl organization from City College High School in Baltimore. JHU students interact with *Strong Women of Today and Tomorrow* and mentor them on preparation for college.

Goucher College opened a new *Latino Center*, a very successful endeavor that offers adult computer-literacy courses, English as a Second Language (ESL) classes, and a youth program for Spanish-speaking children in the community.

Maryland Institute College of Art established the *Community Arts Partnership (CAP)* office within the division of student affairs. CAP is engaged in many community outreach efforts that promote cross-cultural exchange and support for underrepresented ethnic groups. CAP provides guest speakers and practicing artists to schools and community organizations in Baltimore City. MICA students teach weekly art lessons at two elementary schools near the campus. Through a partnership with Maryland Juvenile Services, MICA photography students serve as mentors to young women from the Thomas J.S. Waxter Children's Center. The Waxter girls are given digital cameras to promote self-expression. Additionally, MICA designed a pre-college summer program for students of color and lower social-economic backgrounds to expose them to the arts. The four-week program offers students college-level studio classes while residing on the MICA campus with other young artists and designers from around the country and around the world. Participants in this program earn three college credits while taking a core class, *Critical Methods*

of Studying Art, and a workshop class (painting, graphic design, sculpture, photography, fiber arts, etc.)

St. John's College students tutor at the Stanton Community Center and bring the children from the Center to campus for meals and art gallery visits.

Each club at Stevenson University must perform a community service project. Many Stevenson students are working at Ashburton Elementary and Middle School. In addition to tutoring and mentoring, Stevenson students provide workshops on decision making, planning for high school and college, and thinking about careers.

Students in Free Enterprise (SIFE) is a global network of business executives, college and university students, and academic leaders. SIFE students at Baltimore International College learn skills in market economics, entrepreneurship, financial literacy, and business ethics. These students make tremendous contributions to the College and the surrounding community. BIC's SIFE students won a second-place trophy at the 2010 SIFE regional competition.

- **Recruiting Diverse Students**

To recruit a diverse student population, MICUA institutions participate in college fairs and travel to high schools with diverse populations, particularly in Baltimore City, Prince George's County, the District of Columbia, and Philadelphia. In addition, colleges hold on-campus recruitment events for prospective multicultural students and their families. During these sessions, institutional representatives provide general college information, as well as details about admissions requirements and applying for financial aid. Some institutions waive the application fee for low-income students from underrepresented groups. Several institutions, including Goucher, Hood, Johns Hopkins, and Mount St. Mary's have hired dedicated admissions counselors for multicultural recruitment.

Washington Adventist University has been recognized by *U.S. News & World Report* as one of the most diverse institutions in the nation. The institution has hired a bilingual recruiter to work with the Hispanic population in the neighboring community and throughout the U.S.

Baltimore International College developed the *ProStart* program, an ongoing endeavor to recruit a diverse student body. Admissions representatives visit and recruit students in diverse high schools in Maryland and regionally in the District of Columbia, New Jersey, Pennsylvania, and

Virginia. The program has been successful, as 47 percent of current BIC enrollees are students of color.

In order to attract a more inclusive pool of students, eight State-aided MICUA institutions no longer require SAT or ACT scores from applicants. As a result, the institutions report that the entering freshman class is more diverse, and the overall GPA for the incoming class has risen. Baltimore International College, Goucher College, Loyola University Maryland, McDaniel College, St. John's College, Sojourner-Douglass College, Washington Adventist University, and Washington College all practice some form of "test-optional" admissions.

Maryland Institute College of Art specifically targeted the southern U.S. for new recruitment initiatives aimed at raising MICA's visibility and outreach. Demographic studies indicate the population density of African-American families to be highest in the southern states.

College of Notre Dame has been successful in recruiting and retaining students of color (about 30 percent of the college population). Admissions staff reach out to underrepresented populations and arrange campus visits for young women from Baltimore City. Notre Dame staff conduct college workshops for *My Sister Circle*, a local mentoring program for young women of color in the Baltimore area and participate in a recruiting event entitled *Alcanza* for Hispanic youth in the Northern Virginia and surrounding region. College of Notre Dame has also developed partnerships with Korea, Taiwan, and China to increase the presence of international students in its traditional Women's College and the English Language Institute.

With the goal of increasing its minority student population from 17 percent to 25 percent over the next five years, Mount St. Mary's University has developed several new initiatives. In addition to participating in college fairs and high school visits, the admissions office sponsored a recruitment event for diverse students, called *Mosaic Day*. The Mount is also using a diversity service to identify high-performing minority students. Finally, the Mount utilizes minority student "ambassadors" to conduct campus tours for prospective students of color. Minority applications have increased from 24 percent in 2007 to 32 percent in 2010.

McDaniel College has partnered with the *College Bound Foundation* to identify and recruit inner city low-income minority students from Baltimore City. As a result, McDaniel annually offers six-to-eight full-tuition scholarships to highly qualified students. In addition, McDaniel continues to partner with *College Visions* from Providence, Rhode Island, and *Academic Success Program* from Wichita Falls, Texas, to identify and recruit first-generation students of color.

McDaniel provides transportation to the campus for in-state students of color. Finally, College staff participate in college fairs conducted by *100 Black Men of Maryland*, *National Council of Negro Women*, *National Hispanic Fair*, and the *Hispanic Latino Student College Fund*.

Stevenson University recruits students from various cities, states, and countries. This year the institution broadened its recruitment efforts to include Puerto Rico, but continues to target Baltimore City schools and works with programs such as *College Bound*. Stevenson's diversity rate for the freshman class is approximately 28 percent.

Washington College invites prospective students from historically underrepresented populations to attend its *Multicultural Student Weekend*. Through this program, the prospective students attend classes; experience campus life; and develop networking relationships with faculty, staff, and students.

- **Targeted Financial Aid Programs**

All MICUA member colleges and universities dedicate substantial institutional resources for student financial aid to serve low-income students and attract a diverse student population. Today, MICUA colleges and universities award three times more financial aid to needy undergraduate students than the State and federal governments combined. Many of these financial aid programs are targeted to students of color. The following examples demonstrate the types of scholarship programs offered by MICUA member institutions to support diversity efforts:

- The *Educational Opportunity Program* (EOP) at Goucher College was created specifically for first-generation college students from Maryland. The program has grown from five in its first year to 28 this past year. In addition to financial aid, the EOP benefits students by creating a supportive academic environment in which program participants can thrive. Students admitted into the program are selected based on academic potential and economic need. EOP staff and the Goucher community focus on acclimating program participants to college life by requiring their participation in the EOP Summer Bridge program. This four-week early immersion program is held during the summer, after orientation. Its focus is on promoting academic success, college readiness, and social adaptation. Summer Bridge is a residential experience, designed to introduce EOP scholars to the rigor and culture of college life. Daily workshops, mentorship, nightly tutorial sessions, and weekly outings are offered to encourage and contribute to

each scholar's academic success. EOP staff members monitor their academic progress throughout their time at Goucher. EOP scholars participate in monthly personal development workshops, retreats, and regularly scheduled one-on-one sessions with program staff.

- Hood College offers the *Hodson-Gilliam Diversity Scholarship* for students who indicate a sincere interest in developing a diverse student body. Students of all ethnic backgrounds are encouraged to apply and must complete an essay explaining how they are involved in creating a diverse environment. In Fall 2009, Hood awarded 24 Hodson-Gilliam scholarships, valued at \$192,000 over four years.
- Johns Hopkins University provides many scholarships for its undergraduate and graduate students. One of the best known is the *Baltimore Scholars Program*, which provides full-tuition scholarships to Baltimore City public high school graduates who are accepted in the University's undergraduate programs. At the graduate level, the Bloomberg School of Public Health provides scholarships to support doctoral students who are committed to eliminating health disparities in Baltimore or other U.S. urban settings and to assisting community health care organizations across the U.S. to build capacity and improve access to quality health care for medically underserved populations.
- Loyola University Maryland is committed to meeting the full demonstrated financial need of all applicants accepted for admission. The University awards scholarships from three endowed funds to high-need minority students. This reduces the dependence on loans in a typical aid package, which is particularly important for low-income students.
- Mount St. Mary's University developed two new scholarship programs aimed at expanding opportunities for underrepresented groups. The first is the *Third Century Scholars* program, which is targeted for high-need African-American and Hispanic students from the Washington, DC area who plan to earn a degree in business or education. Second, the *Native American Scholarship* program was created in partnership with the St. Labré Indian School in Montana. The agreement allows St. Labré graduates to attend Mount St. Mary's with the two institutions providing matching funds.
- The *Fannie Lou Hamer Scholarship* at Sojourner-Douglass College is specifically intended to assist public housing residents in Baltimore City access higher education.

- **Student Support Services and Orientation Programs**

Many of the MICUA institutions have narrowed or eliminated the achievement gap between students of color and the total population. This means that students of color have retention and graduation rates that are comparable to all students enrolled at the institution. This success is primarily due to excellent student support services and orientation programs. Early placement testing identifies students who may need additional academic support, such as tutoring and study skills, in order to successfully complete college courses.

At nearly all MICUA institutions, new student orientation programs—usually several days in duration—incorporate discussions and activities about diversity. Group ice breakers and residence life activities are designed to encourage discussions about diversity, inclusiveness, and tolerance. Often, a book is assigned to read prior to the orientation session, and students discuss their individual reactions to the readings. Sometimes the book selection involves a controversial topic and invokes a wide variety of viewpoints. In its orientation sessions, Sojourner-Douglass College spends time discussing issues impacting the success of students of diverse backgrounds and difficult circumstances, who often have special needs.

Two features of the McDaniel College orientation program involve diversity awareness. The College uses an extensive system of Peer Mentors who assist first-year students with orientation, first-year seminar, and other transition issues. Careful training of Peer Mentors and Residence Assistants in diversity issues is a part of the preparation training in August of each year. The Dean of First-Year Students works closely with Peer Mentors to support their mentees throughout the semester. Orientation itself includes several events focused on diversity awareness, such as the *Color Orange*, an improvisation performance piece, as well as invited speakers.

First-year seminars are designed to ease the first-year student transition to college. The learning objectives are realized through readings, class discussions, and class projects that explore diverse cultures. Students develop cultural fluency and develop an appreciation of cross-cultural differences. In addition, seminar faculty closely monitor first-semester performance and students who may be at risk academically.

The *Partnership in Academic Student Success* (PASS) program at Stevenson University is an example of a year-long program. PASS provides mentoring, support services, and strategies for academic success. The PASS program also encourages student engagement in campus activities.

One of Goucher College's early-immersion programs for first-year students, *FOSTER*, examines issues of diversity, power, oppression, and privilege. The aim of *FOSTER* is to develop community-based open dialogue. After students participate in an intensive retreat, they venture into Baltimore for practical application of the knowledge that was learned. First-year students also learn about diversity at Goucher through its *Connections* seminar, which includes, among other activities, a diversity-focused speaker who challenges them to think about how they will learn from individuals whose identity and culture is different from their own.

Hood College's *Buddy Program* pairs new students of color, including international students, with upper-class students. This program contributes to the environment of support—both academically and socially—for underrepresented ethnic groups. Intentional strategies are developed to reach these students at key times throughout the year, such as mid-semester breaks, pre-exam periods, and end of the semester/year. In addition, Hood provides opportunities for students of color and international students to make connections with the greater Frederick community through special programs.

In its residence hall, Baltimore International College students participate in rap sessions, called *Pillow Talk*. These sessions allow students to explore social and personal issues with peers and hall directors. The setting provides a safe, welcoming environment for the discussion of issues related to diversity, sexism, racism, relationships, etc.

The *Office of African, Latino, Asian, and Native American Services* (ALANA) at Loyola University Maryland provides many services to students of color at the institution. Through intentional programming and a myriad of services, the office fosters the academic, cultural, personal, spiritual, and leadership development of ALANA students. Furthermore, the ALANA Services staff seek to create and maintain an environment of respect and awareness, while advocating for ALANA students and responding to their needs.

Johns Hopkins opened a new multicultural center last spring. The center not only provides office space for the various student groups and staff of the center, but has classroom space, meeting space, and lounge space for studying and relaxing. This vibrant new center is a long-awaited addition for the JHU campus community.

- **Student Leadership**

MICUA member institutions encourage all students to become involved in campus and community activities and to serve in leadership roles. Most institutions report that students of color are well represented in key leadership positions on campus. Many institutions provide leadership training to help students be successful in these roles. This training incorporates the theme of what it means to be a leader in a community made up of diverse populations.

For example, Washington College provides diversity training for resident assistants and peer mentors. The training uses the multicultural competency model as a framework to assist student leaders in developing skills in creating and promoting diversity on campus. In addition, the College implemented a summer reading program on social justice for students who hold leadership positions.

College of Notre Dame offers a *Certificate for Leadership and Social Change*, which is available to students from all majors. This program provides leadership training and skills through academic classes, mentoring, and practical experiences, including leadership of diverse populations.

Both Goucher College and Maryland Institute College of Art have joined the Baltimore Collegetown Network's *LeaderShape Program*. This is a service-oriented leadership development program connecting college students to community organizations in Baltimore. Through a series of team-building exercises, a diverse group of participants learn new skills and attitudes.

Washington Adventist University conducts an annual Student Leadership Retreat. This year, WAU instituted a *Watering the Seed Leadership Training*, conducted each semester. This course enables students to measure their success as leaders and reach their potential. In addition, the program assists those who may not immediately recognize their own leadership skills, but after specific training begin to feel comfortable with leadership roles.

- **Recruiting Diverse Faculty and Administrators**

Faculty and staff recruitment, selection, and promotion procedures are designed and operated to eliminate bias. Applications for employment are drawn from as wide a pool as possible with

positive action designed to encourage applications from underrepresented groups. One successful strategy includes advertising in print and on-line publications that have wide circulation to underrepresented groups, such as *Diverse Issues in Higher Education*, *Hispanic Outlook*, *Women in Higher Education*, etc. The use of professional networks to do outreach is also highly successful. Professional associations specific to certain disciplines (such as the *National Consortium for Graduate Degrees for Minorities in Engineering and Science*) often have job postings that are accessed by potential faculty or administrators. Finally, institutional representatives visit historically black and minority-serving institutions to recruit graduate students who may be interested in faculty and administrator positions.

Staff development opportunities at many institutions meet the particular needs and enhance the skills of underrepresented ethnic groups. Faculty and staff are supported in efforts to assume leadership positions through training opportunities. At most institutions, new faculty are mentored by senior faculty. Each fall, College of Notre Dame conducts an orientation program for new faculty. The program includes a session about the Notre Dame student profile and relevant issues of culturally diverse students. Senior leaders at Washington College provide individual mentoring to culturally diverse faculty and staff members. In addition, the College has developed customized professional and educational development programs.

Last year, Goucher College joined the *Consortium for Faculty Diversity* (CFD), an association of liberal arts colleges committed to strengthening the ethnic diversity of students and faculty members at these institutions. All full-time faculty at Goucher currently participate in a yearlong development program to provide support with campus acclimation; discussions of classroom and pedagogical challenges; information about the reappointment, promotion, and tenure process; and introductions to other faculty and academic support offices. A formal mentoring program runs concurrently and pairs each new faculty member with a senior faculty member. Those from underrepresented groups are paired with senior faculty from similar backgrounds, and new faculty and their mentors meet formally and informally throughout the year. In addition, Goucher is partnering with five other local colleges to offer *Building Bridges*, a leadership-development program for a diverse group of mid-level supervisors at the College.

During the next five years, Mount St. Mary's University is seeking to increase its minority faculty from 4 percent to 10 percent. The institution created the *Horning Fellowship* to bring African or African-American doctoral candidates to campus. The Fellows work with the Mount community to enhance its goals to build a truly diverse campus. In addition, the Fellows teach half-time (two courses per semester) in the School of Education and Human Services, while completing their dissertations.

To enhance faculty diversity throughout Johns Hopkins Institutions, the *Mosaic Initiative* was launched in April 2008. Together, the University and Johns Hopkins Medicine committed \$6.25 million over five years to assist in the recruitment of the best faculty who will add to the excellence and diversity at Johns Hopkins. This initiative will expand the pipeline for women and faculty of color and provide funds for: (1) inviting visiting faculty leaders to campus for lectures and presentations; (2) identifying and recruiting female and minority graduate students who may be interested in faculty positions upon completion of graduate school; and (3) conducting professional development workshops for current graduate students.

All new faculty and administrators at Loyola University Maryland are assigned a mentor and introduced to affinity organizations on campus. Some of these groups include the *Black Faculty, Administrators, and Staff* (BFASA) and *OUT Loyola*. As an administrator becomes comfortable in his/her position and familiar with the University, a supervisor may suggest that he/she join the *Next Generation Leadership Program*, which is designed to prepare mid-level directors for the next level of leadership.

- **Evaluation and Measuring Success**

Many institutions conduct surveys of entering freshmen and graduating seniors to measure the success of the educational experience. Elements of cultural diversity are incorporated into these assessments. In order to determine whether the objectives of various cultural activities are realized, questionnaires are collected and analyzed after campus events. With the goal of improving attendance and satisfaction, the questionnaires ask participants to make recommendations for future activities and events to showcase cultural diversity on campus. The number of attendees at specific events is just one determination of success. Another indicator that Hood College uses in assessment of its cultural events is the number of students who ask questions during a topical discussion or request to meet with a guest speaker/artist/performer after an event.

Capitol College states as one of its assessment principles that “Graduates will be able to demonstrate an understanding of different cultures and values.” Students are encouraged and in some cases required to address cultural diversity in course assignments. Curriculum is examined and taught using a global lens, and textbooks are examined to ensure that they include the global and cultural diversity perspective appropriate to the field of study.

With the support of a \$300,000 grant from the Teagle Foundation, Goucher College, McDaniel College, and Washington College are members of a consortium (along with Ursinus College and Washington & Jefferson College) charged with assessing multiculturalism on campus. The three-year project strives to improve student learning and engagement through the assessment and enhancement of diversity initiatives inside and outside the classroom. After conducting a needs assessment on each campus, visiting teams from each consortium member facilitate focus group interviews with students, faculty, and staff to gather information about diversity at each college.

One of College of Notre Dame's general education learning outcomes is "development of a global perspective." This outcome measures students' understanding of global, cross-cultural awareness and attitudes. As part of the degree requirement, students are required to take at least one course focused on gender studies and one on cross-cultural studies. The survey results validated that Notre Dame fosters a respectful and inclusive environment, with 99 percent believing that their capacity to appreciate diverse cultures and perspectives was enhanced by their experience at the College.

A large percentage (74 percent) of graduating seniors at Baltimore International College expressed satisfaction with the extent to which BIC faculty include diversity and international resources in the coursework.

Each division at Johns Hopkins University prepares an *Annual Diversity Plan* that contains both quantitative and qualitative data to measure progress made in reaching its goals for increasing the diversity of students, faculty, and staff. Admissions data is tracked to ensure progress on indices of cultural diversity (racial, ethnic, socio-economic, and gender) for the student body. Surveys of students assess the campus climate for students of color, and the institution follows trends over time. Similarly, hiring data is analyzed and tracked to assist with future recruitment.

- **Wish List**

If additional resources become available, many of the MICUA institutions identified initiatives that would enhance cultural diversity programming. For example, Goucher College would like to create a dedicated budget for the College's disability initiative, which was launched last year to raise awareness about individuals living with disabilities.

College of Notre Dame would like to implement a program to support faculty research regarding issues related to diversity. Funding for this program would provide stipends for students to partner with faculty in such research endeavors. The program could also provide opportunities for students to learn more about diverse issues as they apply to various disciplines and publish and present findings at professional conferences. This program falls in line with the College's current strategic plan emphasis on creating global citizens. Such an opportunity could also enhance student and faculty recruitment and retention.

Given sufficient resources, Hood College would establish an *Expanding Horizons* program with funding for increased study abroad opportunities for Hood students, particularly in West Africa, Southeast Asia, the Near East, and South America. In addition, the program would support visiting or exchange professors from countries abroad, as well as representing minorities and subcultures in the United States.

St. John's College would like to develop a summer program for high school students and high school teachers.

Additional resources would allow Mount St. Mary's University to host diversity training and workshops for student life administrators, faculty, and student leaders. This program would benefit the university community in creating a welcoming environment for students of all backgrounds.

Johns Hopkins University suggested several initiatives various divisions would implement with additional resources. The Peabody Institute would like to offer international and domestic alternative break trips to promote musical and cultural exchanges and help underprivileged communities. Another suggestion is a nationwide recruitment program for minority librarians. This specialty area is often overlooked in efforts to recruit talented faculty and administrators.

If resources were available, Loyola University Maryland would implement a multi-phase cultural competency program for all employees and current students. This type of program would include: 1) a review of campus facts and data that describes the history of hiring and educational practices; 2) a longer and more in-depth qualitatively significant discussion of various types of privilege, Jesuit core values, and the University's academic and educational strengths; and 3) a coaching/mentoring program that emphasizes diversity-minded institutional leadership, supervision/management, and policy development and practice.

Stevenson University would like to implement diversity and sensitivity training for faculty, students, and staff to promote the value of diversity, broaden awareness, and support cultural competence in the global community. In addition, Stevenson would create a website for diversity resources.

Maryland Institute College of Art would like increased support for diverse guest speakers and artists-in-residence to broaden the cross-cultural perspective that students receive in the studios. In addition, MICA would like to create a *Diversity Institute* to prepare students to operate in a culturally diverse global society. The program would consist of weekly innovative cultural learning labs and activities designed to take students beyond their cultural comfort zones. Guest presenters would take students through simulation exercises in order to develop cross-cultural skills. Upon completion of the first phase, students would have the opportunity for real world excursions that allow them to practice their newly acquired skills. Participation in the *Diversity Institute* would enhance students' co-curricular experiences and future resumes.

Recent market research and stakeholder surveys conducted by Baltimore International College revealed the need for a foreign language component in the College's academic curriculum. Specifically, the research identified conversational/workplace Spanish as the desired language due to the increased number of Hispanic customers and employees in the hospitality industry. The College intends to implement this as soon as resources and appropriate faculty can be identified.

BEST PRACTICES

Based on the law, MICUA must report best practices used by Maryland's independent colleges and universities to enhance cultural diversity. MICUA has identified the following best practices:

- **Improving the Campus Environment**

- (1) Inclusion of cultural diversity in the institution's mission statement and/or strategic plan serves as a constant reminder of the commitment of the institution to create an inclusive environment for students, faculty, and staff. Institutions seek not only to eliminate discrimination, but also to foster positive relations between members of different racial and ethnic groups and promote the ideals of social justice and equity. Phrases such as "build inclusive communities" and "promote social responsibility" are common in institutional mission statements. Strategic plan goals related to diversity positively impact enrollment, hiring practices, curriculum, and the community of learners. Cultural diversity is a component of the general education rubric. Diversity is a continuous process and is significant to the pursuit of academic excellence.
- (2) An office of diversity or a senior administrator responsible for diversity issues ensures that the institution's commitment to cultural diversity is carried out.
- (3) Campus publications and classroom presentations should reflect diversity in photos and articles. Campuses can support this effort by creating a database of resources available to faculty, staff, and administrators.
- (4) Librarians should ensure that the library holdings include diverse materials, and faculty should ensure that instructional materials are diverse. In addition, displays of artwork in various locations on campus should include works by diverse artists.
- (5) Colleges and universities should sponsor cultural events throughout the year to recognize diverse populations. The cultural events may include film and book discussions; guest speakers from a broad range of backgrounds; visual art displays; music, theater, and dance productions; and food-tasting experiences that reflect various cultures. Effective events are planned in a collaborative manner by students, faculty, and staff.

- **Best Practices Related to Students**

- (6) MICUA institutions employ several effective activities to recruit diverse students. Some examples of these effective recruitment strategies include: hosting college fairs in geographic areas with diverse student populations, engaging high school guidance counselors to identify and recruit diverse students, and employing admissions counselors who are responsible for multicultural recruitment.
- (7) Partnerships with elementary and secondary schools with high minority enrollment are an excellent way to reach out to prospective students who may not be considering college attendance. Institutional representatives often invite students on campus visits and introduce prospective students to students of color who are successful at the institution.
- (8) Colleges and universities that embrace need-blind admissions policies and provide substantial need-based financial aid are more likely to attract students of color. MICUA institutions make it a top priority to financially support high ability/high need students. Endowed scholarship funds—though not exclusively for minority students—are often targeted toward high-ability students of color. Such scholarships reduce the dependence on loans and make an independent college or university affordable even to low-income students. As a result of these efforts, the number of student applications increases and diversity increases.
- (9) MICUA institutions make an effort to remove barriers that preclude low-income and first-generation students from considering college. One of the solutions is waiving the application fee for underrepresented students, especially those who have participated in summer internships during high school. Institutions also provide scholarships or tuition waivers for academically talented and at-risk high school students who take college courses. Another solution is eliminating the requirement for SAT/ACT scores as part of the application process. By waiving fees and making standardized tests optional, institutions improve access and foster a welcoming environment.
- (10) The year-long freshman experience program helps students transition from high school to college. Guest speakers, book discussions, films, and other activities focus on issues of race, oppression, power, and privilege, and provide an opportunity for

dialog about these issues. In small group settings, students share, explore, and learn about one another's cultural, religious, or ethnic similarities and differences. This is vital in fostering unity that remains throughout the college experience.

- (11) Students who participate in orientation programs as freshmen often become mentors to future classes. This gives students an opportunity to give back to the institution and to assist new students, especially those from underrepresented groups, to make a successful transition to college life. Institutions recruit a diverse group of upper-class students to serve as orientation leaders. These student leaders have discussions around issues of cultural diversity, its relationship to the mission of the institution, and implications for working with students of diverse cultures.
- (12) Summer bridge programs help students who have the ability to attain a college education, but their high school experience lacks the rigor required for success. These programs are also critical for students who are the first in their family to attend college. Students enhance their skills during the summer and eliminate the need for remedial or developmental courses once they matriculate in college.
- (13) Institutions offer tutoring, mentoring, and support programs for beginning students, particularly those whose high school academic program did not adequately prepare them for college-level work. These services are particularly important in the areas of study skills, time management, and stress reduction. Diversity is an important consideration in assigning tutors and mentors.
- (14) Entering students are grouped together in a "family" (i.e., cohort) of individuals who mentor and support one another throughout their college experience. If one individual in the "family" falls behind in a course or program, the remaining members of the family assist to bring the family member back on track.
- (15) The curriculum is infused with courses that address cultural diversity. Course content and delivery are sensitive to and promote diverse points of view and experiences among the students. Institutions ensure that textbooks include the global and cultural diversity issues appropriate to the topic of study. Many institutions offer courses and majors in ethnic studies. Students are encouraged to enroll in courses in non-western civilization to learn the history, language, and customs of other cultures. Educational programs such as teaching and nursing have community-based projects embedded

into the curriculum. Often these field experiences are in schools or other settings that include disadvantaged children and/or adults.

- (16) Colleges and universities include service learning as part of the curriculum. Community service projects offer students, faculty, and staff an opportunity to reach out to areas of the State that are underserved by providing services, such as after-school enrichment activities, tutoring, mentoring, English-language training, health care screening, home repairs, etc. Students work alongside professionals to rebuild communities and learn about cultures of the disenfranchised citizens of Maryland. These community outreach efforts are designed to promote cross-cultural exchange and provide support for underrepresented ethnic groups. Participation in such activities helps broaden understanding of economic, social, and cultural issues. Students reflect on their experiences, which often have a profound impact on their lives and social consciousness.
- (17) Institutions make a commitment to human rights for all citizens, and promoting social responsibility becomes an integral part of the educational experience. This goes beyond students and faculty on campus to the surrounding community and the world. Higher education has a responsibility to teach best practices—whether in health care for disadvantaged citizens or creating a sustainable environment—that students take with them throughout their lives.
- (18) Many institutions offer study abroad programs that provide immersion in other cultures, customs, and languages. When students return to campus, the insights they gained help to enrich classroom discussions as they reflect upon their experiences in other countries. Study-abroad opportunities influence future leaders in a global learning community that promotes justice, health, sustainability, and peace.
- (19) Leadership development is an important aspect of campus life. Institutions make certain that student leaders on campus represent a diverse population, and that students of color are nominated for leadership positions, including student government, club leaders, campus-wide committees, resident assistants, and new student orientation leaders. Leadership training helps students develop leadership potential and incorporates themes revolving around what it means to be a leader in a community of diverse populations. Some institutions sponsor student chapters of national organizations that reflect a particular ethnic or gender identity, such as the

National Society of Black Engineers, which offers free tutoring for its members, or the Society of Women Engineers, which provides professional development opportunities to ensure that women achieve full potential in careers as engineers and leaders.

(20) Institutions encourage all students to contribute ideas and articles to the student newspaper. This ensures that diverse viewpoints are included.

(21) Student affairs professionals make certain that diversity is part of the residence life experience. This includes ensuring that a diverse pool of resident assistants is selected to interact with students in the residence halls. In addition, training for resident assistants includes addressing cultural differences.

- **Best Practices Related to Faculty and Administrators**

(22) Diversity among faculty and administrators enhances the educational experiences of all students and enriches intellectual discourse among the faculty. Institutions recruiting for faculty and administrator positions target media outlets whose audiences include persons of color. Efforts are made to ensure that the institution has not used language in an advertisement that would narrow the field of eligible applicants. Institutions also participate in career fairs sponsored by minority associations, such as the Association of Black Psychologists or the Society of Women Engineers. These activities have been successful in helping institutions to increase minority hires.

(23) Some institutions have successfully used fellowships to attract faculty of color to campus. These institutions have fostered an environment of inclusion during the fellowship year, which has encouraged visiting faculty to remain on a permanent basis after the conclusion of the fellowship.

(24) Institutions have ongoing collaborations with historically black colleges and universities and other minority-serving institutions to attract diverse students to graduate programs. These institutions are often able to retain the students as college faculty upon completion of their graduate programs.

- (25) Several institutions have worked collaboratively with similar institutions in the region to address the recruitment of diverse faculty. The consortium approach has been successful in expanding opportunities and improving the retention of faculty of color. This helps to increase representation of specific ethnic groups and create a critical mass, which is especially important for small and rural campuses.
- (26) Institutions participate in training seminars designed to enhance the ability of colleges and universities to hire diverse faculty. The programs are implemented with department chairs prior to beginning new faculty searches. The strategies learned in the seminars have proven to be successful in increasing the percentage of faculty of color.
- (27) Institutions offer professional development to diverse faculty and administrators. Such programs are designed to prepare educators for leadership at the next level.
- (28) Effective faculty orientation includes information about issues impacting culturally diverse students. It is important that faculty understand cultural differences to create a supportive learning environment.
- (29) Some institutions offer diversity awareness training for faculty, staff, and administrators. Effective programs include components for coaching and mentoring that emphasize diversity-minded institutional leadership, supervision strategies, and policy development.
- (30) Some institutions sponsor local chapters of formal organizations of faculty and administrators who share a particular ethnic or gender identity, such as Women in Science and Engineering or the Black Faculty and Staff Association. Such groups advocate and provide a unifying voice for their members, offer networking and professional development opportunities, and serve as an information resource to the college or university administration. In addition, the organizations work to recruit colleagues into fields that have been historically underrepresented by women and minorities. The local chapters often host regional and/or national meetings of the association. These activities shine a positive spotlight on the cultural diversity within the participating institutions.

(31) Flexible scheduling options provide incentives especially for faculty and staff with young children. Some examples are job sharing, working at home, on-site child care, shift compression, and liberal make-up policies.

- **Assessment and Evaluation**

(32) An effective part of evaluation is measuring success. Institutions that are successful in closing the achievement gap in retention and graduation rates between minority and majority populations are more likely to attract students and faculty of color. Therefore, MICUA institutions closely monitor the number of students in underrepresented groups who apply, are accepted, matriculate, are retained, and ultimately graduate from the institution. Institutions also keep track of the number of students who participate in multicultural programs throughout the year.

(33) Surveys of first-year students and graduating seniors help colleges and universities evaluate their progress in promoting cultural diversity and are used to identify areas in need of improvement.

MICUA

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State Plan Template

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

REPORT - PLAN FOR PROGRAMS OF CULTURAL DIVERSITY

Institutional Profile

1. Check one to describe your institution:

a. 4-year public

b. 4-year private

Are you affiliated with the Maryland Independent Colleges and Universities Association (MICUA)? Yes No

c. 2 year public

d. 2-year private

e. Other _____

2. How many campuses comprise your institution? _____ 1 _____

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

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

Morgan State University

1700 East Cold Spring Lane

Baltimore, MD 21251

Student Demographics

2009 - 2010 student population:

- The average household income for new freshmen, based on fall 2009 data, is \$45,500.

The demographic information below will be supplied by MHEC, unless highlighted in yellow

- Number of Pell Grant recipients: 2,924
- Total number of students over age 25: 1,921

Total undergraduate student population: 6199	Full-time (FT) & Part-time (PT) undergraduate students:	# FT	# PT
# Hispanic: 59	Hispanic	51	8
# Black/African American: 5761	Black/African American	5171	590
# American Indian/Native American: 12	American Indian/Nat. Amer.	12	0
# Asian/Pacific Islander: 46	Asian/Pacific Islander.	42	4
# White: 102	White	85	17
# International students: 219	International Students	211	8
Missing Race Information: 0	Missing Race Information	0	0
# Persons with disabilities: 63	Persons with disabilities	63	0

	# Male	# Female		# Male	# Female
Full-time undergraduates:	2442	3130	Part-time undergraduates:	287	340
Hispanic	18	33	Hispanic	2	6
Black/African American	2240	2931	Black/African American	269	321
American Indian/Nat. Amer.	4	8	American Indian/Nat. Amer.	0	0
Asian/Pacific Islander:	23	19	Asian/Pacific Islander:	2	2
White	41	44	White	8	9
International Students	116	95	International students	6	2
Missing Race Info.	0	0	Missing Race Info.	0	0
Persons with disabilities	40	23	Persons with disabilities	0	0

Average time to degree: 4.86 Years	Total undergraduates in STEM majors: 1347
# Hispanic: 4.5 Years	# Hispanic: 11
# Black/African American: 4.87 Years	# Black/African American: 1180
# American Indian/Native American: 4 Years	# American Indian/Native American: 2
# Asian/Pacific Islander: 4 Years	# Asian/Pacific Islander: 19
# White: 5 Years	# White: 23
# International students: 5 Years	# International students: 112
Missing Race Information: 0	Missing Race Information: 0
# Persons with disabilities: 5.67	# Persons with disabilities: ___4___

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

Total graduate student population: 1027	Total graduate students in STEM majors: 103
# Hispanic: 9	# Hispanic: 1
# Black/African American: 792	# Black/African American: 64
# American Indian/Native American: 2	# American Indian/Native American: 1
# Asian/Pacific Islander: 24	# Asian/Pacific Islander: 4
# White: 99	# White: 3
# International students 100	# International students: 30
Missing Race Information: 1	Missing Race Information: 0
# Persons with disabilities: 2	# Persons with disabilities: 1

Total graduate students:	# Male	# Female	STEM graduate students:	# Male	# Female
	412	615		74	29
Hispanic	7	2	Hispanic	1	0
Black/African American	294	498	Black/African American	46	18
American Indian/Nat. Amer.	1	1	American Indian/Nat. Amer.	1	0
Asian/Pacific Islander	14	10	Asian/Pacific Islander	4	0
White	45	54	White	2	1
International students	51	49	International students	20	10
Missing Race Info.	0	1	Missing Race Info.	0	0
Persons with disabilities	0	1	Persons with disabilities	1	0

Faculty and Staff Demographics

2009 - 2010 faculty population:

<p>Total faculty population: 546</p> <p># Hispanic: 10</p> <p># Black/African American: 339</p> <p># American Indian/Native American: 1</p> <p># Asian/Pacific Islander: 29</p> <p># White: 109</p> <p># International faculty: 57</p> <p># Missing Race Information: 1</p> <p># Persons with disabilities: not collected</p>	<p>Total faculty teaching STEM courses: 160</p> <p># Hispanic: 5</p> <p># Black/African American: 91</p> <p># American Indian/Native American: 1</p> <p># Asian/Pacific Islander: 18</p> <p># White: 27</p> <p># International faculty: 18</p> <p># Missing Race Information: 0</p> <p># Persons with disabilities: not collected</p>
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<p>Total full-time faculty: 330</p> <p># Hispanic: 8</p> <p># Black/African American: 188</p> <p># American Indian/Native American: 1</p> <p># Asian/Pacific Islander: 26</p> <p># White: 72</p> <p># International faculty: 35</p> <p># Missing Race Information: 0</p> <p># Persons with disabilities: not collected</p>	<p>Total adjunct faculty: 216</p> <p># Hispanic: 2</p> <p># Black/African American: 151</p> <p># American Indian/Native American: 0</p> <p># Asian/Pacific Islander: 3</p> <p># White: 37</p> <p># International faculty: 22</p> <p># Missing Race Information: 1</p> <p># Persons with disabilities: not collected</p>
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Full-time faculty:	# Male	# Female	Adjunct faculty:	# Male	# Female
	202	128		117	99
Hispanic	8	0	Hispanic	1	1
Black/African American	106	82	Black/African American	77	74
American Indian/Nat. Amer.	1	0	American Indian/Nat. Amer.	0	0
Asian/Pacific Islander	20	6	Asian/Pacific Islander	2	1
White	44	28	White	26	11
International faculty	23	12	International faculty	10	12
Missing Race Info.	0	0	Missing Race Info.	1	0
Persons with disabilities	Not collected	Not collected	Persons with disabilities	Not collected	Not collected

Total full-time tenure track faculty: 120	Total tenured faculty: 151
# Hispanic: 3	# Hispanic: 4
# Black/African American: 66	# Black/African American: 86
# American Indian/Native American: 0	# American Indian/Native American: 0
# Asian/Pacific Islander: 4	# Asian/Pacific Islander: 20
# White: 29	# White: 30
# International faculty: 18	# International faculty: 11
# Missing Race Information: 0	# Missing Race Information: 0
# Persons with disabilities: not collected	# Persons with disabilities: not collected

Tenure track faculty:	# Male	# Female	Tenured faculty:	# Male	# Female
	74	46		92	59
Hispanic	3	0	Hispanic	4	0
Black/African American	37	29	Black/African American	48	38
American Indian/Nat. Amer.	0	0	American Indian/Nat. Amer.	0	0
Asian/Pacific Islander	4	0	Asian/Pacific Islander	15	5
White	20	9	White	17	13
Missing Race Info.	0	0	Missing Race Info.	0	0
International faculty	10	8	International faculty	8	3
Persons with disabilities	Not collected	Not collected	Persons with disabilities	Not collected	Not collected

How many of your tenured faculty came from within your ranks (as opposed to being hired with tenure)? Over the past 25 years, twelve (12) faculty were appointed with tenure.

Black/African American: 7

White: 4

Hispanic: 0

Asian/Pacific Islander: 0

African: 1

Persons with disabilities Not collected_____

2009 - 2010 staff population:

<p>Total staff population (executive and administrative):520</p> <p># Hispanic: 1</p> <p># Black/African American: 440</p> <p># American Indian/Native American: 2</p> <p># Asian/Pacific Islander: 7</p> <p># White: 53</p> <p># International staff: 15</p> <p>Missing Race Information: 2</p> <p># Non-International staff: 505</p> <p>Missing International Information: 0</p> <p># Persons with disabilities: not collected</p>	
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Total executive staff: 93	Total administrative staff: 427
# Hispanic: 0	# Hispanic: 1
# Black/African American: 82	# Black/African American: 358
# American Indian/Native American: 0	# American Indian/Native American: 2
# Asian/Pacific Islander: 2	# Asian/Pacific Islander: 5
# White: 8	# White: 45
# International staff: 1	# International staff: 14
# Missing Race Information: 0	# Missing Race Information: 2
# Persons with disabilities: not collected	# Persons with disabilities: not collected

	# Male	# Female		# Male	# Female
Executive staff:	45	48	Administrative staff:	208	219
Hispanic	0	0	Hispanic	0	1
Black/African American	37	45	Black/African American	167	191
American Indian/Nat. Amer.	0	0	American Indian/Nat. Amer.	1	1
Asian/Pacific Islander	0	2	Asian/Pacific Islander	5	0
White	7	1	White	26	19
International staff	1	0	International staff	8	6
Missing Race Info.	0	0	Missing Race Info.	1	1
Persons with disabilities	Not collected	Not collected	Persons with disabilities	Not collected	Not collected

Program Description

(Note: Descriptive responses may be attached as a separate sheet)

I. NON-PUBLIC INSTITUTIONS

Please describe the best practices used by your institution to promote and enhance cultural diversity of the campus(es).

II. PUBLIC INSTITUTIONS

A. Diversity Programming and Training

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

Morgan State University's Office of Diversity and Equal Employment Opportunity is currently in the planning process of developing a series of diversity trainings in concert with the Office of Residence Life and the University Counseling Center. This program would be designed to address cultural diversity among students, faculty and staff and, in addition, would be aimed at addressing age, ancestry, race, gender and gender identity differences. The program plans to incorporate reading materials, films, lectures, cultural events, PowerPoint presentations and guest speakers.

Once students, staff members and faculty have completed the training or event, a Certificate of Completion or of Participation will be given to that person. This office will also keep track of those who sign up for the classes, trainings and events. The Office of Diversity and Equal Employment Opportunity hopes to make this a continuous service to our students, faculty and staff and make much of the information available on-line through Morgan State University's web site with updates to the program annually.

- How often is the plan reviewed and updated? A plan is being developed.
- How do you plan to improve upon the existing program? Provide examples.
 - [x] Policy changes
 - [x] Innovative curricular design
 - [x] New student life programs
 - [x] Campus-community partnerships
 - [x] Other. Please describe: a completely new program.

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

The Office of Diversity and Equal Employment Opportunity has participated in many cultural events for students including a panel discussion for the Psychology Department that addressed cultural diversity among women in different societies. We have also sponsored a lecture and discussion among students in the dormitory regarding the importance of understanding and respecting other cultures.

This office also implemented a "Safe Space" program at Morgan State University. The Safe Space program offers strategies for preparing students, faculty, and staff to be effective allies to lesbian, gay, bisexual, and transgender (LGBT) students by placing a safe space symbol on a viewable location in a person's office. This allows LGBT students to identify those persons to whom they can talk without fear of repercussion.

Additionally, the International Student Association and the Office of International Services sponsors the FEVER Program. FEVER is an annual inter-cultural showcase and celebration of the various cultural groups within the Morgan State Community. Expression is done through the art forms of song, dance, and drama. In a broad sense, participants are drawn from America, Africa, Europe, Asia, Latin America and the Caribbean. Whereas Fever is primarily a student driven event every effort is made to partner with faculty, staff, and community groups.

3. Does your campus' program address cultural diversity among **faculty**?
Yes [x] No [] **If Yes, please describe.**

Faculty members are encouraged to participate in the FEVER program.

4. Does your campus' program address cultural diversity among **staff**?
Yes [x] No [] **If Yes, please describe.**

Staff members are encouraged to participate in the FEVER program.

5. Is coursework used to enhance cultural diversity programming and increase sensitivity to cultural diversity among **students**?
Yes [x] No [] **If Yes, please describe.**

Morgan State University offers an International Studies program as well as many other courses that enhance cultural diversity and sensitivity particularly since we have an increasing number of international students and faculty.

6. Is training used to enhance cultural diversity programming and increase sensitivity to cultural diversity among **faculty**?
Yes [] No [x] **If Yes, please describe.**

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

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

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

7. Is training used to enhance cultural diversity programming and increase sensitivity to cultural diversity among **staff**?
Yes [] No [x] **If Yes, please describe.**

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

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

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

B. Academics

8. Does your program address
- | | | |
|---------------|-----------|--------|
| recruitment, | Yes [X] | No [] |
| support, | Yes [X] | No [] |
| and retention | Yes [X] | No [] |
- of a culturally diverse student body? **If Yes, please describe.**

Morgan State University utilizes an Early Warning System (EWS) through which faculty can notify a student or other designated individuals that a student is not performing satisfactorily. Morgan has long had an in-house early alert and response system (EARS). Instructors of general education courses are required to use EARS forms, and instructors of other courses have access to the forms as well. Faculty are expected to complete the forms at several intervals throughout the semester for any student who is having difficulty in their classes. The forms allow instructors to identify specific areas of weakness so that students can be effectively counseled on how to improve their performance.

9. Does your program address
- | | | |
|---------------|-----------|--------|
| recruitment, | Yes [X] | No [] |
| support, | Yes [X] | No [] |
| and retention | Yes [x] | No [] |
- of a culturally diverse faculty? **If Yes, please describe.**

Morgan has a well-credentialed faculty that is racially and ethnically diverse. This represents a

continuation of a long tradition at the University. Diversity is particularly valued by today's college-age

population and Morgan's degree of diversity among members of its faculty differentiates it from most other Maryland campuses. For example, of the approximately 330 full time faculty at Morgan, sixty-one (61%) percent (i.e., 202) are males and thirty-nine (39%) percent (i.e., 128) are females. African-American males comprise about a third (32%) (i.e., 106) of full-time faculty. The 128 African American female faculty represent twenty-five (25%) of the full-time faculty. White faculty (i.e., 72) comprise slightly less than a quarter (22%) of the full time faculty at Morgan.

10. Does your program address
- | | | |
|---------------|-----------|--------|
| recruitment, | Yes [x] | No [] |
| support, | Yes [x] | No [] |
| and retention | Yes [x] | No [] |
- of a culturally diverse staff? **If Yes, please describe.**

Morgan's overall workforce is very balanced according to gender. Regardless of whether the focus is executive staff or administrative staff, Morgan has a balanced workforce. Of the 93 executive staff about half (45) are males and half (48) are females. Of the 427 administrative staff, 208 (49%) are males and 219 (51%) are females.

11. Does your program address

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

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

Improved Opportunities for Parents (IOP)

Improved Opportunities for Parents (IOP) Program The Improved Opportunities for Parents (IOP) Program is supported by Morgan State University. Located in the Center for Continuing and Professional Studies (CCPS), the program is designed to assist individuals, especially parents, in obtaining a bachelor's degree. The IOP program facilitates college matriculation for community residents who would not otherwise pursue the bachelor's degree.

Bernard Osher Scholarship

The Bernard Osher Scholarship Award is designed to assist non - traditional Morgan State University Student in completing their course requirement to pursue their bachelor's degree. The required G.P.A. is 2.5. Eligibility criteria include:

- Currently enrolled as part-time or full time MSU student
- Returning to the University after a gap of 5 or more years
- Pursuing a bachelor's degree
- Between the ages of 25-50

Alpha Sigma Lambda Continuing Education National Honor Society

The Alpha Sigma Lambda Honor Society honors those dedicated adult students who, while adroitly handling their life responsibilities, achieve and maintain high scholastic standards. The aim of Alpha Sigma Lambda is to acknowledge the special achievements of adults who accomplish academic excellence while facing competing interests of home and work. The Morgan State University Gamma Pi Chapter of Alpha Sigma Lambda was chartered in 1984. After an eleven year absence from the campus, it was reinstated through the Center for Continuing and Professional Studies in 2007.

12. Does your institution encourage the use of innovative instructional strategies (i.e. distance learning, summer bridge programs, learning communities, etc.?)
 Yes [X] No [] **If Yes, please describe.**

Distance Learning

The following courses have been developed for instruction on line and carry an on-line designation.

EDHE 600 American Community College
 EDHE 601 Leadership and Administration
 EDSR 604 Introduction to Educational Research

The following courses are currently being taught on-line but as yet do not carry an on-line designation.

EDHE 606 The Learning College
 EDHE 602 Professional Development Seminar I
 EDHE 611 Professional Development Seminar II

A listing of undergraduate on line course offerings may be found on Morgan's web site at:

http://www.morgan.edu/Academics/Online_Course_Offerings.html.

Summer Bridge Programs

Morgan State University's **Center for Academic Success and Achievement (CASA)** sponsors CASA Academy, an alternative admissions program for students who do not meet the SAT/ACT requirements

for regular admission. CASA accepts up to 300 students each year, and all participants who successfully complete the summer bridge program are guaranteed admission to the University for the fall semester. The six-week program offers a wide range of activities including developmental courses, study skills, mandatory tutoring, peer mentoring, academic advising, career exploration, orientation to the campus and its offices and resources, opportunities for personal/social development, and an avenue for parent involvement.

Morgan State University also offers bridge programs for academically talented students who plan to enter challenging fields. Morgan has achieved outstanding results with its six-week **PACE (Pre-Accelerated Curriculum in Engineering) Program**. Students who participate in this enrichment experience take classes in mathematics, computers, English composition, physics, and chemistry. They also develop projects and experiments for a research rotation and science fair. The 50 students who participate in the PACE program each summer test into Calculus at a rate of 80 percent, on average, and are six times more likely than non-PACE freshmen to test out of developmental mathematics. Participation in the PACE program also significantly increases students' rates of persistence to graduation.

13. Does your program address the importance of
 Providing, **Yes [X]** **No []**
 and completing **Yes [X]** **No []**
 remedial coursework? **If Yes, please describe.**

All first-time freshmen at Morgan State University are required to take a placement examination to determine their course placement. Students are tested in the areas of English, Reading, and Mathematics. Based upon their test results, students will take either Freshman Studies English 101 or Standard College level English 101, either Developmental Mathematics (MATH 106) or Standard College level Math 109 or Math 113 (or the Math required for their major), and students may be required to take Development Reading (DVRD 101). The ACCUPLACER placement test provides the University with a level of individual student adaptability, systematic accuracy, and administrative flexibility in an effort to appropriately place new students in freshman courses consistent with their level of preparation and skill.

14. Does your program address closing the achievement gap?
 Yes [X] **No []** **If Yes, please describe.**

The Morgan State University 2008-2012 Strategic Plan focuses considerable attention on the “educational attainment gap between the races.” Consistent with the focus of the Strategic Plan, the purpose of the Morgan State University Office of Student Retention is to work in collaboration with the various schools, college, and academic support programs of the University to provide continuous, quality support for undergraduate students from matriculation to graduation. The goal of this comprehensive program is to increase student retention rates and persistence to graduation with a focus on academic success and achievement through early intervention and systematic tracking of undergraduate students. The University-wide retention initiatives include:

- Summer Programs for Freshmen -- (ACCESS Orientation Program). During the ACCESS Orientation Program, students and their parents receive financial aid assistance including FAFSA information, residence life information, placement testing results, academic advisement, and career counseling. Additionally, students participate in cultural activities, workshops, and seminars including topics such as college transition, conflict resolution, study skills, and test-taking strategies.
- Placement Testing (Accuplacer) – proctoring, scoring & disseminating 1,200–1,600 tests per academic year
- Disability Support Services (DSS) – managing reasonable accommodations with University faculty & staff

- Collegiate Learning Assessment (CLA) – participating in the nation-wide longitudinal cohort of institutions
- Academic Advisement for First-time Freshmen -- (Summer & Fall semesters only of the first year)
- Mid-term grades of “D” or “F” – monitoring & intervening with students to prevent final grades of “D” or “F”
- Final grades of “D” or “F” – monitoring & intervening with students to replace grades with “C” grades or better
- Academic Probation – monitoring & intervening with students to restore Satisfactory Academic Progress
- Financial Aid Probation – working to reduce number of students ineligible to receive financial aid
- FAFSA filing campaign –working to reduce the number students with incomplete or late FAFSA applications
- Students Dropped for Failure to Make Satisfactory Financial Arrangements – reinstating as many as possible
- No Longer Enrolled Students -- tracking and follow-up of student registration, withdrawals, and stop-outs
- Early Alert & Response System--assisting faculty with intervention for students performing below expectations
- Parents’ 411 newsletter – mailing to the permanent address of all undergraduate students each semester
- Retention Research & Student Surveys – participating in national benchmarking & campus research/surveys
- Peer Tutoring – in the academic schools/departments

15. Does your program address

recruitment,	Yes [<input checked="" type="checkbox"/>]	No [<input type="checkbox"/>]
support,	Yes [<input checked="" type="checkbox"/>]	No [<input type="checkbox"/>]
and retention	Yes [<input checked="" type="checkbox"/>]	No [<input type="checkbox"/>]

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

If Yes, please describe.

Morgan State University also offers bridge programs for academically talented students who plan to enter challenging fields. Morgan has achieved outstanding results with its six-week PACE (Pre-Accelerated Curriculum in Engineering) Program. Students who participate in this enrichment experience take classes in mathematics, computers, English composition, physics, and chemistry.

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

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

The Access Orientation Program includes cultural activities.

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

Morgan’s 2008-2012 Strategic Plan notes that “Promoting student learning and success and faculty scholarship and research are the core values around which academic programs, support services, and business processes are organized.” Among the 8 strategic goals identified in the Strategic Plan, the 6th goal promises to “*Extend recruitment and community service programs beyond the University’s traditional service areas to strengthen its competitive position and attract a racially diverse student*”

body.” Morgan celebrates its legislatively designated mission as Maryland's public urban university to serve an ethnically and culturally diverse student population.

C. Affordability

18. Does your institution adequately advertise financial assistance programs available to *ALL* students?
Yes [X] No [] **If Yes, please describe.**

The Morgan State University Office of Financial Aid provides extensive information about accessing financial aid at its web site: http://www.morgan.edu/Financial_Aid.html. Topics covered at the web site include, but are not limited to: how to apply, types of aid, required forms, federal work study, a financial aid directory, and instructions on how to access forms and information on the University's student web portal, WEBSIS.

The School of Graduate Studies provides the following information on financial aid for students pursuing graduate degrees at its web site at: <http://web.morgan.edu/graduate/index.html>.

- FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA)
- FEDERAL WORK STUDY PROGRAM
- GRADUATE FELLOWSHIPS
- GOLDSEKER FELLOWSHIPS
- TITLE III GRADUATE FELLOWSHIPS
- GRADUATE ASSISTANTSHIPS
- TEACHING ASSISTANTSHIPS
- RESEARCH ASSISTANTSHIPS

19. Are part-time students eligible for any financial assistance programs offered by your institution?
Yes [X] No [] **If Yes, please describe.**

Typically the minimum criteria for receiving financial support whether as an undergraduate or graduate student is that the student is in pursuit of a degree. The School of Graduate Studies also provides Tuition Awards to support students pursuing graduate degrees part-time. Information regarding the types of financial assistance available through the University's Financial Aid Office for part-time as well as full time students is available in PDF on line at http://www.morgan.edu/Documents/ACADEMICS/Academic_Catalog/undergrad/2010-2013/ucat_StudentAffairs.pdf.

D. Access

20. Does your program include an outreach component which addresses the importance and/or value of a college education?
Yes [X] No [] **If Yes, please describe.**

Morgan State University has partnered with the Maryland State Highway Administration's Transportation and Civil Engineering Program (TRAC) to create an outreach initiative for middle and high school students. TRAC seeks to improve the quality of math and science education and increase the numbers of women and minorities in transportation.

Additionally, the Office of Community Service implements a number of programs that utilizes students at Morgan State University in outreach activities with high school and middle school students. Among these programs are: ASANTE which provides high school students the opportunity to earn their community service credit by working with faculty and staff throughout the University; Brother-to-Brother in which Morgan student mentors will work with male high school students throughout Baltimore City to help increase their knowledge in different areas of education; and, Campus Pals which gives elementary and middle school students throughout the nation an opportunity to visit and learn about a prominent Historically Black Institutions.

21. Does your program address the needs of
 first-time college students? **Yes [X]** **No []**
 first-generation college students? **Yes [X]** **No []**
If Yes, please describe.

Academic Enrichment Program

The Office of Residence Life (ORL) Academic Enrichment Program (AEP) is a service and support available for students to have the opportunity to build and maintain their academic standing and progress. The AEP provides free tutoring, computer labs, academic workshops and events for the students residing in the residence halls. Tutors are available to all residence students on a drop-in basis. AEP tracks the grades of resident students to be in a position to respond to student needs. New and returning students who receive GPAs below the 2.0 required to remain in campus housing during the Fall semester are mandated to receive tutoring services from AEP staff during the Spring semester. This help is in place to ensure that students are eligible to reapply for housing the following Fall semester. (Applying for campus housing does not guarantee a placement. Housing is extremely limited.)

22. Does your institution have active
 partnerships with K-12 schools? **Yes [X]** **No []**
 pipeline programs with K-12 schools? **Yes [X]** **No []**
If Yes, please describe.

Morgan is partnered with a number of K-12 schools throughout Maryland that serves as internship sites for students majoring in the teacher education programs in the School of Education and Urban Studies. Additionally Morgan has implemented several programs to enhance the student pipeline including, but not limited to, the following projects.

Project Title: Professional Development to Increase Student Achievement in Biology and Algebra through Project-Based Learning at Four-Targeted Baltimore City High Schools.

Project Title: Integrated Mathematics and Biology Professional Development: A Collaborative Partnership between Baltimore City Public Schools and Morgan State University to Enhance the Teaching and Learning of Mathematics and Science

Additionally Morgan directs (or has directed) several externally and internally pipeline programs designed to improve college readiness of students, including:

Center for Excellence in Mathematics and Science Education (CEMSE)

- Professional development activities for mathematics and science teachers (mathematics / science summer institutes for teachers
- Undergraduate / graduate course offerings for teachers

- Instructional technology workshops
- Mathematics and science content and pedagogy workshops
- Annual Mathematics-Science-Engineering Fair for students and teachers
- Teacher Certification (PRAXIS I & II Workshops)
- Monthly Brown Bag Research Seminars for faculty and students
- Annual Mathematics and Science Education Conferences
- Technical assistance in providing profession development in mathematics and science for Morgan's Professional Development Schools Program
- Collaborative grant activity with Morgan's Mathematics Department (BRAIN-STEM) NSF- Mathematics Science Partnership (MSP) Start project
- Partnerships with area schools and school systems (Baltimore City and Baltimore County Public Schools)

Science, Engineering, Mathematics and Aerospace Academy (SEMAA)

Morgan State University's Science, Engineering, Mathematics and Aerospace Academy (SEMAA) serves Kindergarten through 12th-grade students in Anne Arundel, Baltimore, Carroll, Dorchester, Harford, Howard and Prince George's counties. Sponsored and funded by NASA, the MSU SEMAA project is offered as a free, math and science enrichment program through 10 participating schools. The program features carefully designed curricular support materials, aligned to national math and science standards, complete with a series of exciting hands-on, inquiry-based, K-12 STEM curriculum enhancement activities. As part of the project, participating middle and high school students visit Morgan State University to conduct research in the NASA Aerospace Education Laboratory, or AEL, a state-of-the-art, electronically enhanced, computerized classroom, which is also available to local engineering students, pre-service teachers, university faculty, pre-college students, teachers, parents and other community members. SEMAA also features an innovative family involvement component specifically designed to provide parents and other adult family members with the information and support to become active partners in their children's education.

Educational Talent Search (ETS)

Educational Talent Search is a pre-college program funded to serve students in grades 6 through 12, and all persons up to the age of 27 who want to pursue higher education. Participants must be classified as "first generation" and "low income" as required by federally mandated program guidelines. The program's goal is to help students with overcoming barriers to completing school while assisting them in their pursuit of post-secondary educational opportunities. Participants must attend a target school in East Baltimore or live in the target area. In addition to academic year programming and college tours, ETS offers a summer academic academy with a selection of academic and vocational courses, as well as an SAT preparatory course and activities that encourage family involvement.

Upward Bound

Morgan State University's Upward Bound Program is part of a national college preparatory program for high school students. The program is federally funded by the U.S. Department of Education to encourage first generation and low income students to pursue higher education. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education. Established on Morgan's campus in 1972, this historic program currently serves students from high schools and target areas in East and North East Baltimore City. The program offers academic year courses and tutoring, career counseling, family programs, and college tours as well as a summer residential program. The focus of MSU's Upward Bound program is to promote a year-round atmosphere that is supportive of and dedicated to encouraging students' pursuit of higher learning, and maximizing their life opportunities.

Academic Champions of Excellence

Academic Champions of Excellence (ACE) is a pre-college intervention program. It is a structured year-round and multi-year effort which offers rigorous instruction/ activities in mathematics and science. This program is a partnership between Baltimore City Public and Prince George's County Schools, businesses, community organizations, teachers, students, parents, and colleges/ universities.

Baltimore Urban Systemic Initiative

The Baltimore Urban Systemic Initiative (BUSI) is creating a culture of success in the Baltimore City Public Schools. This multi-year, multi-million dollar effort is propelling changes in mathematics and science education, changes that will affect every student, teacher, administrator and school.

Head Start Program

Morgan's Head Start Program serves 224 children and families and is located in the northeast section of Baltimore City. The program is currently housed in, Walter P. Carter Elementary School, Walter P. Carter Recreation Center, and Govans Elementary School.

Project PRIME

Project PRIME is a comprehensive collaborative venture designed to inspire students from the Baltimore City Public Schools to consider a career in teaching. The DeWitt Wallace - Reader's Digest Fund has awarded a \$3 million grant to support the project.

23. Does your institution collaborate with institutions in other segments to strengthen the educational pipeline (i.e., collaborations between two-year and four-year institutions)?
Yes [X] No [] **If Yes, please describe.**

The Connect Program

The Morgan State University's CONNECT Program is an excellent alternative for students who are not eligible for admission to the University as freshman. If a student chooses to participate in the CONNECT Program, he/she must complete a confirmation form and submit payment for a confirmation fee to the Office of Admissions at Morgan State University. The fee secures an MSU Bear Necessity Identification Card for CONNECT students. This ID card allows students utilization of support services on campus such as the library and computer labs as well as attendance at social and athletic events. Participating Community Colleges include:

- Anne Arundel Community College
- Baltimore City Community College
- Community College of Baltimore County (Catonsville)
- Community College of Baltimore County (Dundalk)
- Community College of Baltimore County (Essex)
- College of Southern Maryland
- Harford Community College

- Prince George's Community College

24. Do you have a program on campus to assist the physically disabled with their coursework? **Yes [X]** **No []**
 access to campus? **Yes [X]** **No []**
If yes, please describe.

Disability Support Services

As a critical component of Morgan State University, Student Accessibility Support Services (SASS) is dedicated to assisting students with disabilities accomplish their scholastic and career goals by supporting academic and advocacy skills and by helping to eliminate the physical, technical, and attitudinal barriers that limit opportunities. SASS is committed to providing all services and operating all programs in accordance with Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990 (ADA 1990). In accordance with Section 504 of the Rehabilitation Act of 1973 and The ADA 1990, the University works to accommodate the needs of students with documented disabilities to provide equal access and equal educational opportunities.

25. Does your program address the needs of students over age 25?
 Yes [X] No [] **If Yes, please describe.**

The mission of the Center for Continuing and Professional Studies is to serve the lifelong educational needs of traditional and non-traditional students pursuing undergraduate, graduate, professional and personal growth aspirations. The Center coordinates a broad variety of educational activities and community services for learners from culturally diverse populations from Baltimore City, the State of Maryland, nationally and internationally. Among the Centers programs that focus on students above the age of 25 are the following:

Certificate Programs

In addition to Post-baccalaureate Certificate Programs comprised of graduate courses, the Center administers a number of Certificate Programs where possession of a baccalaureate degree is not a requirement.

Summer Non-Credit Courses

Summer Non-Credit Courses focus is on developing and enriching the lives of the life-long adult learner. The Center offers a number of non-credit courses throughout the year.

Summer Programs

Morgan State University is the premier source for individuals seeking academic and personal enrichment courses year round. Participants in summer programs range in age from 5 years old to older adults. Programs are offered in engineering, education, computer science, chemistry, mathematics, and athletics.

Continuing Education Units (CEUs)

As an accredited academic institution, Morgan State offers Continuing Education Units/Credits (CEUs/CRs) and Professional Development Hours (PDHs) and sponsors activities for CEUs/CRs/PDHs for university departments, organizations in the Baltimore Community, the State of Maryland, and nationwide.

Improved Opportunities for Parents (IOP)

The Center administers the Improved Opportunities for Parents (IOP) Program which is designed to assist individuals who are typically 25 or older, especially parents, in obtaining a bachelor's degree.

The Bernard Osher Scholarship

The Bernard Osher Scholarship provides support to assist non-traditional students between the ages of 25-50 to return to the University after a gap of 5 or more years in order to complete a bachelor's degree.

26. Does your campus have a process in place to report a campus hate crime? (under 20 U.S.C.1092[f])
Yes [X] No [] **If Yes, please describe.**

The Office of Diversity & Equal Employment Opportunity is charged with the day-to-day implementation of the nondiscrimination policies of Morgan State University. The major responsibilities of the Office of Diversity & Equal Employment Opportunity are to educate the University community about affirmative action and equal employment opportunity laws, and to ensure compliance with statutory and regulatory requirements.

27. What resources would be most helpful to you in increasing the cultural diversity of the student body, faculty, and staff on your campus?

Citing the work of The Panel on the Comparability and Competitiveness of Historically Black Institutions in Maryland, the 2009 Maryland State Plan for Postsecondary Education acknowledges that "substantial additional resources are needed to ensure the State's public HBIs with their dual missions are comparable to Maryland's TWIs in their capacity to be competitive with respect to recruiting, retaining, and graduating an academically, racially, culturally, and ethnically diverse student body and attracting and retaining quality faculty able to teach, conduct scholarly activities, and perform services consistent with each institution's mission. As such, the resources that would be most helpful to Morgan in increasing the cultural diversity of the student body, faculty, and staff are found in three Action Recommendations reflected in **Goal 3: Ensure equal opportunity for Maryland's diverse citizenry** of the State Plan namely:

1. The State should provide supplemental funding for initiatives to promote a higher level of academic achievement for all students at public HBIs.
2. The State of Maryland should develop the institutional platform at the public HBIs and identify doctoral programs for targeted development.
3. Accelerate funding for public HBI capital priorities that build institutional capacity related to comparability and competitiveness.

Promoting Cultural Diversity at St. Mary's College of Maryland

The Diversity Plan constructed by St. Mary's College of Maryland is the culmination of a collection of efforts throughout the campus. The ethos is grounded in the mission statement which values "diversity in all its forms" with the goal of "enhancing access, affordability, and diversity." Diversity is a prominent objective in the current strategic plan and remains a prominent thread in the next strategic plan. The centrality of diversity in our shared focus is evident in the wide range of initiatives and programs at the College. The diversity plan contained in this document will organize and display the many efforts on campus, reveal various metrics for assessing progress, and reflect on areas in need of improvement.

The strategic plan has been the central planning document guiding the College and providing a basis for assessment of the efforts toward the promotion of diversity on campus. The following three goals from the strategic plan pinpoint the focus on diversity:

- attract and retain to graduation a diverse student body;
- sustain an environment that embraces diversity in all of its manifestations; and
- attract and retain a diverse faculty and staff.

Taking the lead from the strategic plan, several constituencies on campus have institutionalized diversity efforts. Examples of this are illustrated within residence life diversity programs, curricular diversity requirements, and recruiting techniques to foster a more diverse workplace. Since the efforts are widely distributed across campus, this report will organize the strategies into categories and provide the collected metrics where applicable.

Strategies for recruitment and retention of a diverse student body, faculty, and staff

For years, St. Mary's College of Maryland has had some of the highest retention and graduation rates of minority students among the state's public colleges and universities. Though we are proud of this accomplishment and the success of our students, we do not intend to rest on these accomplishments. The College plans to build upon its record and will work to enhance the success of recruiting and retaining a diverse group of students, faculty, and staff.

Recruiting students with a diverse background

One of the primary benchmarks for diversity is the percentage of minorities relative to the entire student body. St. Mary's College has set 18 percent as the target goal for the percentage of minorities within the entire degree-seeking student body. To sustain the 18 percent strategic objective, the Office of Admissions staff has been tasked with achieving a 20 percent target. This goal has been met in the past few years. This fall (2010) the projected percentage is 23 percent.

The following table shows the results of the strategic plan as it relates to goals of diversity within the full-time matriculated student body and the first-year students.

2005-2010 Strategic Plan:

Priority 2, Tactic 3, Objective 2

<i>Increase to 18 percent the percentage of all [full-time degree-seeking] students drawn from minority groups by FY09.</i>	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
% Minority of all [Full-time Matriculated] Students:	18%	20%	19%	18%	19%

Priority 2, Tactic 3, Objective 1

<i>Increase to 20 percent the percentage of first-year students drawn from minority groups by 2009, with particular focus on Latino/a students.</i>	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
% Minority of First Year Students:	22%	22%	20%	19%	19%

St. Mary’s mission to promote access to underrepresented students includes recruiting and retaining students from all racial and ethnic groups and being sensitive to the needs of first-generation college students and those from diverse socio-economic circumstances. The following efforts help us achieve these goals:

- Our Office of Admissions staff strategically visits most public high schools in Maryland in an effort to meet with a diverse group of potential applicants.
- Off-campus receptions are often held within the communities of potential students, and transportation assistance to St. Mary’s College is available to high school students with limited financial resources.
- St. Mary’s partners with college-access programs such as the CollegeBound Foundation in Baltimore, the Southern Maryland College Access Network, and a variety of middle school and high school programs (e.g., GEAR UP, Fairlead Academy) that serve underprivileged students.
- Members of the College’s Black Student Union (BSU) and Raíces Hispanas work with the Office of Admissions to assist with minority student recruitment through programs such as the minority student sleepover and the BSU Scholarship of Excellence.
- DeSousa-Brent scholars have assisted with recruiting as part of a recent service project and effort to bolster recruitment of Latino and Latina students. These scholars served as college success ambassadors to students at the Latin American Youth Center.

Strengthening Retention and Graduation

St. Mary’s College measures its performance toward supporting the success of underrepresented groups on campus by its retention and graduation rates. In 2004 as a part of the strategic plan, a target rate was set to retain at least 90 percent of first- to second-year minority students and the six-year graduation rate was to be maintained at 54

percent. St. Mary's College has achieved some of the highest retention and graduation rates of any Maryland public college or university. These statistics are routinely monitored to separate the minority group into its distinct subgroups. African-American and Latino/Latina students are the primary populations and exhibit similar trends as the overall group.

The following table shows the results of the strategic plan as it relates to goals of diversity in retention and graduation rates amongst minority students.

**2005-2010 Strategic Plan:
Priority 2, Tactic 3, Objective 3**

<i>Increase first-year to second-year retention [of minority students] to 90 percent by FY09.</i>	F04 – F05	F05 – F06	F06 – F07	F07 – F08	F07 – F08
% Second-year Retention of [Minority] Students:	83%	88%	82%	83%	95%

Priority 2, Tactic 3, Objective 4

<i>Between 2005 and 2009, the 6-year graduation rate for all minorities will be maintained.</i>	F99 – S05	F00 – S06	F01 – S07	F02 – S08	F03 – S09	F04 – S10
Six-year Graduation Rate for All Minorities:	54%	72%	67%	52%	76%	<i>Unavailable to date</i>

Recognizing that the minority groups on campus have different needs, St. Mary's College has taken a multi-modal approach to its strategies of supporting this goal of maximizing retention and successful graduation rates.

Campus clubs and organizations help support the intellectual and social growth of students once they matriculate at St. Mary's. Several student-run campus organizations focus on the needs of traditionally underrepresented students. Among these organizations are the Black Student Union, Sister-to-Sister, Omicron Delta Kappa, Raíces Hispanas, and the Cultural Relations Investigation and Action Committee (a Student Government Association-approved standing committee that explores issues regarding campus climate and race relations). Beginning in 2008-09, the Intercultural Council is composed of representatives from multicultural student groups to explore issues regarding campus climate and race relations.

The College's **Multicultural Achievement Peer Program (MAPP)** helps students connect with faculty, staff, and other students who are historically underrepresented in higher education. This organization strives to enhance the success of entering multicultural students with their transition to college life by providing the guidance of students who have successfully completed more than one year of college.

St. Mary's College has incorporated **diversity objectives in the academic experience** through the development of scholar programs, areas of study, and the Core Curriculum. The DeSousa-Brent Scholars Program was originally named College 101 but because of its success, it was further institutionalized through its designation as a scholars program. The DeSousa-Brent Scholars Program is a cohort program with first-year

seminar targeting at-risk students with the understanding that students who participate are more likely to be successful in the first year and to return for their second year. The Math and Computer Science Department developed the Emerging Scholars Program, a seminar approach to teaching calculus designed to improve the experience of students needing greater preparation for that difficult course. Our Psychology Department requires its majors to demonstrate, through several options approved by its Diversity Committee, that they have an understanding of the contributions of diversity and multiculturalism to the understanding of psychology. Various majors (Asian Studies) and minors (African and African Diaspora Studies, Women, Gender, and Sexuality Studies) offer leadership in the study and campus contributions toward the understanding of diversity. The Core Curriculum implemented in the fall of 2008 has been developed with a component titled “Experiencing the Liberal Arts in the World” with a fundamental goal of reflecting on cultural diversity through study abroad or experiential learning opportunities.

External partnerships: St. Mary’s College partners with the University of Maryland - College Park to support three to five students a year as McNair Fellows, disadvantaged students who want to pursue a Ph.D. These students have received a stipend to do summer research, are mentored through the application process to graduate school, and are supported in a variety of other ways to help them attain their goals. St. Mary’s College has also facilitated Study Circles, a national program that is locally sponsored by St. Mary’s College, St. Mary’s County Public Schools and the St. Mary’s County Human Relations Commission, with the purpose of promoting discussion among community members about shared concerns, experiences and suggestions on race relations.

The College’s Department of **Institutional Research and Reporting** regularly monitors student attitudes toward race relations by administering the National Survey of Student Engagement and the Beginning College Survey of Student Engagement. Results are shared campus-wide and discussed in various venues.

St. Mary’s College promotes diversity through campus programming including celebrations of African-American Heritage Month, Hispanic Student Week, Asian Student Week, and International Week to promote study abroad and welcome our inbound exchange students. One of the most popular events on campus is the annual World Carnival, which, among other things, celebrates diversity through world music and dance , plus the distribution of information at booths.. There are a variety of annual lectures promoted on campus to expand the College community’s understanding of diversity. The College supports the Carter G. Woodson Lecture that focuses on race relations in higher education, the annual James Early Lecture which focuses on race relations, and the Omicron Delta Kappa Diversity Series. The annual Martin Luther King, Jr. Prayer Breakfast brings together members of the campus and surrounding community to honor this civil rights leader and the causes that he championed.

Improving Diversity of Faculty and Staff

St. Mary's College believes students should encounter a faculty and staff as diverse as the general population. The College has set a goal within the Department of Budget Management report, "Managing for Results" (MFR), to increase the diversity of faculty and professional staff four percent from the 2004 baseline.

Management for Results (MFR) as reported to the Maryland Department of Budget Management

<i>Target goal of executive-managerial staff and faculty: Increase each category 4 percent from the 2004 values</i>	Fall 2004		Fall 2006	Fall 2007	Fall 2008	Fall 2009
Percent minority full-time/tenure track faculty	18%		15%	16%	13%	16%
Percent minority full-time executive/managerial	7%		9%	7%	8%	8%
Percent African-American full-time/tenure track faculty	7%		6%	5%	4%	4%
Percent African-American full-time executive/managerial	5%		7%	4%	8%	6%

To this end, St. Mary's College has concentrated its efforts in the following ways:

- Our affirmative action officer has produced and distributed campus-wide the College's Affirmative Action Guidelines.
- Our affirmative action officer is available to assist with searches and acts as a resource to search committees.
- An overarching goal of the College's hiring processes is that all job searches should be conducted in a manner that is fair to all applicants.

The College utilizes national publications such as *The Chronicle of Higher Education* and HigherEducation.com to develop the widest candidate pool possible. In addition, some search committees have placed ads in journals and newsletters having a predominantly minority readership (e.g., *Psych Discourse*, *Hispanic Outlook*, and *The Journal of Blacks in Higher Education*). All advertisements, announcements, and letters soliciting applications include a brief statement of the College's policies on non-discrimination and the statement that "St. Mary's College is an affirmative action/equal opportunity employer." All applicants for faculty and professional staff positions are sent an acknowledgement letter and an Affirmative Action Data Form requesting information on sex, racial/ethnic identification, disability, and veteran status. Summary data are monitored in an effort to assure that a diverse group of applicants is obtained.

The St. Mary's web site includes an Affirmative Action and Equal Employment Opportunity page. Also included is a Minority Business Enterprise page that contains

information for minority businesses that wish to pursue opportunities with the College and the State of Maryland.

During the coming year, 2010-2011, the College will publish a monthly newsletter that will address diversity issues on campus and in the larger community. The Office of Human Resources at St. Mary's College of Maryland continues to host a three-day statewide Affirmative Action / Equal Employment Opportunity workshop. The Office of Residence Life has worked diligently to recruit a diverse student staff to provide the necessary first contact support in the residence halls. The Office of Residence Life has furthered their commitment to diversity by focusing specific professional positions on supporting multicultural initiatives and the unique needs of international students. Through all of these efforts St. Mary's hopes to achieve and support a fairly obtained workforce that is representative of Maryland's diverse community.

Assessment, plans, and progress

With recruitment and retention embedded in the strategic plan, assessment is a regular part of our institutional culture and the College regularly evaluates the performance towards attaining these goals through the submission to the Maryland Higher Education Commission and the Maryland Department of Budget Management's report, "Managing For Results." The metrics set for the plan's goals are easily accessed and as they are finalized, various groups on campus utilize the results to evaluate initiatives and make the appropriate changes. Annually, the results of the progress made in the strategic plan are presented to the St. Mary's College Board of Trustees. There are various campus organizations deeply engaged in working toward achieving the goals. The Office of Admissions, the Strategic Planning Committee, and the Dean of Students all provide analysis and guidance toward attaining the goals. For instance, as the Dean of Admissions and Financial Aid understands that affordability is one of the chief obstacles to access and diversity, he has pushed to increase the support for need-based scholarships for families with an estimated family contribution of \$10,000 or less. The student-organized Programs Board recognizes that engagement out of the classroom is an essential student success factor and the campus culture makes campus club formation exceedingly easy. However, over time, as clubs have formed redundancy has occurred. The Programs Board has recognized this issue and instituted an ad-hoc group to coordinate the multi-cultural programs to promote broader attendance and a more planned approach.

The benchmarks for the recruitment and retention of minority students found in the strategic plan have been met. However, with the current economic climate there is some concern that the affordability of college will be an issue in the immediate future. Moving forward, the College will need to be particularly attentive to the trends in the distribution of minority groups, socio-economic characteristics, and other retention risks.

St. Mary's College affirms the importance of hiring and retaining African-American faculty and executive/managerial staff. Over the past five years, we have increased our faculty count by 22 but have not kept pace with the successful hiring of

minorities at a comparable rate. Recent efforts in the faculty have stressed the importance of recruiting a diverse pool of candidates and also publicizing searches to prospective minority candidates. Our overall number of faculty and staff is small, with one staff member constituting the two percent change in executive/managerial staff. However, we continue to promote the hiring of minority candidates through our Equal Employment Officer and Affirmative Action Office and the continuation of an increasingly welcoming work environment.

Campus-based response to hate crimes consistent with the Clery Act.

St. Mary's College is conscious of creating a welcoming environment for all members of the community. If there are issues that arise we have committed to addressing them promptly in compliance with the Clery Act. If a student engages in acts of intolerance that violate the student code of conduct, an incident report is filed, then an investigation occurs; if applicable, the student judicial process is enacted, and sanctions are levied that are defined by the student code of conduct. If a violation of state or federal law has occurred, our Public Safety Office works with local investigative authorities and the appropriate judicial process takes place. Public Safety complies with the Clery Act requirements in describing the reporting process and the need for a timely notification of an incident. Crime statistics are distributed by e-mail and are posted on the College's web site.

Conclusion

St. Mary's College has been committed to the pursuit of a diverse campus climate very much aligned to the concepts of the toleration that was part of the original Maryland colonists. We celebrate our success but recognize ensuring that underrepresented students have access to the St. Mary's College liberal arts experience poses challenges in the College's need-based financial aid structure. With the economic climate and recent poor performance of the College Foundation's endowment, need is great and the ability to meet the need more difficult.