

MONTGOMERY COLLEGE CULTURAL DIVERSITY REPORT

Our College Roadmap for Ensuring and Sustaining Diversity and Inclusive Excellence



ANNUAL PROGRESS REPORT

JULY 2020



A handwritten signature in black ink, reading "DeRionne Pollard", written over a horizontal line.

Dr. DeRionne P. Pollard
President

A handwritten signature in black ink, reading "Gloria Aparicio Blackwell", written over a horizontal line.

Ms. Gloria Aparicio Blackwell
Chair, Board of Trustees

MONTGOMERY COLLEGE
ANNUAL PROGRESS REPORT ON PROGRAMS
OF THE CULTURAL DIVERSITY PLAN

June 2020

As required by §11-406 of the Education Article, this document is the Montgomery College (MC) annual progress report for its programs related to cultural diversity. Prepared by the Office of Equity and Inclusion, this report summarizes institutional progress toward implementing Montgomery College's Diversity Plan -*Our College Roadmap for Ensuring and Sustaining Diversity and Inclusive Excellence*¹. The Plan is a multi-year action plan that the College is implementing over a period of seven fiscal years 2014 through 2020. Following Maryland Higher Education Commission (MHEC) requirements for the 2019-2020 fiscal year, the Montgomery College (MC) annual progress report focuses on the following five areas.

- a. A summary of the institutions's plan to improve cultural diversity as required by Education Article §11-406.**
- b. A description of efforts to increase the numerical representation of traditionally underrepresented groups among (1) students, (2) administrative staff, and (3) faculty.**
- c. A description of efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus.**
- d. Describe one strategy that has proven successful in increasing diversity of faculty and staff and provide the evidence that demonstrates its success**
- e. A statement regarding the campus process for the reporting of hate-based crimes consistent with federal requirements.**

Introduction

Montgomery College is committed to providing a wide array of diversity, equity, and inclusion-related activities and development programs for its students and employees. The College values continuous learning, professional growth, and high performance and has made it a priority to identify and implement best practices. These best practices have become institutional cornerstones for achieving diversity, inclusion, and institutional excellence.

Section a. A summary of the institution's plan to improve cultural diversity as required by Education Article §11-406.

This is the last year of our 7-year diversity plan and it outlines our efforts for improving cultural diversity for its students, staff, and faculty. In accordance with the College's values of *Excellence, Integrity, Innovation, Equity, Inclusion, Stewardship, and Sustainability*, we continue

¹ The College's Plan is its second multi-year diversity action plan covering fiscal years 2014 through 2020 (the first plan covered fiscal years 2009–2012).

to evaluate our progress using the Plan as the guidepost by which the College measures its success.

By integrating the values of diversity and inclusion into the College's operational, tactical, and strategic plans, the College demonstrates its institutional commitment and can assess its progress, evaluate success, and plan for the future. Equity and inclusion are imbedded in each area of emphasis in the MC 2025 Strategic Plan.

The College provides educational and academic programs that are designed to develop cultural competence among its students and employees, including required participation by employees in at least one multicultural professional development activity, which is evaluated in annual performance reviews. As we wrap up the last year of the current plan, the Office of Equity and Inclusion will launch its new Equity and Inclusion Roadmap 2020-2025 in July 2020.

The President's Advisory Committee on Equity and Inclusion (PACEI) was established in November 2017 for a two-year term to help create an inclusive, civil, and respectful community that achieves equity for all Montgomery College students, employees, and business partners. The committee, which meets monthly, consists of a diverse, multi-generational and multicultural group of faculty, staff, and administrators who represent all facets of the college community. PACEI members served on one of the following nine (9) sub-committees: Student Experience and Campus Culture; Business Practices and Procurement; Disability Inclusion; Faculty, Teaching, and Curriculum; Human Resources/Recruiting, Hiring, Retention, Succession Planning; Nationwide Peer Institution Best Practices/Assessment and Evaluation/Resources; Reports and Communication; Training, Dialogue, Events, and Celebrations; and Workforce Development and Community Engagement. The PACEI 2020-2022 committee commenced April 2020.

Continued emphasis on diversity and improvement in the College's work has been highlighted in FY20, under the leadership of Sharon Bland, Chief Equity and Inclusion Officer, who led the College's first annual Equity Summit, the theme of which was "From Awareness to Action: Embracing Equity and Inclusion at Montgomery College." The Summit was followed up by an 8-part Equity and Inclusion Dialogue Series through the 2019-2020 academic year.

Section b. A description of efforts to increase the numerical representation of traditionally underrepresented groups among (1) students, (2) administrative staff, and (3) faculty.

This section of the report details initiatives designed to recruit and retain traditionally underrepresented students, staff, and faculty. Below is information related to collegewide and program-specific initiatives.

1. Students

Recruiting

To recruit students we participate in college recruitment events such as Raptors Rising, MC Information Sessions, Parent Nights, Scholarship Breakfast, Health Fair, and other events. To retain students we utilize intrusive academic advising, provide tutoring in mathematics, English, reading, social sciences, humanities, and introductory science courses. We track student progress and communicate with students frequently. This year we embarked on a new initiative to address

food insecurity with an external partner, Nourish Now, that provides access to fresh fruits, vegetables, and meats.

Combat2College Program

As part of our ongoing retention initiatives for student veterans, Combat2College staff have taken an intrusive approach to student retention. Combat2College collaborated with Counseling and Advising to utilize the Starfish Advising Network. Through this network, staff can generate direct referrals for student veterans who require additional assistance with navigating the College or those who are experiencing academic difficulties and are in need of an intervention. Staff review midterm grades of Veterans Administration (VA) education beneficiaries and provide appropriate referrals for students in need of academic interventions or referrals to resources that can assist with personal hardships. In the months leading up to the start of a semester, staff review files of VA beneficiaries and contacts students who have not completed their VA certification paperwork or registered for the upcoming semester. Appropriate assistance is provided, as needed. To create a welcoming and safe environment to this vulnerable population, staff provide weekly wellness and stress management opportunities for students. This includes exclusive, veteran only times in our fitness centers, and trauma sensitive yoga.

Recruiters conduct outreach at the county tier 1 schools (which serve large percentages of Free and Reduced Meal Service, African American, and Latinx students). Recruiters also participated in Twitter chat and Facebook live sessions in March 2020 (in both English and Spanish) and participated in the MCPS forum (video recorded) in Spanish for 11th and 12 grade students on May 13, 2020. In March 2020, recruiters attended the Bilingual College Fair and developed a plan for Hispanic student outreach for implementation in fall 2020.

The College has highlighted opportunities for DREAM Act applicants by including links to College DREAM Act information in email outreach campaigns. Recruiters attended two college fairs, the Ethnic Youth Minority College Fair in October 2019, and the HBCU College Fair in January 2020 to reach out to these underrepresented populations.

Through the Financial Aid/TRiO Educational Opportunity Center (in addition to individual high school and community financial aid workshops), the College hosted its 19th FAFSA Fever event in November 2019. This event is targeted to low-income families in the state. The Financial Aid Office also held Financial Aid Awareness Week in February 2020 and hosted sessions in February 2019 with the Maryland Higher Education Commission's Office of Student Financial Aid to assist low-income students in the completion of the Guaranteed Access Grant and Promise Scholarship applications.

The TRiO Educational Opportunity Center focuses on low-income and underrepresented populations in higher education. The Center staff conduct workshops and provide individual assistance with GED preparation, college admission applications, and financial aid applications. The Student Support Services TRiO staff is culturally diverse and speak multiple languages to serve the diverse student population. Many of their clients are returning students. TRiO EOC also offered several Zoom workshops in April/May 2020 regarding WDCE Outreach, scholarships and grants opportunities, and FAFSA eligibility.

Additionally, Montgomery College has had several heroes during the current COVID-19 pandemic. Our faculty have been tremendously caring advocates for their students, particularly the most vulnerable ones. As they advocate for student needs, more than 1,600 requests came in for laptops, software, smart devices, and food and rent assistance. A team of people in the Office of Advancement and Community Engagement processed these requests day and night. More than 1,200 awards have been processed to date totaling more than \$500,000. These funds have helped students who are homeless or who formally suffered from substance abuse and addiction. This team went out of its way to provide outreach. For example, one employee made a special effort to personally meet with a student prior to the stay-at-home order to provide the individual financial support for rent expenses so the individual could leave their current residence and a domestic violence situation. Our faculty and staff are there for our students and the pandemic has shown the lengths to which they will go to help those in crisis.

2. Staff/Faculty

The Office of Human Resources and Strategic Talent Management conducted its annual internal assessment and proactively implemented an Affirmative Action Plan (AAP) to ensure accessibility related to the College's employment opportunities. The 2019 AAP² report indicates that minorities are employed at a rate of 53.9% and are represented in 91% of 81 departments. Women are employed at a rate of 58.9% percent and are represented in 93% of all departments. Between 4/1/2019 and 3/31/2020, the College filled 163 budgeted positions. Of the 163, 69% were from traditionally underrepresented groups and 62% were women.

The Fall 2019 demographic data for employees is as follows: there were 3,768 employees, of whom 50.4% were employed on a part-time basis. Of the total number of employees, 46% were White, 29% were Black, 14% were Asian, 10% were Hispanic, and 1% was categorized as "foreign, unknown, or multi-race" for federal government reporting purposes. Ensuring objectivity and fairness throughout the College's recruitment process is essential to attracting and retaining qualified talent. The College has robust policies and procedures governing the hiring process, which reinforce the College's commitment to increasing the numerical representation of underrepresented groups. Additionally, in order to ensure the integrity of the search process, there are systems in place for reporting related concerns. Hiring managers are trained in all facets of interviewing and selection, as well as being educated regarding employment laws and best practices for attracting and retaining diverse talent. Over the past year, we have added a training component to our recruitment process aimed at raising awareness of unconscious bias. Every effort is made to have diverse search and interview committees, consisting of individuals with different backgrounds, perspectives, and experiences. The Office of Human Resources and Strategic Talent Management (HRSTM), in collaboration with the Office of Equity and Inclusion, is working to incorporate a Search Advocate Program into recruitment and hiring in order to enhance the equity, validity, and diversity of the process. This program will include comprehensive training on strategies to increase equity and inclusion and to avoid bias. The College continues its targeted recruitment efforts by updating marketing and advertising materials with organizations and/or publications that may prove helpful in attracting diverse groups. The College routinely uses the latest technology to support its efforts, including various forms of social media designed to target specific audiences. We monitor recruitments on an ongoing basis to ensure that we are attracting a diverse applicant pool. Additionally, applicant

² The 2018 AAP data covers the period from October 1, 2017 through the date of this report.

tracking demographic metrics have been enhanced and are reported on a quarterly basis. This allows us to identify where additional outreach efforts are needed. For the time period of April 1, 2019 through March 31, 2020, of the applicants that self-disclosed, 70% were from a traditionally underrepresented group. The percentage of applicants self-disclosing as female was 58%.

Section c. A description of efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus.

1. Students

Non-Curricular Activities

For the 2019-2020 academic year, International & Multicultural Center's Global Connections Program hosted ten co-curricular and cultural events. On September 23, 2019, during African Heritage Month, Global Connections hosted an Ethiopian Coffee Ceremony and Ethiopian New Year Observance with a traditional Ethiopian Coffee ceremony at our Takoma Park/Silver Spring Campus that featured social entrepreneur Mr. Tebabu Assefa, owner of Blessed Coffee. The Ethiopian Students Association, TP/SS Facilities department staff, and Dr. Clemmie Solomon participated in the ceremony. Students were shown how to build community by participating in this century's old, ancient tradition.

On February 27, 2020, students, faculty, staff, and the community coordinated to highlight and showcase cultures at the first annual MC Africa & Diaspora Heritage Festival. Attendees learned about various Afro-Descendants cultures in the following countries—Nigeria, Ghana, Ethiopia, Kenya, Uganda, Guinea, Jamaica, Haiti, the USA, Gambia, and Tanzania through elaborate, interactive exhibits, artwork, food, and performances. MCTV broadcasted the event live on the MC Facebook page. There were approximately 200 attendees at the festival.

<https://www.montgomerycollege.edu/counseling-and-advising/international-and-multicultural-student-services.html>

The College's Asian-Pacific Heritage Month Kick-off Celebration was held *virtually* on Tuesday, April 28, 2020. MC students, faculty, and staff showcased their countries of origin to the College. Attendees "traveled" with Global Connections to eight different Asian countries: China/Taiwan, India, Bangladesh, Vietnam, Nepal, Korea, Pakistan, and Sri Lanka:

<https://www.montgomerycollege.edu/events/asian-pacific-heritage/index.html>

The Office of Student Life, the Latin Dance Club, the K-Pop Club, the African Dance Club, the History Club, the Muslim Student Association, and the Library sponsored Globe Fest for International Education Week on November 18-22, 2019. Globe Fest provided Montgomery College students with an authentic representation of different cultures by providing music, K-Pop, Bachata, and African dance, international trivia games, and information regarding the history of different cultures. Performers provided the artistic cultural experience. Food from all continents was present for students to taste. The movie *They Named Me Malala* was shown and a discussion held. Census information was also provided.

The Germantown Campus Office of Student Life sponsored several Black History Month activities for Montgomery College students. On February 12 & 18, 2020, Words, Beats & Life provided the history and contributions made by African Americans to hip hop culture. Hands on

workshops were provided in beat production, Djing, graffiti, and hip-hop dancing. On February 20, 2020 students were taken to the National Museum of African American History and Culture (NMAAHC). Students toured the exhibits and were fascinated with what they learned. Students were provided lunch from Sweet Home Café, the museum eatery that has traditional African American cuisine.

On February 21, 2020, Student Life and the Student Senate Activities Board sponsored a Poetry Coffee House for students to participate and display artwork, slam poetry/poems, music, essays and more. On February 28, 2020, the movie *Harriet*, about American abolitionist and political activist Harriet Tubman, was shown to students, faculty, and staff. Students also had the opportunity to sign-up for a Service-Learning project to clean-up the Underground Railroad and participate in a hiking tour. The Black History Month Trivia Night on February 28, 2020 was sponsored by the Germantown Student Senate.

On November 19, 2019, Korafest, an annual event, was attended by over 300 students. Korafest explores and celebrates the diversity of the Korean culture through cuisine, music, dance, artifact displays, fashion, and traditional games.

Getting to Know Your Muslim Neighbor-November 20, 2019 (approx. 100 student participants): Hosted by the Muslim Student Association Club, this event provided educational and engaging activities related to Islam. The event featured Arabic cuisine, learning the Arabic language, Henna artwork, traditional music, dance, and the history of the hijab.

Hosted by the Christian United for Israel Club on November 22, 2019, an “Understanding Israel” event, attended by 25 students, provided student attendees with information about Israel that focused on cultural games, desserts, and photos.

On December 4, 2019, approximately 50 students attended the second annual PRIDE+ Queer Prom, which is an event for students who identify as LGBTQIA and allies that provides a relived high school prom experience. The prom featured queer artists, trivia games, food, dancing, and other fun. National Coming Out Day programming was held October 10 and 11, 2019 with over 200 participants. Student Life’s Service-Learning Program collaborated with the PRIDE+ Club to host two days of button making and resource tabling to support the visibility and inclusion of gender and sexual minorities at Montgomery College.

On November 16, 2019, in observance of Native American Heritage Month, Student Life Rockville and Germantown offices chaperoned students to the 45th Annual Baltimore American Indian Center in Timonium, MD. Students experienced a live Pow Wow, traditional music, dance, and food. Before one of the traditional dances, Native Americans asked for volunteers and a few students participated. Students also learned about tribes, traditional clothing, face paint, and a host of other activities. This experience expanded students’ knowledge of Native Americans, debunked myths, and offered them first-hand experiences.

MC Votes programming kicked off in September 2019 and is ongoing. MC Votes is a working group of faculty, staff, and students convened by the Service-Learning Program to encourage voter education and engagement at Montgomery College. MC Votes aims to support

MC's civic and academic mission, engage politically diverse students and employees, and provide information to students, employees, and community members to support increased voter engagement at levels that inform and empower our diverse community to engage politically. Programming with over 300 students included movie screenings of *The Future is Young*, *Black, Brown and Lit*, and *Women Who Made America*, a Know Your Civic Power workshop, and a program about Voter Suppression.

The Office of Student Life and the Multicultural & Diversity Committee held a "Lunch and Learn" on October 2, 2019: Commemorating Hispanic Heritage Month, there was an open panel discussion about the historical presence of the Latino community, lasting influence and contributions to the U.S., and the exploration of the influence of the African Diaspora in Latin America. The panel was comprised of two MC students, Dr. Karl Smith, and Mr. Celestino Barrera, member of the DC Afro-Latino Caucus.

The Office of Student Life and the Student Senate hosted the World Hijab Day event, on February 3, 2020, to commemorate National Hijab Day, while promoting unity in diversity. There was an exclusive screening of the short YouTube film, *Muslim Girls Get Real about the Hijab*, Hijab wrapping tutorial, refreshments, as well as giveaways.

The Office of Student Life, MC African & Diaspora Heritage Committee and Global Connections hosted the First Annual MC Africa & Diaspora Heritage Festival at the Takoma Park/Silver Spring Campus, on February 27, 2020. Similar to the Multicultural Fair, the goal of the festival was to showcase the beautiful diversity and cultures of people of African descent. These included cultures from Continental Africa, USA, Caribbean, the Creole, Afro-Latin, Afro-European, and other cultures. The festival featured country exhibits, talent, fashion, guest speakers, food, and fun.

The Muslim Student Association hosted a Virtual Halaqa (gathering), on April 14, 2020, with the focus on Staying Positive in Times of Hardship, with guest speaker Sheikh Khalid Omer (Religious Figure). After Montgomery College was shut down due to the pandemic, and classes were moved online, many people experienced a lack of motivation and anxiety.

Curricular Activities

The Montgomery College Nursing Program philosophy expresses commitment to cultural, social, and ethnic diversity. It states:

- "All individuals are viewed holistically as having physical, emotional, intellectual, socio-cultural and spiritual needs." ([Nursing Student Handbook](#))
- "Nursing Education is designed to prepare a diverse student body to provide safe and competent care to a variety of populations in a multi-cultural community with an increasingly global perspective."

The curriculum contains competencies relating to diversity, which are reflected in the Clinical Evaluation Tool completed weekly by students in the clinical setting, as well as the final clinical evaluation tool. These competencies are:

- Apply knowledge of cultural factors that affect nursing care.
- Respect the healthcare beliefs and practices of a diverse patient population.

Each course contains at least one course outcome with associated topic outcomes relating to the development of competence in caring for a culturally, ethnically, and socially diverse patient population.

Each semester, the Art Department hosts an Artist in Residence, a program that augments the studio arts curriculum by providing students with direct experience in the arts that is guided by visiting artists. The fall 2019 Artist In Residence, Stephanie Mercedes, worked to transcend violence through her art. She used weapons confiscated and deactivated by the DC police, melted down the metal, and transformed them into musical installations and instruments. In her artist talk in Germantown, she explained how violence against the LGBTQ and Latinx communities, including the Orlando Pulse shooting, influenced her to begin melting down weapons to create artwork. At MC, Stephanie Mercedes worked with art students to melt down bullet casings to create school bells, a project that was designed to give students a voice in a crisis that has largely affected them—school shootings.

As part of the fall 2019 Athenaeum program, artist Michelle Angela Ortiz presented a talk titled *Amplifying Community Voices: Public Art and Social Change*. The artist's socially engaged art practice offered meaningful connections for many of our classes in the Art Department. Ortiz is a visual artist, skilled muralist, and community arts educator who used her art as a vehicle to represent people and communities whose histories are often lost or co-opted. Through painting, printmaking, and community arts practices, she created a safe space for dialogue around some of the most profound issues communities and individuals may face, including issues of immigration, social inequalities, and human rights, to promote multiculturalism.

In an ENGL 102 class, one instructor assigned a “Community” unit in which students conducted interviews to learn about the interviewee’s experience as a member of a racial, ethnic, or cultural group. In the same unit, students explored and defined terms such as culture, race, ethnicity, diversity, identity, inclusion, belonging, otherness, first generation, discrimination, bigotry, and acceptance in order to create a common understanding of the terms. Their final project, which was either a podcast or written product, referred to these terms. In another unit in the same class, the instructor explored the issue of “Civics,” in which student groups created a PowerPoint to define and provided real-life examples of rules of civility. The presentations showcased images along with quote from different ethnic, racial, or cultural figures espousing the rules.

In the Chemical and Biological Sciences department, within microbiology there are end of the term presentations on various microbes/diseases. Students are strongly encouraged to present on microbes/diseases that are important to them. Since we have so many international students, we routinely have students present about diseases that they have encountered in their countries of origin. We routinely discuss how different areas of the world are affected by infectious diseases based on their ability to access things like clean water or air conditioning (which helps keep mosquitoes inactive in houses at night). There are also discussions of how different cultural behaviors can limit or increase the spread of disease. Such discussions resulted in a presentation on SARS and COVID-19 and how countries that had encountered SARS or MERS view wearing masks as a socially correct thing to do, where in the US and Europe there is much more resistance to wearing masks in this current COVID-19 outbreak. These discussions are one of the

reasons that the College strongly encourages our students to present on international diseases. When discussing typhoid, there was a long discussion about personal rights to freedom (and spreading typhoid) versus the public's right to keep this person separated from healthy individuals. We were discussing Mary Mallon (aka Typhoid Mary in New York City) and her quarantine from the public after she infected numerous individuals.

Non-Credit Students

Noncredit programs provide easily accessible student engagement opportunities that serve our diverse communities for their immediate learning and career aspirations, as well as providing a connection to degree programs for continued studies. Many noncredit students continue their studies in degree programs after achieving their early success in noncredit programs. A recent study by the Office of Institutional Research shows that over a given two-year period there are approximately 3,900 instances of a Montgomery College student taking a noncredit course prior to taking a credit course. Noncredit experiences significantly contribute to the rich diversity of our student body.

Program examples:

- The Refugee Training Center programs serve newly arriving immigrants through language skill development, acculturation of community norms, career development, and independent living skills.
- The GED preparation program offered at the Montgomery County Correctional Facility and the Pre-Release Center provide basic educational skills development for individuals while they are incarcerated. Upon graduation with the GED diploma, these students receive scholarships to attend Montgomery College.
- Our Lifelong Learning Institute provides lifelong educational enrichment opportunities for our community members 50 years of age and beyond. More than 10% of the college credit and noncredit students are in this age group.
- Our youth programs provide educational enrichment activities and allow for early college campus visits and awareness building of the opportunities awaiting them beyond high school.
- In general, our working adult population (average age is 35-36) benefits from a rich array of career enhancement, learning, and certification earning possibilities. These adult students bring the richness of our communities into the College settings while building their individual capacity for lifelong community, workforce, and economic development opportunities in their own communities.

2. Staff and Faculty: Cultural Training

Over the course of the past academic year, PACEI members participated in a variety of trainings on topics, such as Speak Up, Speak Out, Unconscious Bias, Racial Equity, Intersectionality, Cultural Communications, and Interrupting Micro-Aggressions.

Montgomery College's Office of E-Learning, Innovation, and Teaching Excellence (ELITE) is dedicated to providing professional development diversity programs to both faculty and staff. In addition to creating and providing its own diversity programs, ELITE partners with other units

and departments to form rich collaborations in diversity awareness for staff and faculty. Below are a few examples from the inventory of events:

Creating an Inclusive Classroom: This event featured panelists who offer strategies to help create an inclusive classroom for specific student demographics. The panelists spoke to how creating an inclusive environment affects student outcomes. The specific student demographics discussed were: Muslim students, female students, and students whose first language is not English. Outcomes for attendees were being able to demonstrate knowledge of how to create an inclusive classroom for at least two student demographics and articulating how creating an inclusive environment affects student performance.

Creating Radically Inclusive Course Materials with Universal Design: Universal Design is an approach to designing course materials and content to honor different learning styles and benefit students with disabilities. Universal Design benefits all students with its flexibility. In this training, participants had the opportunity to learn how to create accessible course content that can be used by all students, including students with disabilities. Outcomes for attendees were being able to apply the principle of universal design for course design in digital format; identify the potential useability and accessibility issues for students in the course development process; and utilize the simple techniques to create accessible digital course content such as course syllabus, PowerPoint presentations, and multimedia files.

Supporting Success for our iGen students: Student success is the driving theme of our service at MC. Faculty have stepped up to meet the unique needs of millennials. Now, iGen students are also in our classrooms. Outcomes for attendees included being able to identify distinct characteristics of millennials and iGens; apply characteristics to specific teaching practices; and strategize department initiatives that synchronize with changing student demographics.

Safe Zone Training: Gain new understanding of gender, gender identity, gender expression, and the diverse range of sexual and affectional orientations. Acquire resources and referral information and practice communication skills for classroom or office discussions or unexpected disclosure. Foster a welcoming academic environment for students who are lesbian, gay, bisexual, transgender, or questioning their identity. LGBTQ students often feel unsafe at school, resulting in reduced attendance to avoid risk, bullying, or bias. Empower students to cope with ignorance or discrimination, build community among peers, and focus on their studies.

Student Mental Health Concerns and How to Respond: Mental health disorders have been on the rise for years. Individuals with these issues are on community college campuses and many are not getting treatment because of stigma, financial concerns, or just not being able to recognize what they're experiencing is a mental health disorder. This session discussed how to recognize students who may be struggling with their mental health, how to respond appropriately, and how to refer them for additional support.

Supporting Students on the Autism Spectrum: Beyond the Basics: Through interactive exercises and case scenarios, the presenter went beyond the definition and characteristics of autism by offering insights on how autism impacts social and communication skills and how behaviors can

easily be misinterpreted in the classroom. The presenter discussed interventions and specific strategies to improve academic experiences.

Section d. A description of the one strategy that has proven most successful in increasing the diversity of faculty and staff on the campus, and what evidence demonstrates its success.

The Office of Advancement and Community Engagement has influenced changes in our hiring practices, particularly for community engagement. While we cannot hire by race or gender, we can hire an individual based on experience with working with specific underserved communities. There is evidence that the diversity of the community engagement staff has expanded. Whereas there were no males prior to last year, we now have a male staffer of Ethiopian descent working with the underserved Ethiopian population alongside a female staffer of Ethiopian descent. We also now have a staff member of Asian descent, where previously we had none. Our remaining staff is Latinx and serving primarily our Hispanic communities and partner organizations. So the evidence of success is that a slight change in how we look at hiring, based on experience with certain communities, has allowed us to hire a more diverse staff without violating HR regulations of hiring based on race or gender. We still have work to do to hire staff that can work in the community with American-born black males, which remains our slowest progressing community towards increased student completion.

The Senior Vice President for Academic Affairs has worked directly with the Vice Presidents/Provosts and deans to ensure that all faculty searches are active and transparent. Job postings are reviewed by his office to check that qualifications for faculty members are academically sound and open to encourage recent graduates to apply by emphasizing currency and expertise over experience. The Academic Affairs division has implemented the minority faculty internship program, which provides a one-year assignment to a diverse candidate in a program of graduate studies leading to a master's or doctor's degree in the discipline(s). Interns are recruited from regional colleges and universities. In addition, the SVP for Academic Affairs has advocated for the College to implement the Search Advocate program to advise faculty searches in supporting diverse hiring practices. Academic Affairs has assigned 2 faculty members to lead this initiative with academic departments, and the SVP meets regularly with these faculty members to discuss active faculty searches and strategies to ensure a diverse pool of qualified candidates.

Section e. A statement regarding the campus process for the reporting of hate-based crimes consistent with federal requirements.

This section contains information concerning the process for reporting hate-based crimes, consistent with federal requirements as defined under Title 10, Subtitle 3 of the Criminal Law Article and consistent with 20 USC §1092(f) known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (“the Clery Act”).

“All students and employees are encouraged to report if they are the victim of a crime, observe a crime in progress, or believe a crime may be in progress. If a life-threatening emergency is taking place, call **9-1-1** first, then call the Office of Public Safety and Emergency Management at the appropriate campus. Officers are required to record any crime information reported to them and do not have authority to maintain complete confidentiality. However, special consideration is given to complainants and victims who prefer to remain anonymous. Personal

identifying information will not be published and only shared with College officials on a need-to-know basis.”³

All hate-based crimes reported to Public Safety staff, typically via telephone, in-person, walk-up, or by written correspondence will be assessed to determine if a Timely Warning or advisory needs to be issued. The report is then forwarded to appropriate personnel such as the Dean(s) of Student Affairs, Title IX Coordinator, Director of Employee and Labor Relations, and/or Chief Equity and Inclusion Officer. External Law Enforcement will be notified of the report and coordinate an investigation if deemed appropriate. The report will be recorded and retained by Public Safety and resulting statistics will be printed in the College’s Annual Security Report.

The College’s commitment to compliance with these federal requirements is reinforced by several College policies, including College Policy 31002–Hate/Violence Activity and its corresponding College Procedure, 31002CP–Hate/Violence Activity. Adoption of policies and implementation of corresponding procedures is a collaborative effort, involving input from the college offices of General Counsel; Planning and Policy; Public Safety; Compliance, Risk, and Ethics; and Human Resources and Strategic Talent Management, under the leadership of the Office of the President. Policies are reviewed and adopted by the Board of Trustees and implemented through corresponding procedures, which are adopted by the President.

Montgomery College has taken several actions to ensure compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, as amended by the Higher Education Opportunity Act (HEOA), and all implementing regulations issued by the U.S. Department of Education (34 CFR Part 668.46). The College’s Annual Security Report is prepared and distributed by the Office of Public Safety and Emergency Management based on crimes reported to its staff, as well as crimes reported to campus officials designated as Campus Security Authorities under the Clery act, and crimes reported to local law enforcement authorities. By October 1 of each year, the College’s report is posted online with a link at the College’s homepage and is made available to each member of the College community via email communication. The Office of Compliance, Risk, and Ethics routinely monitors the College’s efforts to fulfill the requirements of the law.

In addition, articles, trends, and safety tips are regularly publicized through College media, public service announcements, student newspapers, and targeted messages on radio and television. Crime prevention programs, including reporting procedures and related materials, are made available to students, staff, and faculty by the College’s Office of Public Safety and Emergency Management. For example, such information is delivered at both new-student and new-hire orientations, as well as being made available through student resource and compliance fairs. In summary, the College’s strategy for information dissemination concerning processes and procedures for hate-based crime reporting is multifaceted and designed to provide critical information to various audiences using several methods, and employing available technology.

³ Montgomery College Annual Security Report, January 1–December 31, 2019 prepared by the Office of Public Safety and Emergency Management

