Report on Institutional Programs of Cultural Diversity

Education Articles §11-406 and §10-211
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Executive Summary: 2025 Report on Institutional Programs of Cultural Diversity

Maryland Education Article §11-406 requires that all Maryland public postsecondary institutions create, implement, and report on a plan for cultural diversity. Maryland statute further requires that all public colleges and universities submit an annual progress report, approved by the governing board and submitted on its behalf, detailing the implementation of the plan to the Maryland Higher Education Commission (MHEC). MHEC is responsible for ensuring that institutions remain compliant with the diversity goals of the State Plan.

Maryland Education Article §10-211 requires that all state-aided independent institutions submit to the Maryland Independent Colleges and Universities Association (MICUA) an annual report detailing institutional programs designed to promote diversity within the institution.

Institutional plans detailed a variety of strategies used for promoting cultural diversity among both students and faculty. Plans also described targeted goals and strategies to attract diverse students through focused recruitment and outreach, coupled with essential financial and academic support. This included expanding recruitment channels to reach historically underrepresented groups, implementing inclusive hiring practices, and requiring diversity training for search committees. To ensure a more inclusive work environment, most institutions also mandated staff training on topics such as implicit bias and culturally responsive pedagogy. Many institutions committed to continually updating plans and revising policies to ensure inclusivity and belonging among students and faculty. Finally, institutions described a few different processes for reporting campus-based hate crimes, consistent with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act and Maryland law.

The reports show that institutions of higher education across the State remain committed to advancing cultural diversity on campus. As shown by the cultural diversity plans and progress reports submitted to MHEC in 2025, many institutions have successfully designed and implemented strategies to cultivate inclusive campus environments, providing essential support for students and faculty members from all backgrounds.

Introduction

Maryland Education Article §11-406 requires that all Maryland public postsecondary institutions develop and implement a plan for a program of cultural diversity. Cultural diversity plans must be approved by the governing body of each institution on or before July 1 of each year. Statute further requires that the governing boards of all public colleges and universities submit an annual progress report detailing the implementation of the plan to the Maryland Higher Education Commission (MHEC) no later than September 1 of each year. MHEC also requires public institutions to submit a copy of the diversity plans under which they operated during the reporting period.

Maryland Education Article §10-211 requires that all state-aided independent institutions submit to the Maryland Independent Colleges and Universities Association (MICUA) an annual report detailing institutional programs designed to promote diversity within the institution.

MHEC is responsible for ensuring that institutions remain compliant with state law, and is required to submit an annual report, in accordance with §2-1257 of the State Government Article, to the General Assembly on the extent to which institutions of higher education are in compliance with the diversity goals of the State Plan for Higher Education.

The following report summarizes cultural diversity plans and progress reports submitted to MHEC in 2025. As is clear from institutional plans and progress reports (included in the Appendix), institutions in Maryland share a common commitment to promoting cultural diversity on campuses.

Report

Public institutions
In 2025 all 29 public institutions in Maryland submitted materials pursuant to Education Articles §11-406[1].

For public institutions, cultural diversity plans must include the following[2]:

1. A description of the way the institution addresses cultural diversity among its student, faculty, and staff populations;

2. A description of how the institution plans to enhance cultural diversity, if improvement is needed;

3. A process for reporting campus–based hate crimes, as defined under Title 10, Subtitle 3 of the Criminal Law Article and consistent with federal requirements under 20 U.S.C. 1092(f), known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act[3]; and

4. A summary of any resources, including State grants, needed by the institution to effectively recruit and retain a culturally diverse student body. Education Article §11-406 further requires that institutions have their plans reviewed and approved by their governing boards July 1 each year[4].

State-aided Independent Institutions
Pursuant §10-211 the 13 state-aided independent institutions are to submit a report on programs designed to promote and enhance cultural diversity on their campuses to the Maryland Independent College and University Association by July 1 of each year. The Association is then required to submit a report on those programs' status to the Maryland Higher Education Commission on or before September 1. The report submitted to the Commission should include an analysis of the best practices used by the independent institutions of higher education to promote and enhance cultural diversity on their campuses.

Summary of Cultural Diversity Plans

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[1] In 2025, 14 public institutions submitted by the September 1 deadline. 15 institution submitted after the September 1 deadline but before September 30.
[2] Of the 29 public institutions required to submit cultural diversity plans, over 50% (n=15) did not submit plans as required by statute. Of those that did submit plans, nearly 30% (n=4) did not get plans approved by the July 1 deadline.
[3] Of those public institutions that did submit cultural diversity plans, around 14% (n=2) did not describe policies for reporting campus-based hate crimes.

[4] A review of the public institutions' submissions shows that the majority of campuses continue to operate under multi-year plans and provide annual updates to their governing board.

The following summary includes the reports submitted by the 29 public colleges and universities as well as the state-aided independent institutions.

Institutional plans detailed a variety of strategies used for promoting cultural diversity among both students and faculty. For example, many emphasized a commitment to improving college access and outcomes such as retention and graduation for students from underrepresented groups. Plans also detailed targeted goals and strategies to attract diverse students through focused recruitment and outreach, coupled with essential financial and academic support. As for faculty-centered diversity strategies, common recruitment efforts included expanding recruitment channels to reach historically underrepresented groups, implementing inclusive hiring practices, and requiring diversity training for search committees. To ensure a more inclusive work environment, most institutions also mandated staff training on topics such as implicit bias and culturally responsive pedagogy.

Many institutions committed to continually updating plans and revising policies to ensure inclusivity and belonging among students and faculty. A central theme was the development of robust accountability systems, which include conducting climate studies and using disaggregated data by relevant identity factors (such as gender, ability, and socioeconomic status, in addition to demographics) to inform planning and measure progress.

Finally, institutions described a few different processes for reporting campus-based hate crimes, consistent with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act and Maryland law. Most institutions direct students to report incidents to the campus police department, office of public safety, and/or designated security authorities (e.g., faculty, deans, advisors). A few colleges also provide an anonymous reporting platform.

Summary of Progress Reports on the Implementation of Cultural Diversity Plans

All 29 Maryland public institutions submitted progress reports on the implementation of cultural diversity plans. The Maryland Independent Colleges and University Association (MICUA) also submitted a progress report on behalf of the Maryland state-aided independent institutions. Reports generally focused on data-driven decision-making, holistic student support and barrier reduction, and culturally responsive pedagogy and workforce development.

A common theme among institutions was the use of data-driven initiatives to assess and promote cultural diversity. Many reported administering or developing campus climate and/or belonging surveys to students and staff to measure the effectiveness of their efforts. Several also described using enrollment data and key student success metrics like retention to monitor and improve programming.

Institutions also described a variety of efforts designed to support students holistically and reduce barriers to college access and achievement. For example, many reported providing financial and academic support to students in need; some of these supports included free laptops and/or textbooks, specialized financial aid support, and access to food pantries or food lockers. Several institutions also reported providing wraparound services such as intrusive advising, mental health support, and disability services.

Finally, many institutions described efforts to foster more culturally responsive classrooms and work environments. Some common initiatives tied to this goal included training faculty in culturally responsive pedagogy and digital accessibility; regularly reviewing curriculum and course content to ensure it is inclusive and meets campus diversity standards/goals; recruiting diverse staff through strategic advertising at HBCUs and HSIs; and providing mandatory anti-bias training to search committees.

Conclusion

Institutions of higher education across the State remain committed to advancing cultural diversity on campus. As shown by the cultural diversity plans and progress reports submitted to MHEC in 2025, many institutions have successfully designed and implemented strategies to cultivate inclusive campus environments, providing essential support for students and faculty members from all backgrounds.

ANNE ARUNDEL COMMUNITY COLLEGE

Equity, Diversity and Inclusion Plan 2018 - 2027

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

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

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

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

Performance Indicators/Outcomes:

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

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

Strategy 1.1: Assess campus climate.

Action 1.1.1: Conduct a college climate study and identify issues of concern/gaps related to diversity.
>>Division: President's Office
>>Facilitator: Chief Diversity Officer (CDO)
>>Baseline: 2018-2019
>>Target: **2019-2020. Identify key recommendations to actualize and include in strategic plan.**

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

Action 1.1.2: Serve as an ombudsman for staff and students by serving as a resource, and repository, for campus interactions that may impede/ interfere with the commitment to equity, diversity and inclusion.
>>Division: President's Office
>>Facilitator: Chief Diversity Officer
>>Baseline: 2018
>>Target: 2019. Implement IOA standards for ombuds service.

Action 1.1.3: Compile an annual report on the state of diversity on campus, and distribute to the college leadership and the Board of Trustees.
>>Division: President's Office
>>Facilitator: Chief Diversity Officer
>>Baseline: 2018
>>Target: **2018-2027. MHEC Annual Report submitted in September a copy of the report is provided to President and Vice Presidents.**

Action 1.1.3: Compile data on the state of diversity on campus, and create dashboard with appropriate KPI's to monitor equity and diversity progress.
>>Divisions: Learning
>>Facilitator: PRIA, AVP
>>Baseline: 2019-2020
>>Target: **2020. Appropriate data points need to be identified for students, and**

workforce.

Action 1.1.4: Provide professional development opportunities related to diversity to support attainment of a climate that fully embraces inclusion so that all employees recognize, value, and effectively manage differences and assist in the creation of a mutually respectful, inclusive, and equitable community.

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

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

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

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

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

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

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

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

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

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

Action 1.2.3: Assess and ensure the accessibility of facilities at all AACC locations.
Division: Learning Resources Management
Facilitator: Vice President, Learning Resources Management and Vice President, Learner Support Services
Baseline: 2018-2020
Target: **2020-2022. An ADA accessibility audit is required in order for the campus to address what is required by law and what is available to upgrade with additional funding.**

> **A review in Spring 2018, revealed the three gender neutral/handicap accessible bathrooms were not easily accessible for use. At least one bathroom is located in the office of the Athletic Director, which becomes unavailable if AD is utilizing his office. One bathroom is located in Health Services, which requires anyone who enters the office to sign in and out. Transgender students find this obtrusive and uncomfortable to use regularly. Health Professions identified a dressing room in the gymnasium to be rekeyed with a lock for single use.**
>
> **Requests in 2018 and 2019 for automatic doors to be installed in several campus restrooms and widening of doorways for wheelchair accessibility where evaluated and supported where possible.**

Action 1.2.4: Determine if transportation problems present a barrier to college recruitment and retention and address transportation issues.
Division: All
Facilitator: All
Baseline: 2007
Target: **2020-2027. Communication continue with external transit agencies on transportation barriers and options. The CDO is in discussion with local authorities and other institutions regarding opportunities for increased access to public transportation. Transportation is a boondoggle in the county as the community is not conducive or receptive to additional route lines in their neighborhoods; some areas are not accessible due to structural constraints for public transportation. Ride sharing is unaffordable for many students and workers at the college.**

Action 1.2.5: Create and publish a Diversity Events Calendar for AACC.
Division: Presidents Office/IDEAL
Facilitator: Chief Diversity Officer
Baseline: 2018
Target: **2018-2021. The events calendar is posted on the AACC website. Events in support of diverse cultures and activities are incorporated into the college's existing events calendars and news releases. Target social media outlets, to advertise events as well as sending information to the appropriate community groups through email list.**

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

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

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

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

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

    <u>Action 2.1.1:</u> Establish leadership roles for the president and administrators of the college in prioritizing a college culture and climate that welcome and support diversity.
        Division: President's Office
        Facilitator: President
        Baseline: 2014
        Target: **2018. The second chief diversity officer was hired to fulfill this role.**

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

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

    <u>Action 2.2.1:</u> Develop and implement a strategic equity, diversity and Inclusion plan.

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

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

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

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

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

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

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

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

    <u>Action 3.2.1</u>: Identify measurable outcomes to assess effectiveness of initiatives/strategies aimed at closing the "equity gap."
        Division: Learning
        Facilitator: Vice President, Learning
        Baseline: 2015
        Target: **2018-2027. Monitoring continues. Several high enrollment, low success courses have seen the gap close or shrink. Model Course continues to focus on creating equitable learning environments for students and supporting faculty to learn skills to support differentiated student learning.**

    <u>Action 3.2.2</u>: Train faculty in pedagogical theories and practices that support the learning of diverse populations.
        Division: Learning
        Facilitator: Vice President, Learning
        Baseline: 2018
        Target: **2019-2022. Culturally Responsive Teaching and Learning was introduced in 2018 to the Model Course cohort with mixed results. CRT continues into the 2019 cohort using stabilizing activities and focused outcomes to support faculty and assistant deans developing course outcomes.**

    <u>Action 3.2.3</u>: Implement equity strategies in first year experience program to support the success of diverse student populations, including transitional and at-risk (developmental and minority) students.
        Division: Learning
        Facilitator: Vice President, Learning
        Baseline: 2018
        Target: **2019. ACA 100 uses equity minded practices that includes activities and learning opportunities reflective of diverse populations and cultures.**

    <u>Action 3.2.4</u>: Develop a Hispanic/Latino Outreach program
        Division: Learner Support Services
        Facilitator: Dean, Admissions
        Baseline: 2018
        Target: **2019. The College has employed an admission representative specifically focused on increasing our outreach to the Hispanic/Latino population.**

    <u>Action 3.2.5</u>: Develop and monitor outreach programs for international students as needed.
        Division: Learner Support Services

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

PERFORMANCE INDICATOR 4: College wide emphasis on equity.

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

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

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

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

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

Action 4.2.1: Provide seminars, workshops, and other forms of development to help integrate equity in courses, job functions and programs.
Division: Learning
Facilitator: CDO, Curriculum Transformation Project and Center for Faculty and Staff Development, Director
Baseline: 2018
Target: **2018-2027. Equity resource team was created to support and assist**

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

Action 4.2.2: Present at educational events, programs, and activities that reinforces the College as a leader in equity, diversity and inclusion in Maryland and nationwide.
> Division: President Office
> Facilitator: President and Chief Diversity Officer
> Baseline: 2018
> Target: **2018-2026. Presentations at local and national events.**

Action 4.2.3: Develop internal and external collaborations and partnerships to extend diversity to the broader community.
> Division: President and Continuing Education and Workforce Development
> Facilitator: CDO and CEWD, Dean
> Baseline: 2018
> Target: **2018-2027. Implement a diversity, equity and inclusion (EDI) certification program for external community partners. Implement EDI micro credentialing for faculty, staff and students.**

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

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

Action 5.1.1: Review applicant pools using HR systems for diversity, which includes veteran and disability applicants. Collaborate with Human Resources to increase job announcements and recruitment opportunities to access this population.
> Division: Learning Resources Management and CDO
> Facilitator: Executive Director HR and CDO
> Baseline: 2018
> Target: **2019-2020. Job descriptions are reviewed by the CDO prior to posting. All positions are reviewed by the CDO during the recruitment and hiring process. A new hiring manual, which includes using an equity lens and reducing bias, was created. Pilot implementation began in 2018, with full rollout in 2019.**

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

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

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

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

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

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

ADDENDUM 1: Reporting of Campus-based Hate Crimes

In 2018, the Maryland Higher Education Commission required every college to report on bias/hate crimes in the annual diversity report due in September. With respect to bias/hate crimes, the college must report offenses, and any other crime involving bodily injury reported to local police agencies or to a campus security authority, that manifests evidence that the victim was intentionally selected because of the victim's actual or perceived race, gender, religion, sexual orientation, ethnicity/national origin, or disability.

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

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

Addendum 2: Chief Diversity Officer Responsibilities and Duties

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

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

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

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

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

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

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

Values: Community and Relationships; Opportunity; Positivity; Innovation and Creativity; Equity and Inclusion

The Anne Arundel Community College Board of Trustees embraces and promotes antiracism, diversity, equity, inclusion, and accessibility and fosters, cultivates, and sustains antiracism, diversity, equity, inclusion, and accessibility (DEIAA) in its activities, admissions, community involvement, curriculum, employment, policies, and programs. This AACC board of trustees' DEIAA policy applies to all students, faculty, and staff, including temporary employees, contractual employees, and student employees.

Progress Report on Implementation of Cultural Diversity Plan

PERFORMANCE INDICATOR 1: Create and sustain a college culture and climate that welcomes and supports diversity.
During FY25, AACC's Office of Inclusion, Diversity, Equity, Access, and Leadership (IDEAL Office) completed the vendor identification for a sense of belonging survey that will be implemented in the fall 2025 semester. The survey will be administered to faculty, staff, and students in the campus community. The IDEAL Office offered baseline professional development opportunities for faculty and staff to learn about diversity, equity, and inclusion, unconscious bias, and strategies to create a culture of belonging at the institution. Additional professional development opportunities were offered by faculty and staff with expertise in academic affairs, accessibility, student support services, and equitable practice.

AACC is utilizing a cross-divisional team comprised of faculty, administrators, technologists, and staff to meet the Web Content Accessibility Guidelines 2.1 standards for web and mobile content, recognizing that digital accessibility is essential to ensuring equity and inclusion.

PERFORMANCE INDICATOR 2: Create and maintain robust accountability systems for equity, diversity and inclusion and methods to support them.
The college developed a new strategic plan (AACC Forward 2030) during FY25. The plan was approved by the Board of Trustees in June 2025 and centers Achieving the Dream Foundation's Community Vibrancy Framework to promote accountability for intentional outreach, affordable access, momentum toward academic and career goals, upward mobility, and supporting the vibrancy of Anne Arundel County and its surrounding communities.

PERFORMANCE INDICATOR 3: Enhance and promote a welcoming environment for underrepresented and diverse students through recruitment, retention, and support programs.
The college continues to utilize strategies that support recruitment, retention, completion, and social and economic mobility for a broadly diverse student body. In FY25, Admissions staff offered information sessions

throughout Anne Arundel County; several sessions were intentionally designed to support the needs of multilingual populations by offering live language translation. A cross-divisional team of employees persisted in its work toward developing a language access plan for the institution. The Division of Learning continues to facilitate inclusive andragogical practice through its Model Course faculty learning community and curriculum review processes. Staff in the Division of Learner Support Services delivered culturally relevant advising services and student development programming to enhance recruitment and retention, including Futuro Latinx (in coordination with Anne Arundel County Public Schools) and the Black Male Institute.

AACC's Office of Planning, Research, and Institutional Assessment (PRIA) continuously monitors opportunity/equity gaps and monitors data for first-generation, international, and other minoritized segments of the student population. Faculty in the Division of Learning initiated the next wave of course and section-level data analysis and action planning for continuous performance improvement.

PERFORMANCE INDICATOR 4: College wide emphasis on equity.
In addition to the previously noted activities, the college's Educational Policies and Curriculum (EPC) committee designed a framework for the review of diversity courses and programs and will begin reviewing current diversity courses and approving new courses in the fall 2025 semester. EPC also reviews narratives documenting inclusive content and andragogical practice in all current and newly proposed courses, certificates, and academic programs. The Office of Transfer, Articulation, and Career Alignment focuses its work on minimizing credit loss in transfer and increasing the number of approved transfer and articulation pathways for AACC students and graduates.

The IDEAL Office is committed to expanding external community partnerships by sponsoring events and enhancing opportunities for students. In early 2025, the CDEIO forged a relationship with the Anne Arundel County Office of Equity and Human Rights' $1.3 million Shepard Byrd Hate Crimes/Bias Prevention Grant that resulted in the implementation of a two-day community forum in March 2025 that provided training to state and local law enforcement officers and Anne Arundel County residents. This relationship also resulted in opportunities for new student internship and service learning placements and professional learning with the Maryland Commission on Civil Rights and the Anne Arundel County Office of Equity and Human Rights.

PERFORMANCE INDICATOR 5: Recruit, retain, and support the success of a diverse employee population.
AACC's CDEIO and Chief Compliance and Fair Practices Officer (CCFPO) work cooperatively with Human Resources staff to address barriers to recruitment and retention and to support equitable and inclusive recruitment strategies. The college's Human Resources staff is strategic in its efforts to advertise employment opportunities to a wide variety of outlets (e.g., Historically Black Colleges and Universities, Hispanic Serving Institutions, and diverse professional associations) to attract a richly diverse talent pool. Search committees for all positions in the institution receive training focused on understanding factors associated with inclusive recruitment strategies, bias in recruitment processes, and tips for mitigating bias in the review of applicant materials and in the interview process. The CCFPO completes an annual Affirmative Action Plan (AAP) whose data are used to identify goals for all job groups. The IDEAL Office sustains its commitment to offering workshops for the college community about equity and inclusion to support the success of a richly diverse college community.

The college also ensures that its benefits packages are inclusive, covering domestic partners and gender-affirming care. AACC also offers competitive salaries and transparent pay scales to attract diverse talent to the institution.

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Allegany College of Maryland

PLAN FOR PROGRAM OF CULTURAL DIVERSITY
ANNUAL REPORT / ACADEMIC YEAR 2024-2025

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This report satisfies the Maryland Higher Education Commission requirements as issued on 5/14/25.

PROGRESS REPORT: ALLEGANY COLLEGE OF MARYLAND'S 2023-2024 PLAN/REPORT (2page limit)

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

All of the strategies noted in this section last year have continued during the 2024-2025 year with these additions, changes, or exceptions.

- The College's Non-Discrimination Statement was updated in February 2025.

  Allegany College of Maryland does not discriminate on the basis of federally protected classes of race, color, national origin, religion, sex, age, disability, and veteran/military status in matters affecting employment or in providing access to programs and activities. Allegany College of Maryland recognizes and complies with additional protections for employees and/or pursuant to state law.

- Multiple policies include the NDS, so they were also updated and approved by the Board of Trustees on 05/12/25. Those policies are Non-Discrimination, Title IX, ADA/504, and First Amendment Religious Freedom.

- Title IX policy and procedures were updated twice during FY25; first, new regulations were issued by the Department of Education with an implementation deadline of 8/1/24 – which ACM met. Next, per both court order and federal directives, the 2020 regulations were reinstated in January 2025 – which ACM met within days.

- For reasons related to institutional operations or lack of student interest, the following groups became inactive this year: Aspiring Young Mentors, NAACP Club, and DEIJ Committee.

- Student Affairs hosted "Family Dinners" as part of its unit goal to increase student belonging across campus and to connect students with faculty/staff who have been certified in Mental Health First Aid; all students were invited to the monthly catered meals which included fun educational activities designed to build community and to promote campus resources such as mental health supports. Any student could attend with higher average attendance by students who live on campus and by student-athletes; several students attended every event.

- New Hazing Policy approved by the Board of Trustees on 5/12/25; this policy is mandated by federal law, applies across the College, but has specific relevance for sports teams and student clubs where hazing is more likely to occur.

As always, Allegany College of Maryland hosted, sponsored, or co-sponsored programs and events this year. Notable examples include International Holocaust Remembrance Day, Veterans Day Honor and Recognition Ceremony, Choose Civility Days, Coastal Promise Humanitarian Simulation (ie., response scenarios for national and international emergencies such as disaster, conflict), and various observances.

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

In compliance with federal directives still being litigated in the courts, the College has eliminated as a stand-alone goal in its Educational Master Plan "Support DEIJ efforts and endeavors in ISA areas". Where initiatives have been completed, they have been recorded; where initiatives can apply across the entire institution and to any student, they have been shifted to other Educational Master Plan goals.

- Examples of the latter include: Academic Access & Disability Resources staff will pursue collaborative interactions with student services directors, ACM testing center personnel and other accommodation providers in order to ensure consistency in the provision of accommodations across campuses and other educational sites; engage the college community to define and document all current aspects of the ACM Culture of Care (ie., mental health network); increase the number and frequency of contacts with high school, homeschools students, non-traditional public/private schools, cyber, charter, and at-risk students.

Work on a possible new Educational Master Plan is pending.

Similarly, the College has removed DEIJ as a priority in its Strategic Plan. This priority was informed by recommendations from the DEIJ Committee; however, those recommendations were addressed individually by documenting works in progress or completed, shifting initiatives that can be universally applied to other appropriate priorities, tasking the responsible official/unit to continue any work necessary as part of their ongoing job function, or deleting recommendations for operational and/or compliance reasons

- Examples of strategies still in progress or completed are: Developing a plan for leadership based on the recommendations from EAB using survey results; all-student surveys; offering trainings and service opportunities to students, and community partnerships.
- Examples of universally applied initiatives are: returning the success/persistence gap to pre-Covid numbers, improvement of *all* general education learning outcomes (GELO), reviewing individual courses for *operational* barriers to student success and engagement, and Community and Civic Engagement Committee.
- Examples of designated work necessary to an official/unit are: Title IX Brightspace module for student athletes (pending) and professional development/training including annual Professional Development Day which is an ISA-created opportunity for any employee to showcase their content expertise in four "tracks" (assessment, learning college, technology, and work-life balance) with all employees required to attend the opening/plenary session and at least 2 other sessions of their choosing.
- Examples of withdrawn recommendations are: creating a designated DEIJ officer position; implementing the plan created by the DEIJ Committee; suspending the DEIJ Committee webpage, student award, and employee award; and *mandatory* training for leadership positions.

C. Describe the process for reporting campus-based hate crimes.
The process detailed in the 2023-2024 report remained in effect.

D. Summarize any resources needed by the institution to effectively recruit and retain a culturally diverse student body.
Allegany College of Maryland will continue its recruitment/retention strategies for all students and respond to student needs (including but not limited to resources, services, clubs, and activities) as they develop or are identified by students or employees. Funding all institutional functions via state budget allocation, local budget allocation, and affordable tuition (+ scholarships) remains essential.

Baltimore City Community College (BCCC) is an open-admissions college committed to serving a diverse community in Baltimore City. Diversity is the College's commitment to "recognize, accept, appreciate, and support individual differences and lifestyles." BCCC is committed to fostering an inclusive environment where individuals from all backgrounds feel valued, respected, and empowered to contribute their unique perspectives. Cultural diversity enhances educational experience by encouraging critical thinking, broadening worldviews, and preparing students to thrive.

Through intentional programs and partnerships, we strive to create a campus culture where diversity is embraced as a vital asset in shaping ethical leaders, innovative thinkers, and compassionate citizens. Diversity plays a central role in the College's efforts to achieve its mission and to serve Baltimore City. BCCC is a public, urban, comprehensive, degree-granting community college with one campus, one location and several instructional sites throughout the City of Baltimore.

The College currently offers 34 degree and 19 certificate programs, as well as a range of non-credit course offerings, including high school diplomas, Adult Basic Education, English as a Second Language and refugee/asylee services. BCCC disproportionately serves more low-income students and students of color than many of its two- and four-year peer institutions in Maryland. BCCC's percentage of minority student enrollment has always exceeded the corresponding percentage in its service area; 95.2% of fall 2023 credit students and 88.6% of FY 2023 continuing education students were minorities compared to 71.0% of the City's population age 15 or over (*2024 Performance Accountability Report for Baltimore City Community College).*

<u>**Section 1: Summary**</u>

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

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

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

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

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

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

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

Section II: Description of the Way Cultural Diversity Is Enhanced Through Instruction And Training of the Student Body, Faculty, And Staff At the Institution.

Student Impact

Laptops – To promote students' academic success and access to technology, laptops were provided to students upon request. By offering free laptops, the College helps to ensure that all students, regardless of background, have equal access to online learning platforms, research tools, and communication resources.

Zero-Cost Textbooks – To ensure all students regardless of socioeconomic status have access to required course materials, in 2024-2025 the College offered "free" textbooks to eligible students. Providing free textbooks to eligible students at an urban institution like BCCC directly contributes to cultural diversity and inclusion by ensuring equitable access for all students to learn and thrive.

Increasing Access for GED Students – In 2024-2025 the Adult Basic Education/GED department established and expanded partnerships with various Community-Based Organizations, with target dates of September 1, January 1, and April 1 to network and build relationships to offer additional services at community sites throughout the City of Baltimore. Timeframes have proven to be critical recruitment and outreach periods for Community-Based Organizations. Technology provides onsite placement assessments to reach more learners within various organizations. Laptop computers and mobile hotspot devices aid in providing technology during scheduled class hours in environments that do not have suitable educational technology, within these emerging populations.

The **Adult Basic Education (ABE) and English Language Service (ELS)** programs offer free classes in-person and online in a variety of locations throughout Baltimore City. Every 10 – 12 weeks new classes begin, which provides prospective students the opportunity to test and prepare for classes quickly and start sooner. Student Orientation occurs every 3rd Wednesday of each month providing prospective students with the opportunity to acclimate with their unique learning style, assimilate to the classroom environment, and become empowered to use various forms of technology.

In 2024-2025, ABE, ELS, and Workforce Development (WD) held seven (7) sections of Integrated English Literacy and Civics Education Training (IELCE/IET) which integrated English speaking or Adult Basic Education instruction with a WD career pathway. Thirty-two (32) ESL and forty-six (46) students participated in Certified Nursing Assistant (CNA), Community Healthcare Worker, and Childcare training

The ELS department continues to serve a population of students throughout the region, consisting of over 95% ethnic minority students that have traditionally been under-represented in higher education. ELS students represent over 20 countries and speak more than 29 languages. The ELS department assist

students on their path to self-sufficiency by providing English as a Second Language (ESL) classes, citizenship courses for Green Card holders, civics and conversation classes for older refugees, and ESL courses specific for refugees and asylees. To support the ELS and ESL Students, the College's Test Center began offering the ESL Accuplacer in 2023. This assessment evaluates English language learners' comprehension in language usage, reading skills, sentence meaning and writing. The administration of ESL Accuplacer allows English Language Learners to be properly assessed to ensure their placement into the appropriate courses that align with their current skill set.

In 2024-2025, CASA de Maryland partnered with the College and offered English as Second Language courses with a workforce training sequence. Three (3) cohorts of Certified Nursing Assistant (CNA) trainees have completed their training and been certified. The first cohort began in July 2023 and finished with thirteen (13) certified CNA/GNA students. The second cohort began in September 2023 with eleven (11) students that completed and were certified in April. A third CNA cohort began in January 2024 with eight (8) students that completed, and all are pending certification.

In 2024-2025, BCCC's English Language Services department continued to partner with the College's International Student Services staff ensuring the full implementation of the current ESL program as a full-time academic pathway with the Federal SEVIS system. The program has been approved by the Maryland Higher Education Commission (MHEC). With these key items in place, BCCC has experienced an increase in international student enrollments for the 2024-2025 school year and anticipates this will continue.

Disability Support Services Center – The Disability Support Services Center (DSSC) plays a critical role in advancing the College's mission of equity, inclusion, and cultural diversity. By ensuring that students with disabilities have equal access to academic programs, campus resources, and learning opportunities, the office helps create a more inclusive and supportive educational environment. Disability intersects with all identities—race, ethnicity, language, socioeconomic status, and more. DSSC facilitates comprehensive training sessions for faculty and staff. These sessions provide guidance on comprehensive practices, accommodations, and the shared responsibility of promoting a welcoming environment for students with disabilities. In 2024-2025, DSSC launched a "Disability is Diverse" campaign, amplifying the relationship of disabilities with race, culture, language, gender, and socioeconomic backgrounds. This campaign was implemented to empower students to embrace their differences and know support is available.

Testing Center - The Testing Center serves students from a wide range of cultural, linguistic, and educational backgrounds. They strive to create a testing environment that is respectful, accessible, and supportive for all. In 2024-2025, the Testing Center administering 347 English Second Language (ESL) Accuplacer exams to 295 students. By providing the ESL ACCUPLACER, the college creates a more inclusive learning environment that recognizes the diverse linguistic backgrounds of their students. This test helps reduce barriers to entry, promotes retention, and accelerates progress toward degree completion and career readiness.

In 2024-2025, approximately 528 GED subject tests were administered to 305 individuals. The administration of the GED examination allows individuals without a traditional high school diploma to complete an assessment to demonstrate that they have equivalent knowledge as high school graduates. The GED program particularly benefits adult learners, immigrants, and individuals from historically underserved communities, many of whom face systemic barriers to education.

Providing test accommodations is a vital component of BCCC's commitment to diversity, equity, and inclusion. By recognizing and addressing the varied needs of students with disabilities, language barriers, or other learning differences, the College ensures that all individuals have equitable access to academic

assessments. During the current academic year, 185 BCCC course exams were administered to 114 students with testing accommodations. Testing accommodations remove barriers students may experience without equitable accommodations.

Early College and Access Programs - The Early College programs create paths to opportunity for traditionally marginalized populations, advancing readiness for post-secondary education for first generation college students. The primary barriers to college access are ameliorated through partnerships that eliminate or reduce costs for families. Our diverse approach delivers content to students at their home school sites, online, and at multiple BCCC sites throughout Baltimore City. In 2024-2025, the office conducted information and outreach sessions leading to the recruitment of 10 additional high schools, including public, private, community, and charter schools. School demographics include all-girl, high percentages of English as a Second Language (ESL) students, as well as high percentages of students from low-income communities.

The College and Baltimore City Public School System (BCPSS) are collaborating on developmental coursework to support the Blueprint for Maryland's Future, with a focus on Pillar 3, College and Career Readiness (CCR). Academic Affairs and the Early College Access office are working with BCPSS staff to customize developmental reading/English (REN) and math courses for high school students to meet CCR standards through dual enrollment. Offering college developmental courses to high school students is a powerful strategy for advancing cultural diversity, equity, and inclusion in higher education. These courses provide early academic support to students often from underrepresented, low-income, or first-generation backgrounds who may not have had equitable access to rigorous college-preparatory resources.

Student Life & Engagement – The Office of Student Life and Engagement (SLE) plays a vital role in promoting cultural awareness, diversity, inclusion, respect, and acceptance across campus. As a key component of the College's cultural diversity initiatives, SLE remained dedicated throughout the 2024–2025 academic year to creating student-centered programs that highlight issues of equity, access, and representation.

During the 2024-2025 academic year, a new student organization, the Gender Sexualities Alliance Club— was formed in direct response to student concerns and the growing need to enhance the visibility, support, and quality of life for the LGBTQIA+ community at BCCC and within the broader Baltimore community. This club was established to elevate awareness, advocacy, and student involvement through campus events, dialogue, and engagement. The Office of Student Life & Engagement collaborated with the School of Arts & Social Sciences to host monthly educational lectures in the "Keeping it Real" series sponsored by Professor Zak Kondo. The lecture sessions provided snippets of enriched historical context across various diverse topics.

In partnership with Academic Affairs and other departments within the Student Affairs Division, SLE delivered a dynamic calendar of programming that included:

- 27 events during Black History Month (**Appendix 6: Black History Month Flyer**)
- 13 events during Women's History Month (**Appendix 2: "I Am" Women's High School Event**)
- Numerous activities celebrating International Education Week, Asian Pacific Islander Heritage Month, Irish American Heritage, Disability Awareness, and more.

Over the course of the year, the department organized and facilitated 41 events addressing themes of cultural diversity, inclusion, and access. These included interactive workshops, educational programs, and awareness campaigns covering topics such as: Black History, Women's Empowerment, Men's

Leadership, LGBTQIA+ Pride, Pacific Islander Heritage, Civil Rights and Social Justice, Cultural Identity and Awareness, Disability Inclusion, and Sexual and Mental Health Awareness.

TRIO Student Support Services Program – The TRIO Student Support Services (SSS) program is essential to promoting cultural diversity, equity, and inclusion in higher education. Designed to support first-generation college students, low-income individuals, and students with disabilities, TRIO SSS helps bridge opportunity gaps and ensures that all students have the resources and support needed to succeed academically and personally. By providing academic advising, tutoring, mentoring, financial literacy education, and transfer assistance.

A major component of TRIO SSS are its field trips to support student success through equity, access, and cultural enrichment. These experiences expose students—many of whom are first-generation, low-income, or have disabilities—to diverse academic, cultural, and professional environments beyond the classroom. In 2024-2025 students had the opportunity to visit:

"The Lion King" Broadway Performance – Baltimore, MD
In February 2025, TRIO SSS students attended the award-winning Broadway musical *The Lion King* at the Hippodrome Theatre at the France-Merrick Performing Arts Center. This experience introduced participants to a world-renowned theatrical production rooted in African storytelling, music, and artistry.

Cultural Excursion to New York City
A highlight of the year was a three-day academic and cultural enrichment trip to New York City, held from April 14–16, 2025. The trip offered exposure to diverse educational institutions and historic landmarks, including visits to Columbia University, Parsons School of Design, the 9/11 Memorial, the African Burial Ground National Monument and Museum, the Apollo Theater, Summit One Vanderbilt, and Times Square. Students also attended a Broadway performance of *Hell's Kitchen*.

Panther Success Program – The Panther Success was a pilot program for the 2024-2025 academic year that assigned a designated advisor to provide proactive advising to support the completion of degree/certificate seeking students (retention) and/or transfer. Proactive advising plays a crucial role in supporting cultural diversity in higher education by intentionally addressing the unique needs, backgrounds, and experiences of a diverse student population. Students who maintained the enrollment requirements and met the participant requirements were eligible for a $50 monthly stipend. Baltimore City Community College was one of three community colleges in Maryland that was selected to pilot by the Maryland Higher Education Commission (MHEC) and collaborated in partnership with MDRC (Manpower Demonstration Research Corporation.

Faculty & Staff Engagement

BCCC fosters an inclusive and equitable campus environment by actively engaging faculty and staff in cultural diversity initiatives each year. These programs promote awareness, respect, and understanding of diverse backgrounds, perspectives, and experiences. Key annual efforts include professional development training, heritage celebrations, and community engagement activities that affirm the value of diversity in higher education.

Cultivating cultural competence among faculty and staff is essential to student success—especially at BCCC, which serves a highly diverse student body, predominantly African American and adult learners. Through intentional planning and meaningful dialogue, faculty examine their own cultural assumptions, learn from one another, and implement inclusive teaching strategies. These efforts not only enhance the campus climate but also foster a stronger sense of belonging among students and faculty. Within

Academic Affairs, cultural diversity initiatives support broader institutional priorities, including equity in academic achievement and accountability. Below are several diversity, equity, and inclusion (DEI) initiatives in which faculty are actively engaged:

School of Arts and Social Sciences (SASS)

Stitched in Favor: 200 Years of The Historic St. James Episcopal Church - BCCC celebrated Professor Rebecca Johns-Hackett's contributions to *Stitched in Favor*, an exhibition commemorating the 200-year history of the historic St. James Episcopal Church. Featured as the cover story in *Maryland History and Culture News Magazine*, this powerful project highlights the rich legacy of one of Baltimore's oldest African American congregations. Professor Johns-Hackett's thoughtful curation captures the spirit and historical significance of the church through personal narratives and community memories. Her compelling oral history is featured in the *Stitched in Favor* documentary film, premiering at the Reginald F. Lewis Museum in Baltimore on September 6, 2025. The film will later air on PBS, reaching audiences nationwide. Her participation underscores both the academic excellence of BCCC faculty and their deep-rooted connections to Baltimore's cultural heritage.

The Dear Black Girl Project - Visual Arts Professor and Program Coordinator Tamara Payne led a thought-provoking discussion on the experiences of women of color in the arts, addressing challenges related to inclusion and diversity. The conversation emphasized the importance of collaboration among Black women in business, creativity, and resource-sharing to support opportunities for the next generation. The event featured selections of Professor Payne's work, guest artists, and a group discussion on the lived experiences of Black and Brown women. A creative workshop followed, offering participants a space for meaningful reflection and artistic expression.

An Artsy Exhibition: Exploring Art, Music, and Fashion - Students and faculty from the Art, Music, and Fashion Design programs collaborated to host an exhibition that encouraged students to explore their lived experiences while engaging with cultures and perspectives different from their own.

The Visual and Performing Arts disciplines serve as transformative vehicles for artistic, social, and cultural education. Through a blend of academic instruction, creative expression, and public engagement, these programs provide immersive experiences that foster cultural awareness, social consciousness, and community connection. Each year, BCCC students and faculty participate in events that celebrate Baltimore's diverse cultural landscape, helping students develop their creative talents while becoming socially and culturally aware individuals.

School of Business, Science, Technology, Engineering, and Mathematics (BSTEM)

Community Engagement - Faculty from BCCC's Natural and Physical Sciences department conducted a STEM careers workshop as part of their Community/School Outreach program at Al-Rahmah Middle School. Faculty and students led a forensic science activity, introducing participants to a hands-on DNA fingerprinting experiment. Using gel electrophoresis, students analyzed DNA samples from a mock crime scene to identify a suspect, gaining valuable insights into biotechnology techniques and critical thinking. The event offered students firsthand exposure to careers in biotechnology and engineering. Dr. Jenina Ezra Habla David shared her academic journey, which began at BCCC and continued through a bachelor's degree in public health from Johns Hopkins University and an M.D. from the University of Maryland School of Medicine.

STEM Awareness Workshops - BCCC STEM faculty partnered with industry professionals to lead a STEM awareness activity for a group of young women at Bais Yaakov High School. The presentation

focused on careers in STEM, with a particular emphasis on biotechnology. Students had the unique opportunity to explore the field through discussions with current industry professionals, who highlighted innovative developments and the broad impact of biotechnology across various sectors.

Section III: A Process for Reporting Campus-Based Hate Crimes

Baltimore City Community College's Public Safety Department is responsible for preparing and distributing the Cleary Act report. BCCC works with other departments and agencies, such as the College's Student Affairs division and the Baltimore City Police Department, to compile the information. The report is published on the website annually and contains three (3) calendar years of campus locations' crime statistics and certain campus security policy statements. The statistics are gathered from campus locations, police or security, local law enforcement and other college officials who have "significant responsibility for student and campus activities". BCCC did not have any hate crimes in 2024-2025.

Section IV: 2023 Supreme Court Decision

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

Engaging with the community fosters mutual understanding, cultural exchange, and social responsibility. It allows students, especially those from underrepresented backgrounds, to see their identities and experiences reflected in the college's mission and outreach. These connections enrich the educational experience, promote equity, and help build a more inclusive campus culture. BCCCs community engagement increased in 2024-2025 to more than 215 outreach events compared to 2023-2024 with 150 events. Community engagement includes but is not limited to middle & high school visits, community resource events, college fairs, career fairs, and church events to build partnerships. Through continued engagement and partnerships with the community, the College will remain a learning hub allowing students to pursue a college degree without barriers.

Section V: Other Diversity Initiatives

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

Serving Baltimore's At-Risk Communities – In 2024-2025, the Adult Basic Education (ABE) increased the number of classes at Metropolitan Transition Center (MTC), in partnership with the Maryland Department of Public Safety and Correctional Services ensuring all inmates who requested classes are accommodated. Based on the demand for GED courses in this transition facility, BCCC has offered a schedule that meets the demands of the partners. This has resulted in shorter-hour courses, and more efficient pretesting and post-testing services. The partnership with South Baltimore Adult High School (Elev8 Baltimore, Inc), the adult alternative high school program, screens prospective students from other local high schools who are over 21 years of age and have eight or more credits. Students enroll at the Adult High School with the intent to complete the program and earn their high school diploma sooner. In addition to classes that enable them to attain their Maryland High School diploma, they receive both wrap-around and instructional support mentoring and services that expose them to and encourage them to enroll in either workforce or academic classes at BCCC.

In 2024-2025, the College's Refugee Youth Project (RYP) worked with 325 refugee and asylee youth in five different Baltimore City Public Schools. RYP continues to assist with bridging the gap between refugee and asylee students and their peers by providing high-quality after school instruction. The program includes ESL, STEM, Art, and sports classes. Recently, RYP received two grants totaling 1.7 million from the Maryland Office for Refugees and Asylees (MORA) as part of the Afghan Support to School Impact Grant (AS2SI) program. The goal of the AS2SI grant is to enable eligible Afghan children and youth equitable access to opportunities to thrive in the U.S., including academic and career/vocational pathways that facilitate long-term self-sufficiency. The funding will help support over 200 children and youth across Federal Fiscal Years (FFY) 2025 and 2026.

Conclusion

Baltimore City Community College (BCCC) demonstrates outcomes and its commitment to cultural diversity and inclusion through intentional programs and measures to engage its community by providing access to programs and activities that support the student experience and academic achievement. We recognize that the work to embrace cultural diversity, inclusion and awareness is continuous and a collaborative and significant priority.

Appendix I: Student Life and Engagement/Campus Cultural Events

These events were aimed at fostering a welcoming, informed, and inclusive campus environment where all students feel valued and supported.

Event Title	Event Description	Sponsoring Organization
Community Health Testing at Baltimore City Community College	BCCC hosted community health opportunities that informed, educated, and provided health screenings for STI's, HIV, and other clinical testing in the city of Baltimore.	Student Life & Engagement
Make it Take it Thursday: Asian American and Pacific Islander Heritage Month	Students were able to learn more about Asian American and Pacific Islander Heritage Month and experienced Bubble Tea and Origami Art lessons.	Student Life & Engagement
Mental Health Awareness Month	The institution offered stress and health/wellness tips with an opportunity to break away with some special relaxation opportunities for students. This included culturally diverse mindfulness and mental health approaches.	Student Life & Engagement, Student Support Wellness Services
Celebrating Pride Month	The campus hosted a trivia-based event featuring free snacks as educational moments were provided to learn more about Pride Month and its origin in the US.	Student Life & Engagement, Gender-Sexualities Alliance Club
Celebrating Juneteenth 2024: The True Meaning of Black Love	Our guest speaker Mama Mwangaza Michael-Bandele explored black self-love, love for family, and love for our rich history through an interactive conversation and celebration.	Student Life & Engagement, History Club
Hispanic Festival	A Spanish-inspired menu of assorted foods, live performances, and activities to celebrate National Hispanic Heritage Month was provided during this event.	Student Life & Engagement
Hispanic Heritage Month Celebration – Spanish Bingo (Loteria)	The campus hosted a game of Bingo while celebrating Hispanic Heritage Month, with free snacks and giveaways.	Student Life & Engagement
Keeping It Real Lecture Series "The FBI's War Against Black Leaders and Movements, from Garvey to King"	Presented by Professor Zak A. Kondo BCCC Professor of History, Author, Scholar, Lecturer, Activist, this lecture series continued to feature topics relevant to African American and World History.	Academic Affairs, History Club, Student Life & Engagement

|		
Fall Fest Week: Celebrating National Coming Out Day: Game Day hosted by Drag Queens	The campus celebrated National Coming Out Day with a series of games hosted by some of the best Drag Queens in Baltimore, MD.	Student Life & Engagement, Gender-Sexualities Alliance Club
Keeping It Real Lecture Series "Revisiting the Complexities of the Assassination of Martin Luther King, Jr."	Presented by Professor Zak A. Kondo BCCC Professor of History, Author, Scholar, Lecturer, Activist, this lecture series continued to feature topics relevant to African American and World History.	Academic Affairs, History Club, Student Life & Engagement
International Education Week 2024	November 18 - 22, 2024, Baltimore City Community College highlighted the rich culture within students at the institution by hosting a series of events ranging from panel discussions, information fairs, and expressive social events that highlighted cultural appreciation of Africa, Asia, and the Americas.	International Students Club, International Servies Office, Admissions, Student Life & Engagement
Make it Take it Thursdays: Celebrating National Native American Heritage Month	Students were able to listen to educational lessons and discussions centered around Native American History. Students were also able to create their very own Dreamcatcher.	Student Life & Engagement
Keeping It Real Lecture Series "When Black Struggle Employed Violent Means"	Presented by Professor Zak A. Kondo BCCC Professor of History, Author, Scholar, Lecturer, Activist, this lecture series continued to feature topics relevant to African American and World History.	Academic Affairs, History Club, Student Life & Engagement
Hanukkah Celebration	The campus celebrated the traditions of Hanukkah with celebratory activities in an informational tabling format.	Student Life & Engagement
Pre-Kwanza Celebration	The campus celebrated the rich traditions of Kwanzaa in a special celebration featuring educational lessons, discussions, live dance and music, and cultural food to recognize the importance of this holiday.	Academic Affairs, History Club, Student Life & Engagement
Christmas PJ Party	The campus celebrated the traditions of Christmas with cultural foods, activities, and a famous Christmas Movie viewing and discussion that followed.	Student Life & Engagement, Student Leadership Club

A Call for Action: MLK Community Service Event	Students and employees distributed care packages and hot food to the Baltimore community.	Student Life & Engagement, Student Leadership Club, Student Government Association
Black History Month Opening Ceremony: Midday Cafe	This event featured history on the creation of Black History Month, a celebration of pioneers through the arts and as well as free refreshments for our guests. Guests enjoyed spoken word, music, and more.	Student Life & Engagement
Student Life & Engagement Speaker Series: National Black HIV/AIDS Awareness Luncheon	The HIV AIDS Awareness event was sponsored by our community partners at the John G. Bartlett Specialty Practice.	Student Life & Engagement
Black Cinema Tuesday	To continue to celebrate Black History Month, the campus highlighted famous Black movies and gave out snacks to accompany the film.	Student Life & Engagement
Meet and Greek: Celebrating the rich African American History of Fraternities & Sororities	The campus joined Student Life for a moment to meet members of the Divine Nine fraternities & Sororities and witnessed a special performance by Greek-lettered organizations to capture the rich history that fraternities and sororities have played in African American and American History.	Student Life & Engagement
Student Life & Engagement Speaker Series: Highlighting Black Writers	Two Guest Lecturers educated and empowered everyone in attendance throughout Black History Month by celebrating Black Excellence 365 Days A Year.	Student Life & Engagement, History Club
Black Cinema Tuesday	To continue with the celebration of Black History Month, the department hosted a film series featuring great Black films accompanied by discussions and lectures.	Fashion Club
Men on the Move Luncheon	The campus hosted the second annual Men on the Move Luncheon, featuring leadership from across different walks of life.	Student Life & Engagement
Keeping It Real Lecture Series: Malcom X	The campus hosted their regularly scheduled "Keeping it Real" lecture series. Presented by Professor Baba Zak A. Kondo, BCCC Professor of History, author, scholar, lecturer and activist.	Academic Affairs, History Club, Student Life & Engagement

Mind & Motion Mondays: African Music Experience	The institution's Dance Club celebrated Black History Month by hosting an event featuring African American traditional dances and taught a few routines to participants.	Student Life & Engagement, Dance Club
Bus trip to Smithsonian African American History Museum	Students traveled by bus to Washington, D.C. to have lunch and tour the African American History Museum. There was no cost for students who attended.	Academic Affairs, History Club, Student Government Association, Student Life & Engagement
Student Life & Engagement Speaker Series: African Diaspora in Puerto Rico: Bomba Drumming workshop with Bomba Yo! And Mini-Lecture/ presentation	Students who attended participated in a Bomba Drumming workshop with Bomba Yo along with a mini-lecture presentation from Puerto Rican Bomba (Afro-Latino Drumming and Dance) Puerto Rican *Bomba* [Afro-Latino Drumming and Dance] and Performance, with lecture on last documented illegal slave ships, *Clotilda* and the *Majesty*.	History Club, Sociology & Anthropology Club, Student Life & Engagement
Make it Take it Thursday's: Celebrating Black History Month	Students designed their own buttons, and artwork that showcased great Blacks in American history.	Student Life & Engagement
Black Business Expo	This event celebrated businesses in Maryland that support African American communities. This was both an educational and entertaining experience for all participants.	Student Life & Engagement
Love of Travel	This event provided a chance for students to learn more about the opportunities to participate in Study Abroad Programs, while understanding different cultures and the historical context of global populations and identities that are represented at Baltimore City Community College.	Academic Affairs, History Club, Student Life & Engagement
Student Life & Engagement Speaker Series: International Women's Day: Panel Discussion (holiday Sat, March 8th)	This global event celebrated social, economic, cultural and political achievements of women.	Student Life & Engagement

Women's Marketplace: Exploring Global Business for Women	As the department continued to celebrate Women's History Month, this event offered an opportunity to showcase art, and retail from women owned businesses across Maryland.	Student Life & Engagement
Mind & Motion Mondays: Celebrating Irish History Month	To celebrate Irish History Month, our Student Government Association gave away items to participants after they took an interactive quiz on the history of this month and the holiday of St. Patrick's Day.	Student Life & Engagement, Student Government Association
Make it Take it Thursday's: Women's History Month	Students were able to paint a guided piece of art that reflected famous women who have made significant contributions throughout history.	Student Life & Engagement
Student Life & Engagement Speaker Series: Women on the Move Luncheon	Participants received pamphlets and a lecture featuring faculty at BCCC who discussed the importance of Women's History Month and ways to acknowledge the work that women continue to do in the United States and World-wide.	Student Life & Engagement, Student Government Association
I Stand with Immigrants	Through the institution's national partnership, the office was able to give away branded t-shirts, and literature, and had the opportunity to offer information through a lecture about immigration laws, and changes in the United States.	Student Life & Engagement, Student Government Association
Study Away: Harriet Tubman Museum Visit	Students traveled by bus to the Eastern Shore of Maryland to visit the Harriet Tubman Museum. This tour included lunch and an interactive community service excursion.	History Club, Student Life & Engagement
Happy International Women's Day	Student Life & Engagement celebrated International Women's Day by offering a lecture-style event featuring information from a historical context regarding the origin of the holiday and presenting students and staff with opportunities that can benefit the evolvement of women in careers and politics world-wide.	Student Life & Engagement, Student Government Association

Make it Take it Thursday: Autism Awareness	To celebrate Autism Awareness month, the office held an event to bring students together to learn tips on dealing with Autism, recognizing signs, and strategies through team building exercises that help students learn how to work with diverse populations.	Student Life & Engagement

Rising Together:
Advancing Young Women's Educational and Economic Opportunities
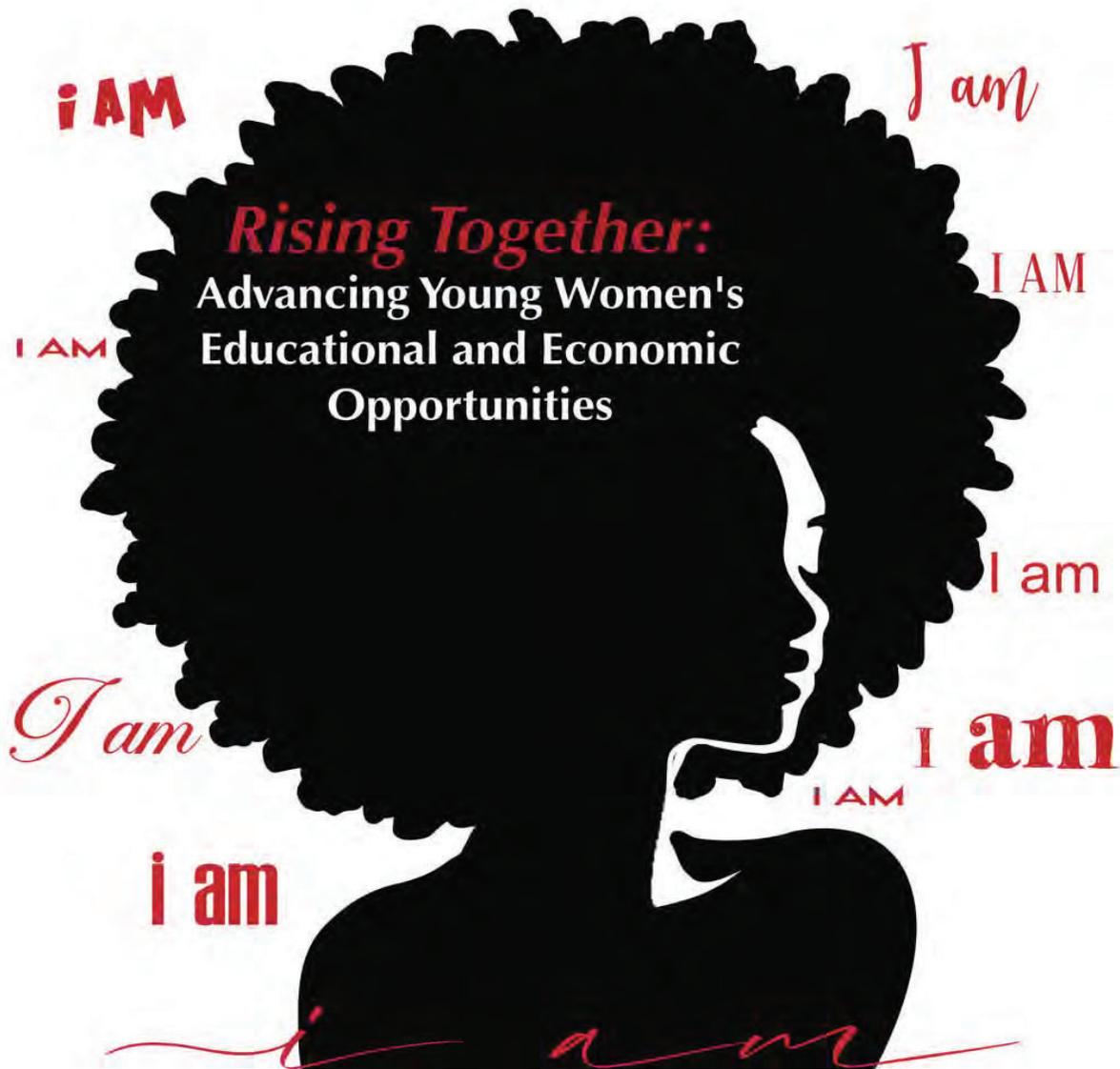
Friday, March 28, 2025
8:30 am ~ 1:00 pm
Fine Arts Auditorium
Baltimore City Community College
2901 Liberty Heights Avenue • Baltimore, MD 21215

BCCC
Baltimore City Community College

Appendix 3: Mayors Scholars Program Brochure (Spanish)

Asista al Instituto de
Enseñanza Superior
**SIN COSTO DE
MATRÍCULA**

BCCC
Baltimore City Community College

**PROGRAMA PARA
ACADÉMICOS
DEL ALCALDE**

En conjunto, el Instituto de Enseñanza Superior de la Ciudad de Baltimore (BCCC, por sus siglas en inglés) y la ciudad de Baltimore hacen **que el instituto de enseñanza superior sea asequible**.

- Inscríbase con una matrícula gratuita* en cualquier diplomado de 2 años, certificación o programa de formación laboral del BCCC.
- Comience su camino universitario en el BCCC a través del MSP.
- Reciba una remuneración por asistir al instituto superior a través de las colaboraciones con YouthWorks y CASA.

* Para estudiantes elegibles

ELEGIBILIDAD DEL PROGRAMA
- Graduado de la escuela secundaria o haber completado su GED (21 años o menos). Visite **bccc.edu/msp** para obtener información adicional.
- No se requiere el promedio de calificaciones de la escuela secundaria.
- Asistir a un programa de escuela media (MSP, por sus siglas en inglés) de verano durante seis semanas.**
- Debe completar la Solicitud Gratuita de Ayuda Federal para Estudiantes (FAFSA, por sus siglas en inglés) o la MSFAA.

LA MATRÍCULA GRATUITA* DEL BCCC LE AYUDARÁ A LOGRARLO.

1. COMPLETE LA SOLICITUD DEL BCCC

en **bccc.edu/apply**. Seleccione el Programa para Académicos del Alcalde (MSP, por sus siglas en inglés) dentro de los Programas Especiales del BCCC.

2. COMPLETE LA SOLICITUD GRATUITA DE AYUDA FEDERAL PARA ESTUDIANTES (FAFSA)

utilice el código 002061 o complete la Solicitud de Asistencia Financiera del Estado de Maryland (MSFAA, por sus siglas en inglés).

3. GANE DINERO DURANTE EL VERANO**

Tal vez haya estipendios disponibles a través de las colaboraciones del BCCC con YouthWorks y CASA. Visite sus sitios web que se mencionan a continuación para completar la solicitud.

www.youthworks.oedworks.com
www.wearecasa.org
Contáctenos a msp@bccc.edu.

** Para estudiantes que ingresarán al programa de verano de seis semanas antes de cada semestre de otoño.

¡Comience su solicitud hoy mismo!

Visite bccc.edu/msp para obtener información sobre la fecha límite de solicitud.

Instituto de Enseñanza Superior de la Ciudad de Baltimore

Durante 75 años, el Instituto de Enseñanza Superior de la Ciudad de Baltimore ha prestado servicio a la comunidad de Baltimore y ha contribuido al crecimiento económico de la región.

El BCCC brinda diplomados de 2 años, certificados y programas de formación laboral. En el BCCC, encontrará matrículas asequibles y horarios de clase flexibles para adecuarse a su vida atareada.

Construimos futuros. **Construyamos su futuro juntos. ¡Inscríbase hoy!**

bccc.edu/msp

Appendix 4: Hispanic Heritage Festival Flyer

Appendix 6: Black History Month Flyer

CELEBRATING
BLACK HISTORY MONTH

THURSDAY, FEBRUARY 1
Opening Ceremony: Midday Cafe
11:00 am – 1:00 pm | Main Building Student Game Room
Bring spoken word pieces, songs & dances to showcase your talent!

WEDNESDAY, FEBRUARY 7
National Black HIV/AIDS Awareness Luncheon
12:00 – 3:00 pm | Main Building Atrium
Join our community partners at the John G. Bartlett Specialty Practice
for HIV/AIDS testing, free food and prizes!

FRIDAY, FEBRUARY 9
15 Black Scholars Everyone Should Know, Vol. III
6:00 – 8:00 pm | Zoom
Join us for our regularly scheduled "Keeping it Real" lecture series.
Presented by Professor Baba Zak A. Kondo, BCCC Professor of
History, author, scholar, lecturer and activist. https://bit.ly/KIRSpring24

TUESDAY, FEBRUARY 13
Black Cinema Tuesday: "13th"
4:00 – 6:00 pm | Fine Arts Mini-Conference Center
Highlighting famous black movies. Snacks provided.

THURSDAY, FEBRUARY 15
**Meet & Greek: Celebrating the rich history
of African-American fraternities & sororities**
11:00 am – 1:00 pm | Main Building Atrium
Join us for a moment to meet members of the Divine Nine
fraternities & sororities and enjoy a special performance.

TUESDAY, FEBRUARY 20
Black Cinema Tuesday: "The Color Purple"
4:00 – 6:00 pm | Fine Arts Mini-Conference Center
Come watch the celebrated film "The Color Purple."
Snacks provided.

WEDNESDAY, FEBRUARY 21
Celebrating Leadership
12:00 – 2:00 pm | Fine Arts Mini-Conference Center
Our BCCC Speaker Series will feature guest lecturers and panelists
who will educate, empower and celebrate excellence.

THURSDAY, FEBRUARY 22
**Black Cinema Dinner featuring
"The Woman King"**
4:00 – 6:00 pm | Fine Arts Mini-Conference Center
Join us to watch this celebrated film while enjoying dinner.
Hosted by the Student Government Association.

FRIDAY, FEBRUARY 23
"Keeping It Real" Lecture Series: Malcolm X
6:00 – 8:00 pm | Zoom
Join us for our regularly scheduled "Keeping it Real"
lecture series. Presented by Professor Baba Zak A. Kondo,
BCCC Professor of History, author, scholar, lecturer and activist.
https://bit.ly/KIRSpring24

MONDAY, FEBRUARY 26
Mind & Motion Mondays: African Music
11:00 am – 12:00 pm | Main Building Atrium
This month will focus on an appreciation for African-inspired music.

TUESDAY, FEBRUARY 27
**Trip to Smithsonian
African-American History Museum**
9:00 am departure
Join us as we travel by bus to Washington, D.C. to tour
this great museum. Returning to BCCC by 7:00 pm. There is
no cost for students and lunch will be provided. Register by Friday,
February 23 at: https://forms.office.com/r/JkLePUS6H3

WEDNESDAY, FEBRUARY 28
African Diaspora in Puerto Rico
12:00 – 2:00 pm | Fine Arts Mini-Conference Center
Join us to witness a Bomba Drumming workshop with
Bomba Yo along with a mini-lecture presentation from
Puerto Rican Bomba (Afro-Latino Drumming and Dance!)

THURSDAY, FEBRUARY 29
**Make It Take It Thursday:
Celebrating Black History Month**
11:00 am – 12:00 pm | Main Building Atrium
Join us every month as we design our own creation
that you can take with you!

Black Business Expo
12:00 – 2:00 pm | Main Building Atrium
Join us as we celebrate & support black-owned businesses.

bccc.edu/studentlife

BCCC
Baltimore City Community College

APPENDIX I

CARROLL COMMUNITY COLLEGE
Cultural Diversity Plan 2023-2024
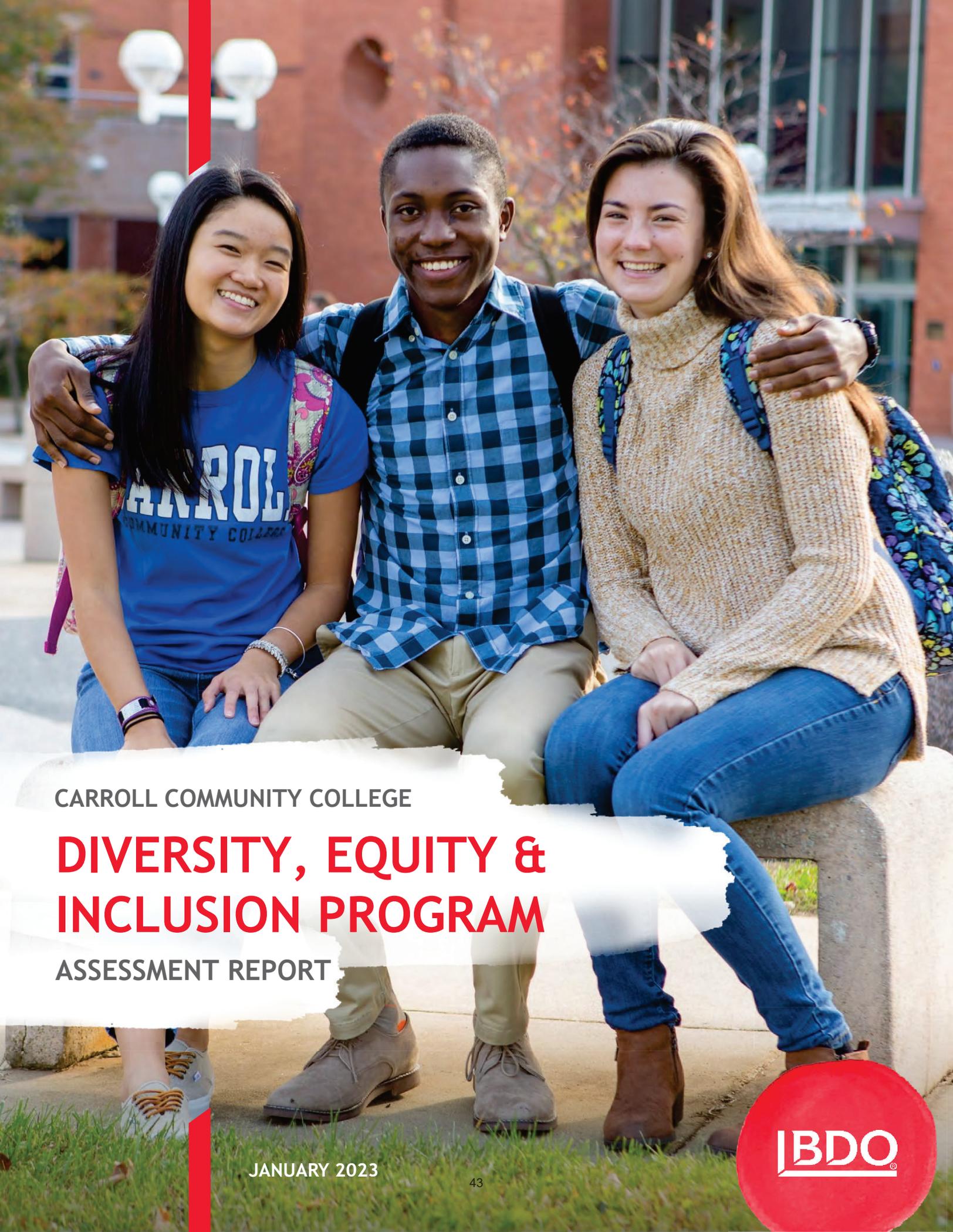
CARROLL COMMUNITY COLLEGE

DIVERSITY, EQUITY & INCLUSION PROGRAM

ASSESSMENT REPORT

JANUARY 2023

Contents

44
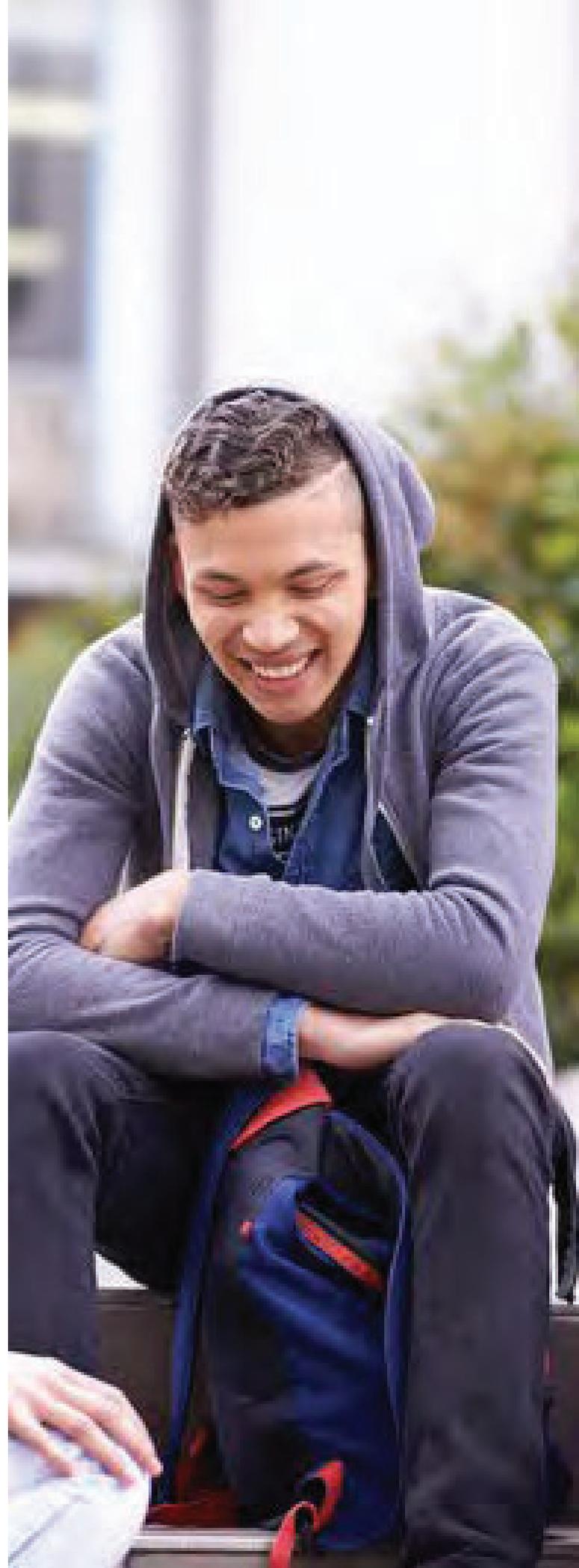
Executive Summary

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

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

CONCLUSION

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

Executive Summary

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

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

SCOPE

▶ Understand the current state environment and goals, through discussions with the Carroll DEI Executive Director and Committee, stakeholders, and applicable staff.

▶ Review related policies, procedures, regulatory guidelines, and reported performance against benchmarks for diversity and equity to identify gaps and recommendations.

▶ Align survey strategy, approach and specific questions to current and future state envisioned for the College by the Carroll DEI Executive Director, Committee and Board.

▶ Execute wide-reaching survey strategy and use the information to further identify gaps in performance and/or perception and to refine strategy, questions and group breakdowns for campus conversations with interest groups.

▶ Interview staff, faculty, and students regarding DEI initiatives.

▶ Review summary of findings, observations and recommendations and validate with the Carroll DEI Executive Director for presenting to the Board.

▶ Evaluate activities and progress to date, identifying both successful and unsuccessful practices.

ACTIVITIES PERFORMED

▶ Planning, Information Gathering and Project Management

▶ Data Analysis, Interviewee Selection/Scheduling, Interview and Survey Development

▶ Execution and Analysis

  • Policy and Procedures Review

  • Strategic Plans and Initiatives Evaluation

  • Workshops, Discussions, Interviews, and Survey Completion

  • Results Analysis

▶ Observations Vetting and Recommendation Development

▶ Summary Reporting

RESULTS

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

Summary of Results

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

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

ASSESSMENT

▶ Carroll's DEI program maturity was assessed between INFORMAL and FORMAL after reviewing the extent to which program strategies, plans, and activities were documented, communicated, measured, evaluated, and continuously improving.

▶ DEI is a strategic priority for Carroll College. DEI-related activities and initiatives have occurred over the years for student, staff, and administration under several departments. In 2022, programs such as *Political Violence, Critical Race Theory: Cure or Poisoned Pill*, and *Immigration* were featured through the college's Democracy Lab Events 2022. Student programs in 2022 included *Discovering Racism in the Teaching and Learning of History* and *Why Do Pronouns Matter*?

▶ Ongoing institutional initiatives designed to address issues related to cultural diversity included benchmarking and data collection in 2017-18, faculty development in 2020-21, intercultural learning opportunities in 2021-22 and a DEI program assessment in 2022.

▶ Increased community outreach to underserved communities has increased non-white student representation. The college reports over the last 5 years, Carroll's non-white student population grew from 13 percent to 19.1 percent in Spring 2021 and increased by 17.9 percent year-over-year.

▶ The Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis in the Appendix of this report revealed weaknesses and threats including lack of a fully formal program, questions on the sufficiency of resources, lack of student preparedness to display cross-cultural competency, as well as changing economic and political landscapes.

▶ Surveys and interviews revealed that faculty and staff have experienced bias and perhaps perceived bias resulting from their age, sex, political beliefs, weight, economic status, disability, race/color/ethnicity, religion, gender identity and expression, class, marital status, and height.

▶ Benchmarking Carroll against other community colleges has identified ways in which Carroll can quickly improve the visibility and services provided by its DEI program.

Summary of Results

RECOMMENDATIONS

▶ **STRATEGY & GOVERNANCE**

- Consider an institution-wide strategy around building competencies across process improvement. This strategy will create a common language and culture around process maturity that will also propel DEI program goals. Align DEI priorities and activities with one another and with the College's other strategies, priorities, and actions. Embed DEI program aspirations, goals, ultimate outcomes in the College's culture and in the way the College plans, sets priorities, budgets, and evaluates success. Infuse DEI goals in the academic program, and in the design and execution of teaching.

- Develop a DEI multi-year strategic plan to grow the influence and impact of the program at Carroll over time. Create an Office of DEI to house the program. Implement strategies, measurable objectives, and tasks that will advance the influence, impact, and goals of DEI.

- Implement formal performance indicators and measurement processes around program activities and results.

▶ **PEOPLE**

- Integrate DEI goals into people management including hiring, job descriptions, personnel evaluations. Continue to increase DEI education and awareness-building into the development of faculty, staff, and students.

- Continue to promote DEI student leadership through programs that acknowledge and drive DEI awareness, connection, and sense of belonging.

▶ **ENGAGEMENT**

- There is transparency in performance and alignment across functional areas and academic disciplines regarding goals, measurable objectives, and tasks.

- Integrate DEI goals into faculty, staff, and student activities and engagement. Integrate DEI goals into community outreach, development, and marketing.

- Evaluate and strengthen the various means for students, faculty and staff to report concerns related to safety, security, misconduct, harassment, discrimination, and other matters. The Carroll Board should be presented with anonymized information regarding the number of complaints/concerns, the types of complaints/concerns, the length of time to investigate, the conclusions, and corrective actions to address the complaint and prevent a future occurrence of a similar complaint.

- Create a vendor outreach program to encourage participation of local, small and diverse/underrepresented vendors.

- Increase the use of social media and updates to the website to promote awareness of DEI and related events. Improve ways in which diverse groups can be represented. Implement, track and report measures for assessing and improving engagement through social media.
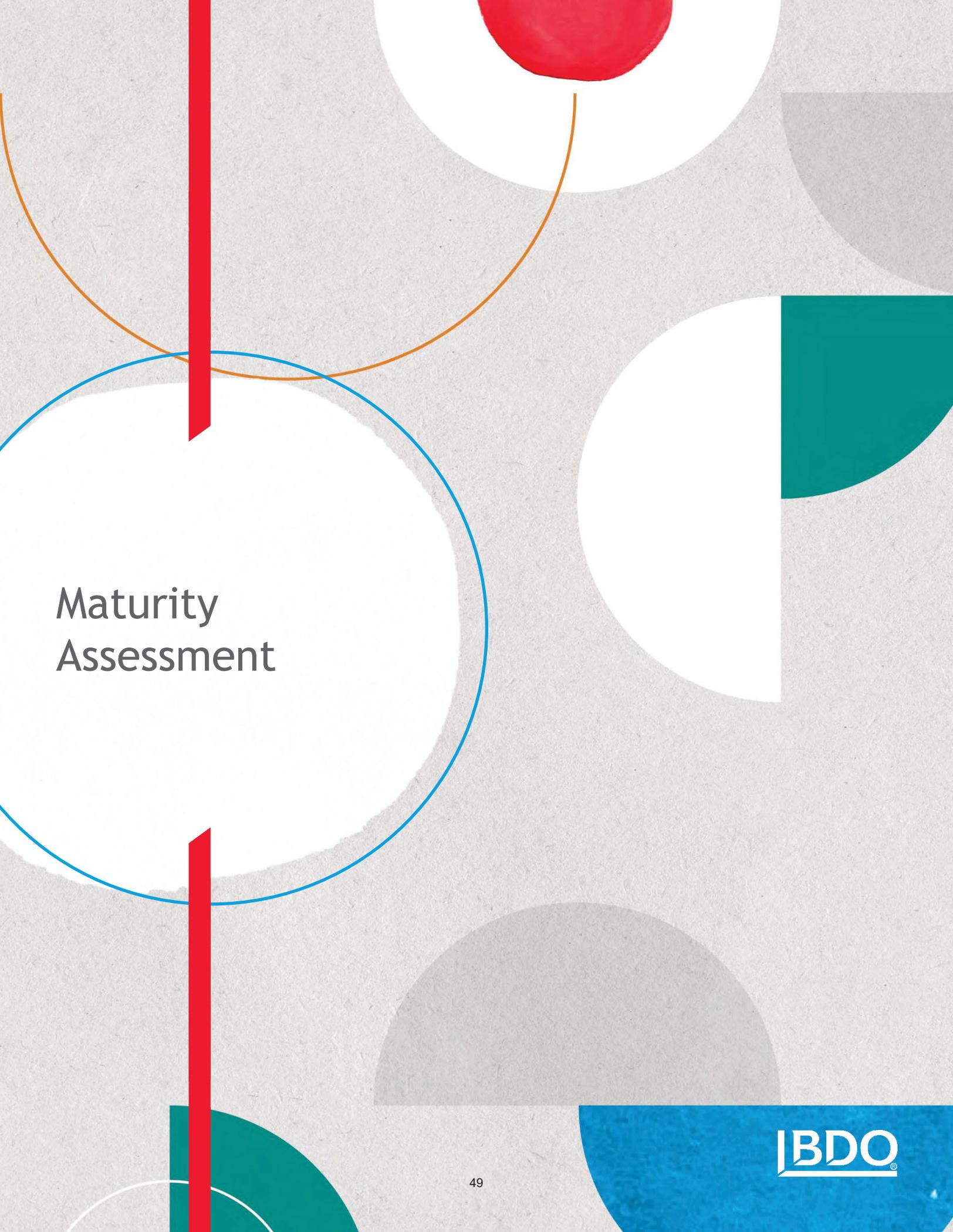
Maturity
Assessment

Program Capability Maturity

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

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

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

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

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

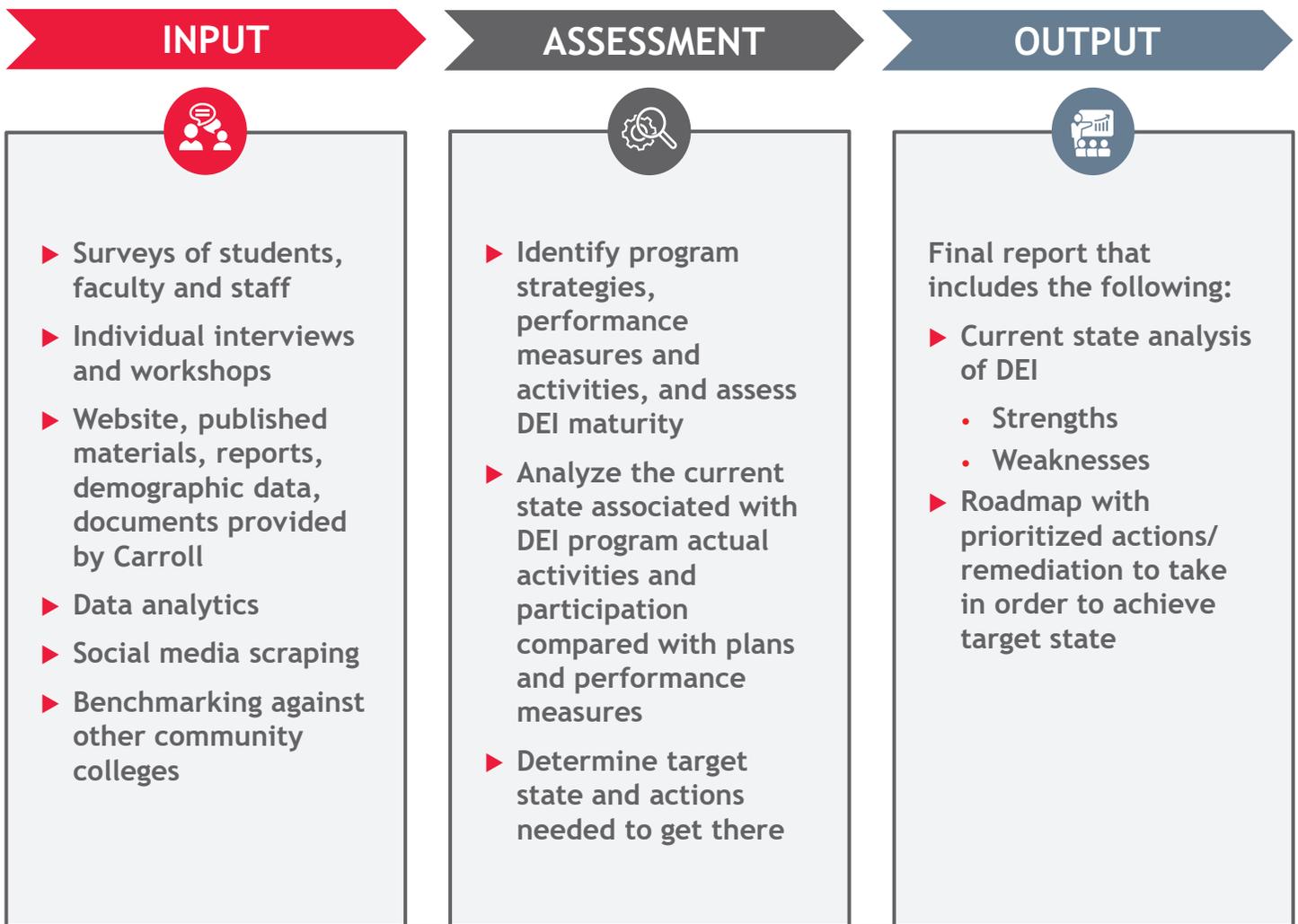| Characteristics of Capability Maturity				
1	2	3	4	5
Initial	Informal	Formal	Managed, Measured	Sustainable, Continuously Improving
• Start-up • Non-standard, undocumented processes, plans	• Processes are operating, and may be standardized • There is lack of documented plans, processes, policies, and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

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Current State of DEI Maturity at Carroll

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

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

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Approach & Methodology

BDO's Project Approach and DE&I Assessment Methodology

INPUT	ASSESSMENT	OUTPUT

INPUT

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

ASSESSMENT

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

OUTPUT

Final report that includes the following:

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

Faculty, Staff and Student Surveys

▶ Survey questions for faculty, staff, and students were developed using BDO's database of questions and then adjusted by members of Carroll's DEI committee to align with DEI Committee objectives and with the Carroll culture and environment.

▶ The survey was distributed to all faculty and staff via email from the Director of DEI from May 19 to June 30, 2022.

▶ The student survey was distributed by email notification from the Director of DEI from May 18 and remained live on the Carroll home page until October 14, 2022. Minors, continuing education, and training students were not included in this survey.

▶ Carroll reports 287 full time staff and faculty. The staff survey was distributed to a population of 202 staff provided by Carroll.

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

*from Carroll website Apr 2022
**from Carroll administration

Interviews

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

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

FACULTY AND STAFF

▶ 20 interviews of faculty and staff were conducted during the months of May – August 2022.

▶ Two group interview sessions were held between June – August 2022.

▶ Input from interviews was summarized and categorized into key themes.

STUDENTS

▶ 10 interviews of students between Spring 2022 and Fall 2022 sessions were performed.

▶ Input from interviews was summarized and categorized into key themes.

Elements of an Effective DEI Program

BDO
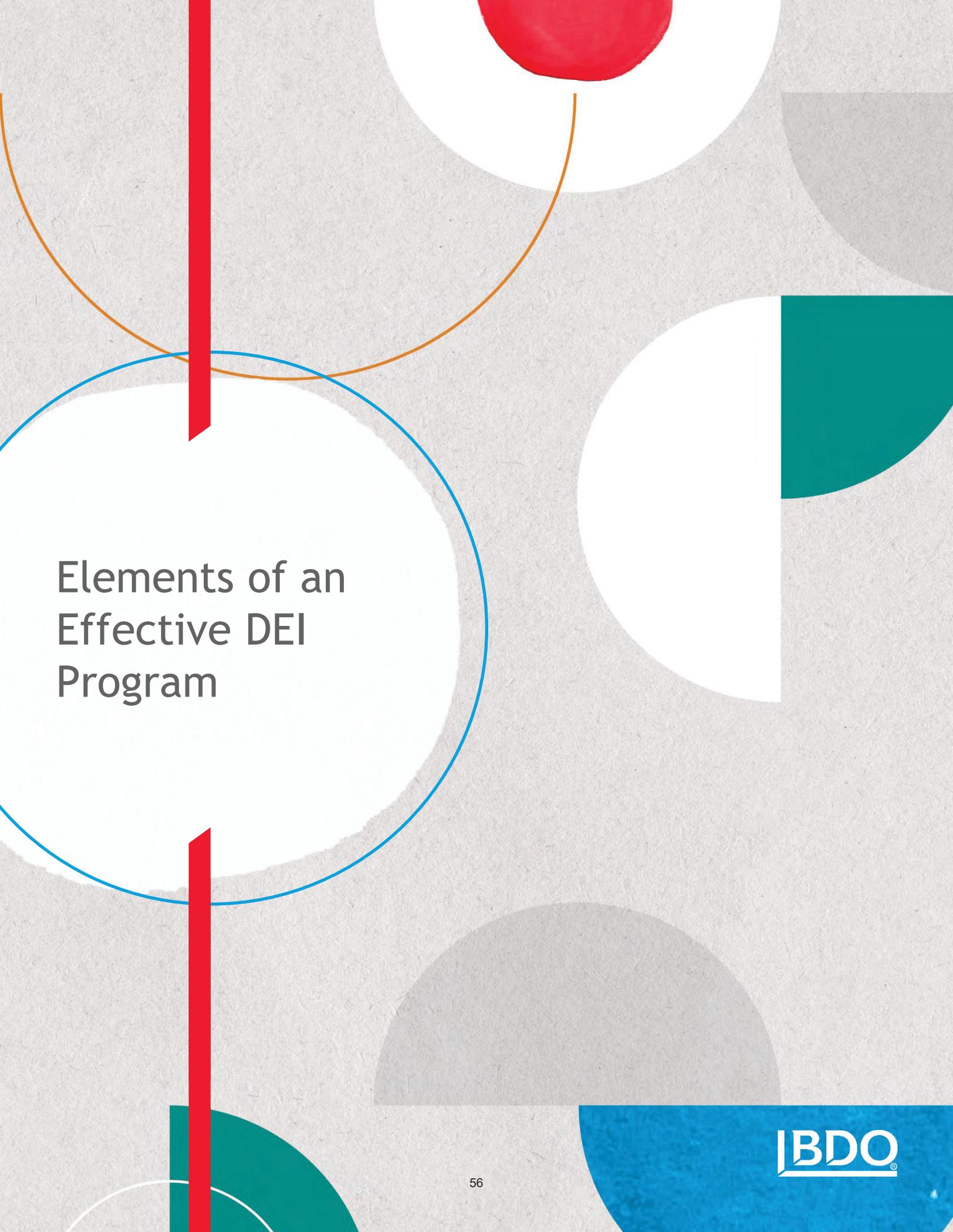
Elements of an Effective DEI Program

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

STRATEGY & GOVERNANCE

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

PEOPLE

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

ENGAGEMENT

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

Observations and Recommendations

Definition of Diversity

KEY TAKEAWAYS

▶ *Diversity takes many forms. Carroll's DEI program considers how it will address the many areas in which students, faculty, and staff have experienced discrimination in their lives.*

▶ Students, faculty and staff have experienced at least bias and perhaps perceived discrimination resulting from their age, sex, political beliefs, weight, economic status, disability, race/color/ethnicity, religion, gender identity and expression, class, marital status, and height.

▶ Faculty and staff with a disability reported lacking a feeling of belonging at higher rates than faculty and staff without a disability.

Carroll Community College's Equity Statement defines diversity*

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

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

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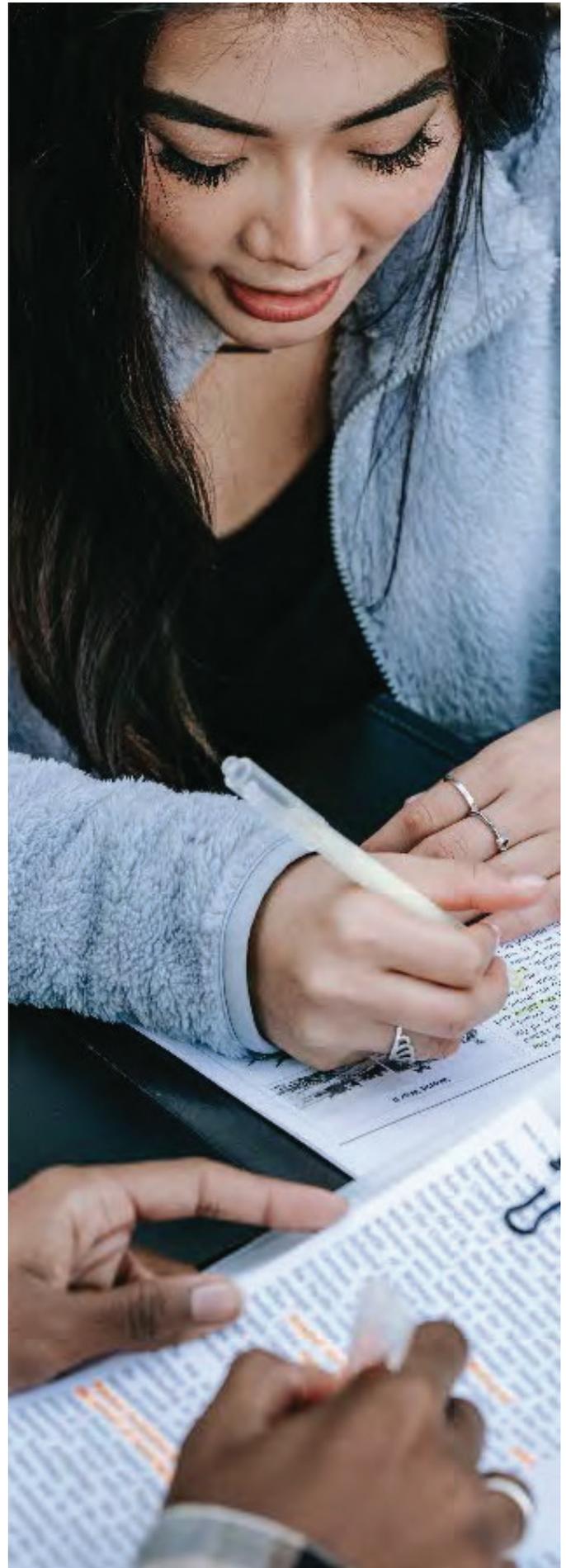
I Have Personally Experienced Discriminatory Events at Carroll

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

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

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

18% of students have felt some sort of discrimination at Carroll

■Experienced ■Did not experience/Did not answer

18%

82%

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

■Experienced ■Did not experience/Did not answer

23%

77%

16% of staff felt some sort of discrimination at Carroll

■Experienced ■Did not experience/Did not answer

16%

84%
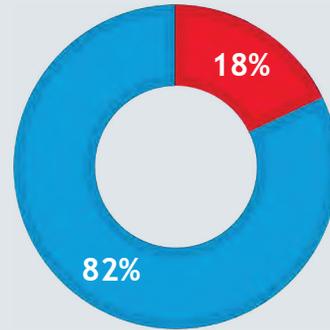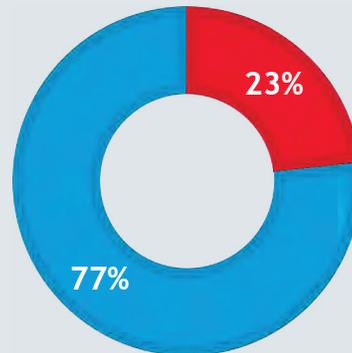
Student Survey Summary

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

39% of students strongly agreed they felt valued

- Strongly Agree
- Somewhat Agree
- Somewhat Disagree
- Strongly Disagree
- Did not answer

19%
1%
7%
39%
34%
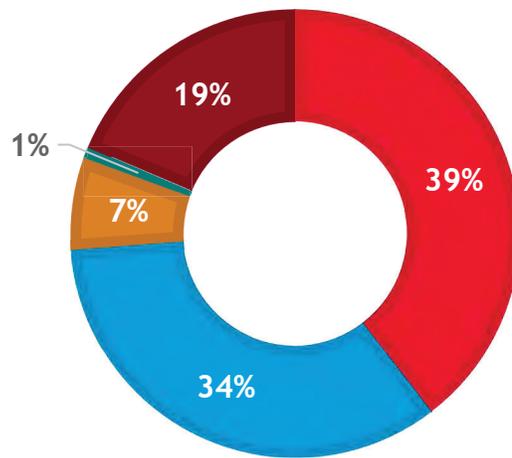
I HAVE PERSONALLY EXPERIENCED DISCRIMINATORY EVENTS AT CARROLL

18% of students have felt some sort of discrimination at Carroll

- Experienced
- Did not experience/Did not answer

18%
82%
61
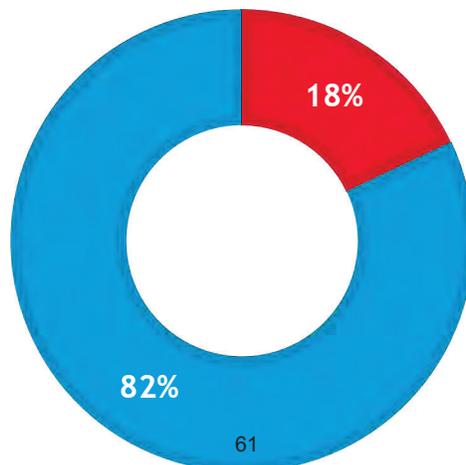
Student Survey Summary

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

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

- Strongly Agree
- Somewhat Agree
- Somewhat Disagree
- Strongly Disagree
- Did not answer

18%
21%
29%
22%
10%
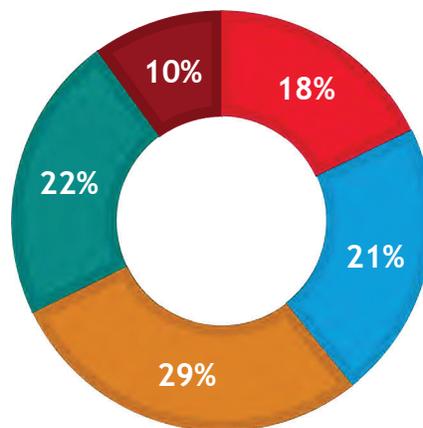
DEMOGRAPHICS: SEXUAL ORIENTATION

75% of students identify as straight or heterosexual

- Asexual
- Bisexual
- Gay / Lesbian
- Other
- Queer
- Questioning
- Straight / Heterosexual
- Did not answer

3%
1%
7%
3%
4%
1%
6%
75%

62
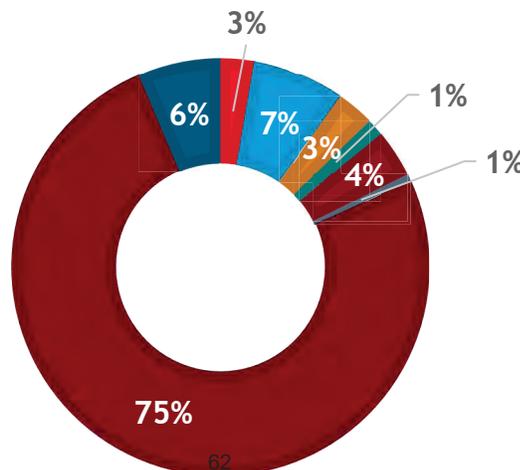
Student Survey Summary

DEMOGRAPHICS: RACIAL OR ETHNIC GROUPS STUDENTS IDENTIFY AS

70% of students identify as white

- ■ African American/Black
- ■ Asian American/Asian
- ■ Hispanic/Latino
- ■ Middle Eastern
- ■ Multicultural
- ■ Native American
- ■ Other
- ■ White
- ■ Did not answer
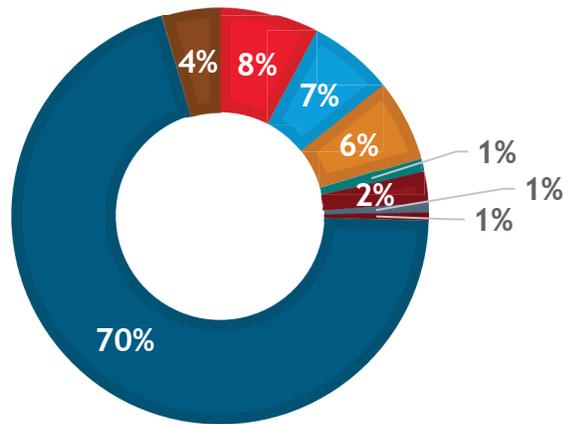
DEMOGRAPHICS: CURRENT AGE RANGE OF STUDENTS

48% of students are of the ages 18 - 21

- ■ 18-21
- ■ 22-25
- ■ 26-29
- ■ 30-39
- ■ 40-49
- ■ 50-69
- ■ 71-79
- ■ 80+
- ■ Did not answer
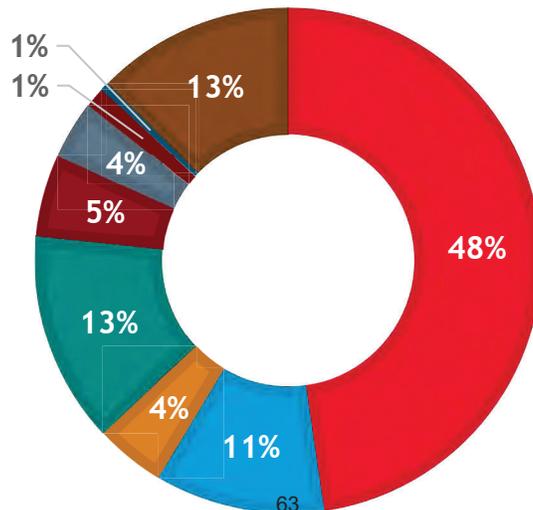
Faculty Survey Summary

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

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

- ■ Strongly Agree
- ■ Somewhat Agree
- ■ Somewhat Disagree
- ■ Strongly Disagree
- ■ Did not answer
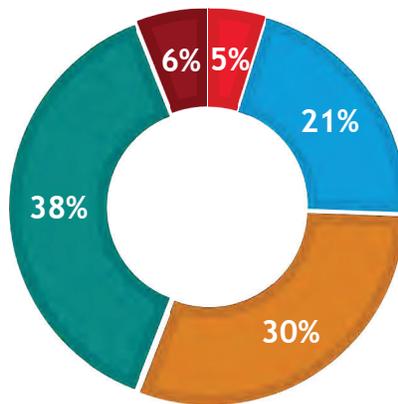
I HAVE OPPORTUNITIES AT CARROLL THAT ARE SIMILAR TO THOSE OF MY COLLEAGUES.

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

- ■ Strongly Agree
- ■ Somewhat Agree
- ■ Somewhat Disagree
- ■ Strongly Disagree
- ■ Did not answer

64
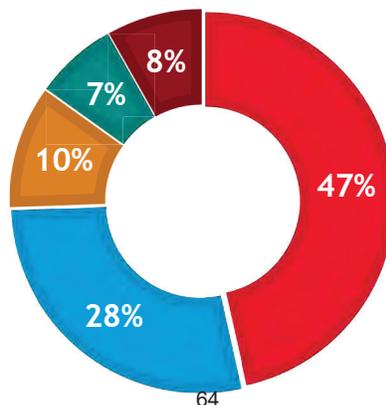
Faculty Survey Summary

I HAVE PERSONALLY EXPERIENCED DISCRIMINATORY EVENTS AT CARROLL

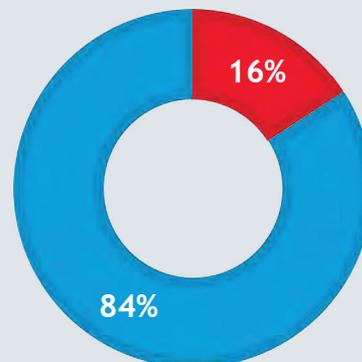### 23% of faculty have felt some sort of discrimination at Carroll

■ Experienced   ■ Did not experience/Did not answer

23%

77%
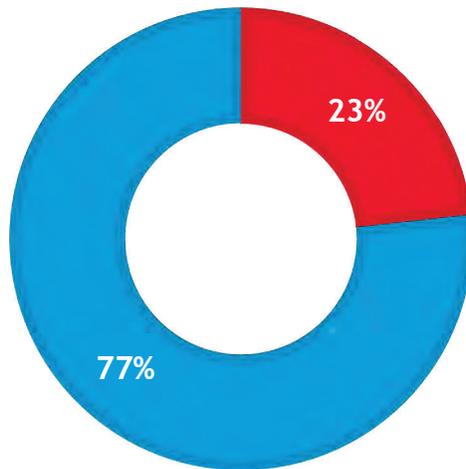
DEMOGRAPHICS: SEXUAL ORIENTATION

80% of faculty identify as straight/heterosexual

■ Asexual   ■ Bisexual   ■ Gay / Lesbian

■ Other   ■ Queer   ■ Straight / Heterosexual

■ Did not answer

1%

1%

5% 4% 7%

2%

80%

65
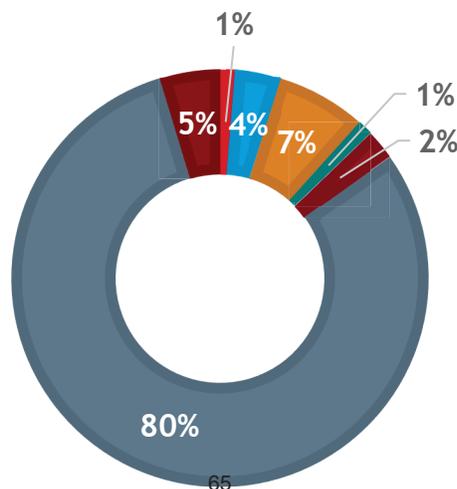
Faculty Survey Summary

DEMOGRAPHICS: RACIAL OR ETHNIC GROUPS FACULTY IDENTIFY AS

82% of faculty identify as white

- African American / Black
- African American / Black Multiracial
- Asian American / Asian
- Hispanic / Latino/a/e
- Multiracial
- Other
- White
- Did not answer

2% 6% 1% 4% 2% 1% 2% 82%
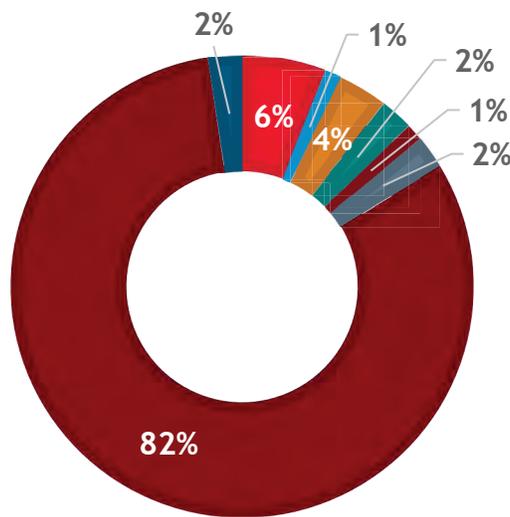
DEMOGRAPHICS: CURRENT AGE RANGE OF FACULTY

42% of faculty are between the ages of 50 - 65

- 22 - 25
- 26 - 29
- 30 - 39
- 40 - 49
- 50 - 65
- 66 - 69
- 70 - 70
- 71 - 79

1% 1% 8% 10% 5% 13% 20% 42%

66
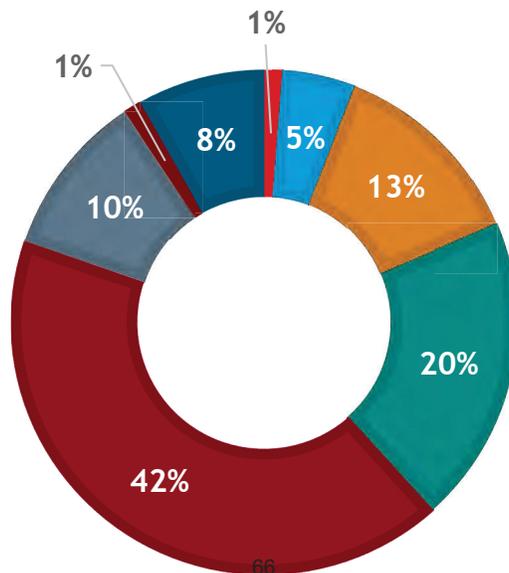
Staff Survey Summary

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

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

- ■ Strongly Agree
- ■ Somewhat Agree
- ■ Somewhat Disagree
- ■ Strongly Disagree
- ■ Did not answer

3% 2%
19%
29%
47%
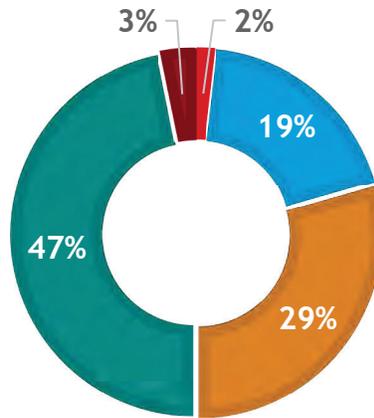
I HAVE OPPORTUNITIES AT CARROLL THAT ARE SIMILAR TO THOSE OF MY COLLEAGUES.

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

- ■ Strongly Agree
- ■ Somewhat Agree
- ■ Somewhat Disagree
- ■ Strongly Disagree
- ■ Did not answer

2% 2%
8%
50%
38%

67
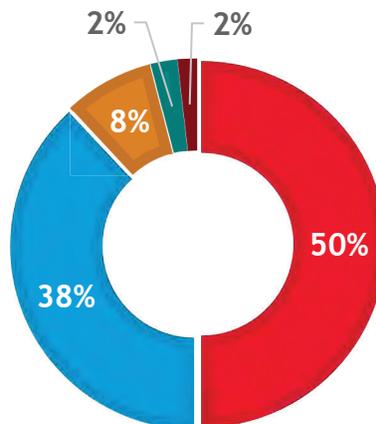
Staff Survey Summary

I HAVE PERSONALLY EXPERIENCED DISCRIMINATORY EVENTS AT CARROLL

16% of staff felt some sort of discrimination at Carroll

■ Experienced   ■ Did not experience/Did not answer

16%

84%
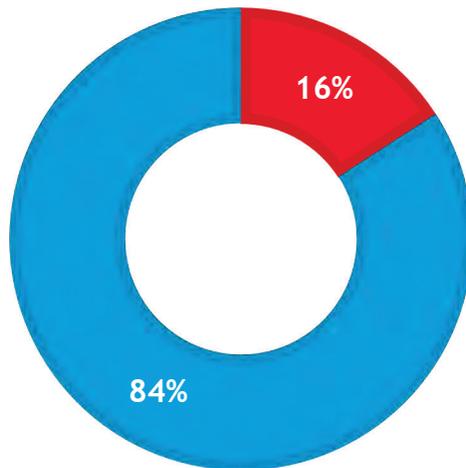
DEMOGRAPHICS: SEXUAL ORIENTATION

86% of staff identify as straight/heterosexual

■ Asexual   ■ Bisexual   ■ Gay/Lesbian
■ Other   ■ Queer   ■ Straight/Heterosexual
■ Did not answer

2%   1%   2%
5% 3%   1%

86%

68
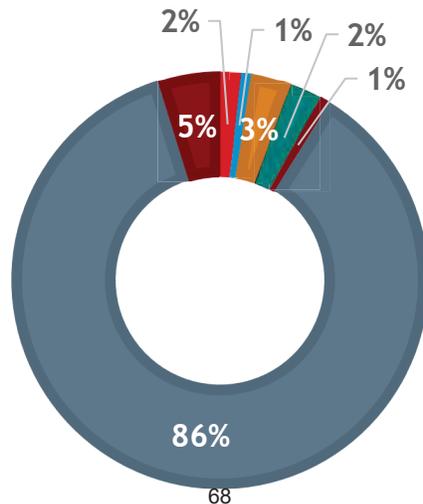
Staff Survey Summary

DEMOGRAPHICS: RACIAL OR ETHNIC GROUPS STAFF IDENTIFY AS

90% of staff identify as white

- African American / Black
- Asian American / Asian
- Hispanic / Latino/a/e
- Multiracial
- White
- Did not answer

2%   2% 1%
4%   1%
90%
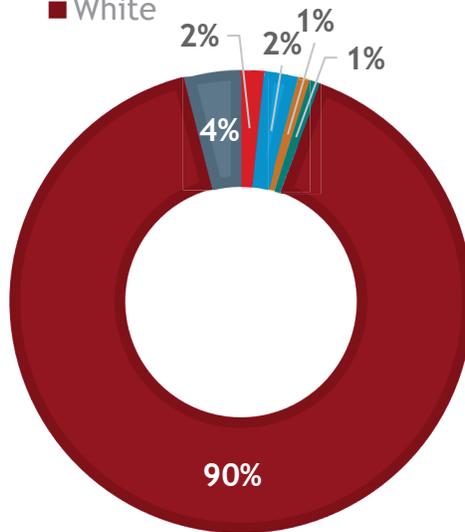
DEMOGRAPHICS: CURRENT AGE RANGE OF STAFF

46% of staff are between the ages of 50 - 65

- 22 - 25
- 26 - 29
- 30 - 39
- 40 - 49
- 50 - 65
- 66 - 69
- 70 - 70
- Did not answer

1%   2%
2%   5% 3%
21%
46%   20%

69
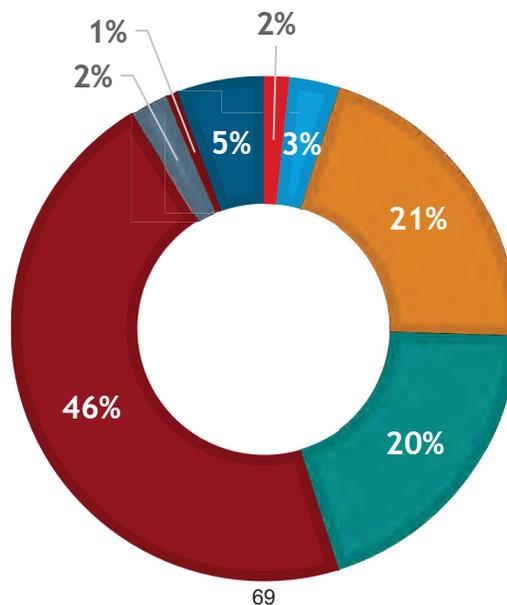
1. Student Interviews

OBSERVATIONS

1. Students expressed a positive overall experience while at Carroll Community College.

2. While many students felt that the amount of attention on DEI at Carroll was about right, the students who identified as diverse felt that the amount of attention on DEI was not enough.

3. More DEI integration into school curriculum would be welcomed.

4. DEI initiatives can sometimes feel issue-based, instead of proactive or institutionalized as part of the Carroll Community College experience.

5. Some students noted that they were unaware that some school initiatives would be considered DEI. This may be due to lack of branding/awareness of the program and a lack of a comprehensive DEI strategy and plan (ex. club activities or library events)

6. DEI events/initiatives delivered through clubs went unnoticed by several interviewees.

7. Interviewees noted that they often did not see planned events with enough time to attend or plan around.

8. Some students stated that diversity is broader than ethnicity or gender and that the focus on diversity at Carroll should be broadened.

9. As a whole, students did not feel discriminated against, nor did they observe discrimination on campus. However, one interviewee noted that "people stare" when we are a group together on campus, another noted observing discrimination within the greater community (Carroll County) and noted that Carroll Community College may not go far enough into the community with its DEI initiative.

10. One student mentioned the "Raise Your Hand" program that allows students to raise issues, ask questions, reporting an emergency – this program is promoted during orientation and in classes during the first week and is available on the student internal website.

11. Some students explained that they had been hesitant to enroll at Carroll, because the area was not known for diversity.

12. One student felt that a reported concern about a faculty member was not welcome, and another felt too fearful to make a formal complaint.

13. Some students noted that there are only two single use restrooms on the campus and this needs to be increased.

14. Some religions, such as Judaism and Christianity have announced holidays through school emails and notifications while other major religious holidays, such as Islam or Lunar New Year go unannounced.

1. Student Interviews

RECOMMENDATIONS

Strategy	1.	Students - Reinforce the DEI mission, vision, and goals, as well as DEI programming, on the Carroll website and its social media.
People	2.	Leadership - Continue to promote DEI student leadership through programs that acknowledge and drive DEI awareness and opportunity for student leadership.
	3.	Culture - Increase the breadth and depth of DEI education programs for students.
	4.	Culture - Provide additional training with faculty on how to encourage student discussion about DEI issues to avoid feelings of prejudging or "outing". Topics could include respect, unconscious bias, cultural competency, civility, and sensitivity.
	5.	Awards – Create reward programs to recognize student leadership in DEI initiatives.
	6.	Access - Consider student assistants in DEI-approved courses for graduation or involvement in federally supported work study programs to support DEI.
Engagement	7.	Community – Grow integration of community outreach into DEI efforts. Some examples may include: • Additional group volunteer events • Increase outreach, collaboration and networking events with public institutions • Opening more campus events to the community • Major religious holidays
	8.	Students – Consider how "Adult Learner Orientation" could be improved for students that may feel disadvantaged due to age or technological know-how. Consider an adult learner help desk to encourage engagement, retention, and success. Note: this program was offered in the past with no participants and is being considered for redesign.
	9.	Students – Consider adding a physical student space for diversity learning, engagement, and collaboration when implementing additions or improvements to campus facilities if no room is currently available. In the meantime, designate specific space on campus at certain times.
	10.	Students - Create an alumni network of Carroll graduates attending 4-year colleges to provide guidance and support to Carroll DEI students who are applying. Connect this network to Carroll DEI affinity groups.
	11.	Students - Create an alumni network of working Carroll graduates to provide guidance and support to Carroll DEI students who are seeking employment. Connect this network to Carroll DEI affinity groups.
	12.	Students – Ensure the online calendar of DEI events and DEI curriculum are current and distinguishes DEI happenings as well as club-related activities.
	13.	Students – Work with the county to increase the number and proximity of single use restrooms.
	14.	Faculty - Work with other institutions and third-parties to understand and incorporate best practices in diversity training to develop, refresh, or supplement materials.[71]

2. Faculty Interviews

OBSERVATIONS

1. The college has a faculty-staff DEI Committee that advises the DEI Executive Director and executive team and many programs and events have been sponsored for several years before COVID. Committee members are anxious to see a DEI plan and to see tangible progress in executing that plan.

2. To get the DEI program started, faculty and staff devoted time to program development and training, including providing DEI/unconscious bias training; they were given compensatory time in return.

3. DEI was the topic of a Professional Development day in which faculty discussed how they could include personal, cultural and civic awareness into the regular curriculum.

4. Some faculty and staff interviewed believed that to be effective, the DEI position should be at the Vice President level and a member of the executive team.

5. One faculty member expressed frustration with the lack of tried-and-true DEI teaching materials that could be integrated into regular course materials.

6. Faculty and staff were comfortable sharing issues and strategies with the DEI Executive Director.

RECOMMENDATIONS

Strategy

1. Produce a charter the guide the work of the DEI Committee that includes committee roles and responsibilities for executing the DEI plan. Align roles and responsibilities of DEI committee members with discrete elements of Carroll's DEI plan.

2. Create instructional goals and objectives to increase cultural competency and diversity awareness of faculty and associated instructional materials; incorporate into job descriptions and annual performance plans.

People

3. Compensation - Ensure program staff are appropriately compensated. Provide compensation, whenever possible, for faculty and staff who participate in DEI programs.

4. Awards - Recognize faculty and staff leadership in DEI initiatives.

5. Performance – Broaden mandatory and strongly encourage supplementary DEI-related training for faculty and staff; include topics such as respect, unconscious bias, cultural competency, civility, and sensitivity.

6. Performance - Provide follow-up on DEI trainings throughout the year and incorporate individual progression for faculty and staff; incorporate cultural competency into job descriptions and personnel evaluations.

7. Recruitment – Continue to improve diversity training requirements for supervisors and above and in order to hire or sit on faculty or administrative selection committees.

Engagement

8. Faculty - Increase the requirements to include diverse topics into the curriculum, beyond general education courses.

9. Performance – Invest in appropriate tools to introduce diversity concepts into traditional classroom materials.

10. Work with other institutions and third-parties to understand best practices in diversity training to develop, refresh, or supplement materials.

3. Staff Interviews

OBSERVATIONS

1. The college has a faculty-staff DEI Committee that advises the DEI Executive Director and executive team and many programs and events have been sponsored for several years before COVID. Committee members are anxious to see a DEI plan and to see tangible progress in executing that plan.

2. To get the DEI program started, faculty and staff devoted time to program development and training, including providing DEI/unconscious bias training; they were given compensatory time in return.

3. Staff did not identify special vendor outreach programs to diverse, underrepresented, or marginalized communities.

4. Both staff and faculty interview respondents noted the need to consider male representation in diversity considerations.

5. Staff expressed the need to increase outreach to local community and high schools in underrepresented communities.

6. Staff felt that their ability to move up in their organization was unclear and they desired a more formal process such as what exists for faculty.

7. Some faculty and staff interviewed believed that to be effective, the DEI position should be at the Vice President level and a member of the executive team.

3. Staff Interviews

RECOMMENDATIONS

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

4. Student Survey Responses

OBSERVATIONS

1. Student response rate was 29% (379/1312 participants).

2. 6% of respondents were parents.

3. 2% of respondents did not feel physically safe (assumed on campus but did not clarify).

4. 1% of respondents reported being sexually harassed.

5. 3 respondents reported sexual violence.

6. 6 respondents reported homelessness.

7. 1% of respondents did not feel valued by faculty to a certain degree.

8. 2% of respondents did not feel valued by their fellow students to a certain degree.

9. 1% of respondents did not feel heard by faculty to a certain degree.

10. 2% of respondents did not feel heard by their fellow students to a certain degree.

11. 6% of respondents felt pre-judgement by faculty to a certain degree.

12. 11 respondents are veterans and 3 currently are active duty.

13. A minority of students were offended by the survey, pointing to their political or value differences as the reason.

14. Older students felt unease adopting to their new environment.

15. Opportunities exist to integrate with the surrounding community.

16. Student reporting process failed for students who tried to report professors, concerns, or infractions.

17. Inappropriate activities experienced by or observed by respondents require follow up. Details of these inappropriate activities will be reported separately to the President and Director of DEI.

4. Student Survey Responses

RECOMMENDATIONS

| | Strategy | 1. | Integrate students into the implementation and assessment of the DEI program. Establish student liaisons to promote the tenets of the DEI program to the greater student community. |

| | People | 2. | Culture - Provide additional training with faculty on how to encourage student discussion about DEI issues to avoid feelings of prejudging or "outing". Topics could include respect, unconscious bias, cultural competency, civility, and sensitivity. |

Engagement

3. Access/Safety - Consider reviewing student-centered materials related to DEI, harassment, violence, and physical safety on campus (hard copy, intranet, website, etc.) to continuously improve messaging, access, impact, and reach. Consider obtaining student input.

4. Access/Safety – Evaluate and strengthen the various means for students, faculty and staff to report concerns related to safety, security, misconduct, harassment, discrimination, or other matters. The quantity and type of incident, time to research and close, conclusion, and corrective actions should be captured and reported to Carroll leadership and the Board. The board should be presented with anonymized information about the number of complaints/concerns, the types of complaints/concerns, the length of time to investigate, the conclusions, and corrective actions to address the complaint and prevent a future occurrence of a similar complaint.

5. Students - Consider how "Adult Learner Orientation" could be improved for students that may feel disadvantaged due to age or technological know-how. Consider an adult learner help desk to encourage engagement, retention, and success. Note: this program was offered in the past with no participants and is being considered for redesign.

6. Integrate collaborations with community organizations (e.g., historical society, municipal law enforcement, astronomical society, local rescues) into the program.

7. Overall - Implement a Carroll "listening post" under the Office of DEI to obtain both positive and negative feedback about student, staff and faculty satisfaction, concerns, and issues. See benchmark section for more details.

5. Faculty and Staff Survey Responses

OBSERVATIONS

1. Faculty response rate was 100% (86/86 participants).

2. 84% of faculty conveyed a sense of belonging.

3. 58% of faculty have attended DEI training.

4. 26% of faculty believe that there is too much emphasis placed on issues of diversity at Carroll Community College.

5. Faculty and staff have responded to the survey noting at least having experienced bias resulting from their age, sex, political beliefs, weight, economic status, disability, race/color/ethnicity, religion, gender identity and expression, class, marital status, and height. It should also be noted that definitions for "discrimination" and "bias" are often conflated. Although some respondents may perceive discrimination responses are unclear based on the questioning put forth, anonymity provided and inability to research every situation.

6. Promotion path for staff was unclear to respondents.

RECOMMENDATIONS

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

6. Benchmarking and Website Review

OBSERVATIONS

1. Carroll's student population was 81% white. Carroll's non-white student population was slightly higher than the non-white population of its surrounding community.

2. Six of 12 DEI characteristics identified in this study were easily accessible on Carroll's website.

3. DEI, affinity groups, and other activities were not present on the 2021-2022 school year master calendar at Carroll, although 2022-2023 master calendar recently upgraded branding and added DEI selection criteria and events. As of December 2022, the most recent event highlighted on the Diversity events page was dated March 2022. Also, some DEI focused student groups are highlighted in the Clubs & Organizations Webpage; however, the Black Student Union and Muslim Student Association were not yet included.

4. Career development opportunities for faculty and staff in the area of DEI were not observed in the external website.

5. A DEI Executive Director was appointed in 2021 to organize and focus DEI activities throughout the college for students, faculty, and staff. A prominent Office of DEI, Chief Equity or Chief DEI Officer were not present, additional staff and DEI courses were not obvious and easy to locate on the Carroll website.

6. While a high-level DEI report and plan for diversity were approved by the Board and submitted to the Maryland Higher Education Commission in 2019-20 and 2020-21, a comprehensive DEI program strategy and plan are being developed and are not yet complete with strategies, tasks, measurements, and resources/staffing.

7. DEI was not a specifically-noted element of Carroll's vision, mission, and goals, although DEI was a visible strategic priority for the College.

8. Carroll website did not identify a place for diversity groups to co-locate and provide opportunities for education and collaboration.

9. Carroll notes their website notices meet the regulatory requirements of Title IX for reporting of sexual harassment and violence. The website links to detailed policies and procedures, depending on the type of incident, refers the student to government or law enforcement sites. There are numerous ways in which students may voice their concerns. The student-oriented "Raise Your Hand" program for reporting concerns or raising questions was not referenced on the external website but was noted by students in interviews. Students are informed in orientation and through email, posters, flyers, and other means.

10. Carroll procurement portal did not include outreach or opportunities for small business or DEI-type vendors.

11. The State of Maryland states that "public institution(s) may require students to take courses outside of key content areas as part of its General Education curriculum. In addition to the five required areas in §A(1) of this regulation, a public institution may include up to 8 credit hours in coursework outside the five areas. These courses may be integrated into other general education courses or may be presented as separate courses. Examples include, but are not limited to, Health, Diversity, and Computer Literacy." As of Fall 2019, Carroll requires 1-2 diversity courses as part of its General Education curriculum. Carroll's list of approved DEI courses included sociology, anthropology, foreign language classes. There were few courses designed to specifically address the American diversity-equity-inclusion condition.

12. Forms of diversity considered in programs at Carroll and across the colleges benchmarked primarily dealt with race, ethnicity and gender. Although included in Carroll's definition of diversity, gender identity, sexual orientation, socio-economic status, language, culture, national origin, religious commitments, age, (dis)ability status, veteran status, and political perspective were rarely mentioned.

6. Benchmarking and Website Review

RECOMMENDATIONS

Strategy

1. Expand Carroll's DEI plan and program to include a vision, mission, strategies, goals, and implementation steps.

2. Increase communication about Carroll's DEI plan and program across the College.

3. Establish clear metrics for monitoring progress with the DEI plan and program and report on that progress routinely to the Board of Trustees.

4. Provide a prominent location on the website for the Office of DEI, associated initiatives, and ways to get involved. Ensure resources are available to update key webpages that highlight DEI initiatives, student groups, events, training and curriculum to help demonstrate the importance to the College.

5. Ensure sufficient staffing and funding is available for Carroll to carry out its DEI mission, plan, and program.

6. Expand the systematic assessment and analysis of the progress and impact of DEI efforts.

7. Incorporate DEI metrics into the College's routine data analysis and internal reporting.

8. Include assessment of the DEI program in the College's ongoing assessment activities.

9. Report DEI plans, accomplishments, and trends at least annually to governing bodies, administration, faculty, and students. Post DEI results on the college website.

6. Benchmarking and Website Review

RECOMMENDATIONS

Engagement

1. Access/Safety: Evaluate and strengthen the various means for students, faculty and staff to report concerns related to safety, security, misconduct, harassment, discrimination, or other matters. The quantity and type of incident, time to research and close, conclusion, and corrective actions should be captured and reported to Carroll leadership and the Board.

2. Marketplace - Implement a program to encourage procurement from local, small business, and DEI vendors.

3. Internal/External Community - Create one-click access to DEI program information, events, and ways to get connected on Carroll's web home page

4. Overall - Implement a Carroll "listening post" under the Office of DEI to obtain both positive and negative feedback about student, staff and faculty satisfaction, concerns, and issues.

5. Community, Faculty, Staff - Design and offer a DEI certificate from Continuing Education; subsidize faculty and staff participation.

6. Students - Improve the DEI courses that meet the state's DEI graduation requirements to directly address topics such as respect, unconscious bias, cultural competency, civility, and sensitivity.

7. Students – Consider adding a physical student space for diversity learning, engagement, and collaboration when implementing additions or improvements to campus facilities if no room is currently available. In the meantime, designate specific space on campus at certain times.

8. Students - Strengthen resources for students in areas such as immigration guidance and resources.

9. Students - Formalize resources for student job interviewing such as an "interview clothing closet" and aligning with alumni.

10. Overall – Keep DEI events and activities on the college's master calendar current.

7. Social Media Scraping

OBSERVATIONS

1. Social media postings are overwhelmingly positive from 2014-2022.

2. Most interactions are through Instagram.

3. Posts focus on promotion of the school and its activities/events (sports and art events were extremely positive).

4. Efforts began in 2020 to share DEI initiatives; however, more robust promotion can be performed through various social media platforms.

5. Scraping of content on Instagram could not be performed over stories and reels where additional content may be located.

6. Where an event is promoted through social media, most of the posting takes place prior and not during or after the event.

7. Carroll highlights key dates (i.e., Veterans Day, World Mental Health Day). However, DEI related events and celebrations, program initiatives, and messages from the President and others could be better promoted.

RECOMMENDATIONS

Strategy	1.	Measure the amount of traffic that social media drives to the Carroll website and optimize the impact of spend, specific to DEI; ensure that DEI program staff receive regular information on social media performance re DEI.
People	2.	Increase the use of social media for student, faculty, and staff DEI outreach and recruitment.
Engagement	3.	The DEI program should determine key DEI messages to be promoted and implement using the college's website and social media.
	4.	Improve the ways in which diverse or underrepresented communities can be included in social media and on websites.
	5.	Increase the use of social media to promote awareness of DEI and its related events.
	6.	Consider increasing the use of Instagram for student directed DEI initiatives as well as increasing the number of posts during and after events.
	7.	Increase the frequency and rotate the content surrounding the use of the Carroll Community Colleges most popular hashtags for DEI awareness building: • #CarrollCC • #CarrollCommunityCollege • #CarrollCCGoLynx • #CarrollLynx • #CarrollCCMD • "Carroll Community College
	8.	Increase discoverability using additional creative hashtags that can be promoted during DEI events and on campus through posters, flyers, wall hangings, etc.
	9.	Encourage social media traffic by providing prizes and giveaways and invite interaction through frequent online polls and contests as well as "Ask Me Anything" opportunities with university personnel. Use automation to recognize timely DEI content.
	10.	Work with local businesses and other "influencers" (i.e., local officials, institutions or community members) to generate relevant DEI content (such as coupons, discounts or promotion of free local events or local businesses).
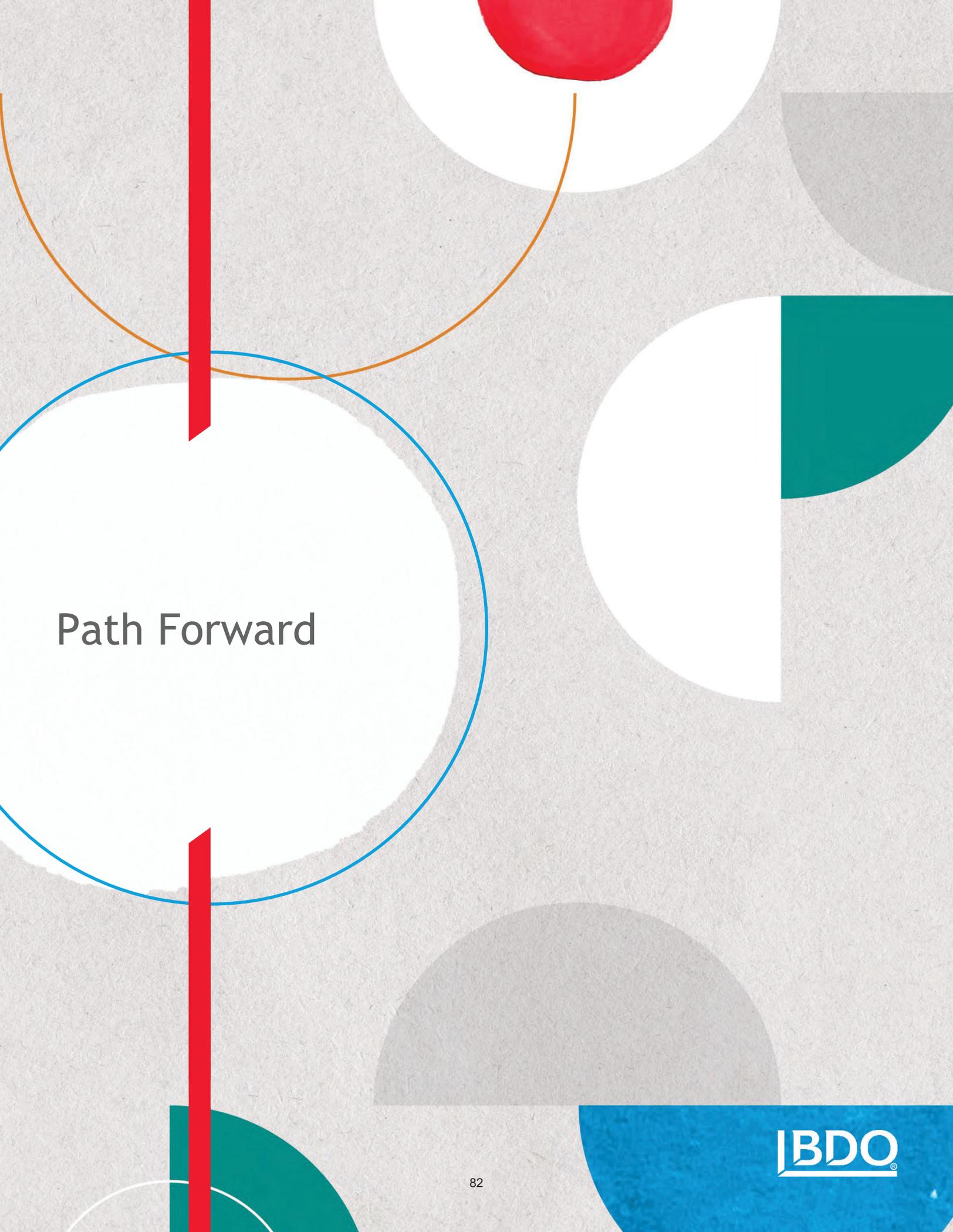
Path Forward

Path Forward: Strategy & Governance

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

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

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

Path Forward: Strategy & Governance

Continued

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

Path Forward: People-Related

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

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

Path Forward: Engagement

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

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

Path Forward: Engagement (Continued)

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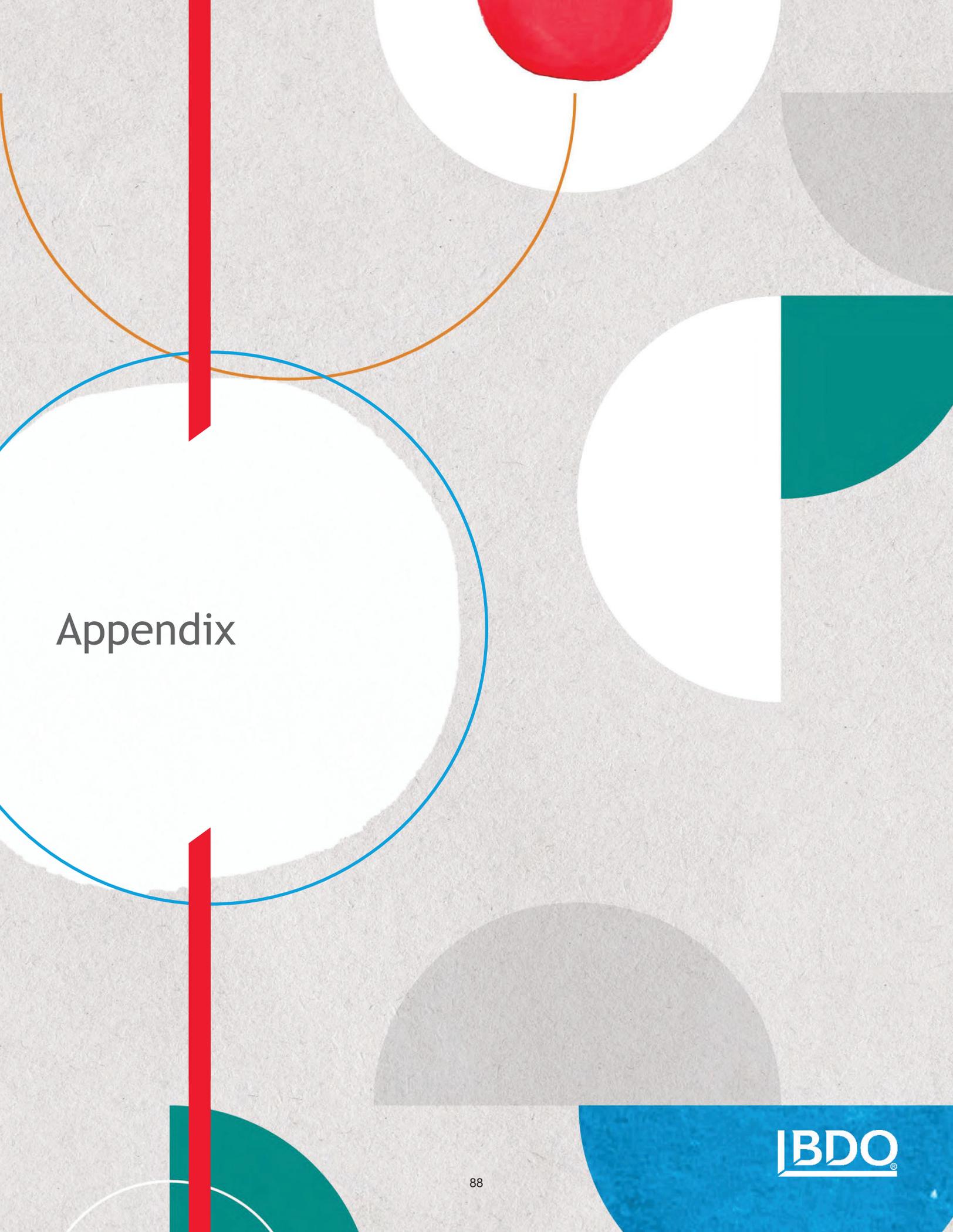
Appendix

Carroll College Reports Their DEI Journey

Collegewide DEI-related Activities	
FY 2017	Diversity Committee was re-constituted and a professional development workshop on the difference between sex, gender, gender identity, and sexual orientation was offered.
FY 2018	A .2 FTE Faculty Coordinator of Diversity Initiatives position was created to provide more structure/planning to prior ad-hoc efforts. The Committee began meeting regularly and created a Diversity, Inclusion and Equity Action Plan; this was endorsed by College's Board of Trustees and reported to MHEC as required by law.
	The Accelerated Learning Program model for transition English coursework was implemented. General Education goals and requirements were revised and approved by the college's Academic Council in June 2018; this included a goal related to global awareness and citizenship, as well as a graduation requirement that all students take at least one diversity-designated course.
	Student activities were rooted in monthly history/heritage celebrations and were more intentionally advertised to the greater campus community.
	To formalize and sustain professional development efforts, the Intercultural Teaching and Learning Fellows Program was developed, and the first class of Fellows was named in May 2018.
FY 2019	The D&I Committee continued as an advisory group, a working committee, and a learning community.
	The College restructured its sequencing of mathematics courses to provide students with appropriate accelerated pathways for transitional and credit-bearing mathematics coursework. Placement based on GPA began in Spring 2019. Outreach via expanded dual enrollment and the One Step Away Program for adult near-completers were implemented, as was the Starfish student support system.
FY 2020	The Diversity and Inclusion Steering Team is formed to support requests from College leadership. Steering Team members also have authority within their areas to implement policy and other changes, decentralizing DEI work and further embedding it into the regular work of the College. The group evaluated options for completing an audit.
	The First in My Family Program launched. Implicit Bias Training was designed for and offered to Executive Committee and senior administrators; expanded to be offered campus wide. As part of Black History Month, a Black Lives Matter display and Teach In was held for students, faculty, and staff.
	As COVID hit, laptops, hotspots, science lab kits and other student supplies were distributed to students and employees. Continuing Education and Training increased language support for Adult Education English learners to facilitate their transition to remote learning. Temporary full-fund scholarships for small business trainings were offered to support new businesses.
FY 2021	A .2 FTE Faculty Coordinator of Diversity Training and Development was created.
	DEI programs, workshops, and trainings increased significantly, often to both educate and respond to the concerns and social issues of the moment. A robust set of experiences, trainings, opportunities for students, faculty, staff and in some cases, community members, have continued until present day. Asynchronous Heritage Month Learning challenges for faculty and staff were piloted.
FY 2022	Implicit Bias Training is mandatory for anyone chairing a search committee. Our librarians created LibGuides – web-based information sites - to house the Heritage Month information.
	An online, asynchronous implicit bias training is purchased by the college. Implicit bias training, either web-based or facilitated, must be completed by anyone on a search committee. Intentional efforts made to publicize and integrate existing programming with DEI themes and relevance into the professional development DEI calendar
FY 2023	Additional DEI LibGuides were added, accessible through a drop-down menu on the Library webpage, and are no longer labeled for heritage months, but are resources for the campus to explore a diversity of people and experiences any time of the year.[89]

Carroll College Reports Their DEI Journey

Carroll College Work in the Community	

Spring 2021 - present	Carroll College participated in the following community initiatives from Spring 2021 to present
	• Special committee for the Carroll County Lynching Memorial Project
	• Townsend Cook Memorial May 2021
	• Co-created Juneteenth Celebration for Carroll County June 2022
	• Juneteenth planning for 2023 – event moved to Carroll Community College
	• Native and Indigenous People Land Acknowledgement Initiative with State of Maryland
	• Boys and Girls Club Teen Night Initiatives
	• Boys and Girls Club Leadership Initiatives
	• Representative on Carroll Citizens for Racial Equity (CCRE)
	• CCRE Annual Conference 2023 planning
	• Partnership with Carroll Arts Council
	   – Co-sponsor of the Black Film Festival
	   – Native American History Month
	   – Juneteenth 2023
	   – 12 Angry People

Carroll Human Resources	
2021 - present	• Hired an Executive Director of DEI Jan 2021, reports directly to the President, serves on Senior Leadership Council, Planning Advisory Council (PAC), Senate, and reports to the Board of Trustees monthly. • Revised recruitment procedures to ensure diversity on search committees. • Transitioned to Safe Colleges online training platform. All new hires are assigned mandatory Diversity Awareness training; current employees may also take complete the training. • All search committee members must complete implicit bias training before serving. • Implemented NeoEd applicant tracking system to minimize bias in hiring. • Added Onboarding module in NeoEd. • Reviewed language in job descriptions, employee handbook and polices to make gender neutral, and implemented an ongoing process of review. • For HR department, added a performance goal for each person in HR/Payroll to attend *at least* one DEI related training/program/panel. • Executive Director DEI sits on all Faculty search committees and for all positions Grade 106 (manager and above) and up.
Carroll Student Engagement	
2020 - present	• Intentional, well researched programming offered each month for students • Events creating community partnerships • Opening events to both credit and non-credit students • Designated budget for events through Student Engagement • Increase in clubs focusing on a marginalized group • Pride Prom • Black Lives Matter discussions in 2020 • Mental Health newsletter through SGO (Student Government) • Safe Zone training for students • BSU (Black Student Union) and MSA (Muslim Student Association) formalized as student groups in 2021

SWOT Analysis

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

STRENGTHS	WEAKNESSES
▶ Carroll leadership and the Board are committed to an effective and enduring DEI program to equip all students with the necessary competencies to successfully navigate their education at Carroll and beyond. ▶ Carroll personnel created a DEI committee and executed DEI program activities for several years without formal staff or funding. Leadership supported these efforts as possible. ▶ DEI committee members are engaged and committed to a robust and effective DEI program. ▶ Carroll was able to identify a position and the Executive Director of DEI was hired in 2021, charged to develop a formal program while continuing internal and external initiatives. ▶ The Intercultural Teaching and Learning Fellows Cohort program provides support and structure to apply new knowledge to their work context. ▶ Office of Student Care and Integrity Office offers resources to students in support of academic success including mental health, crisis situations, financial support, food, housing and transportation, legal, relationships, personal growth and safety and behavioral areas. ▶ Implicit bias training has been required for all employees who sit on a search committee for both faculty and staff positions.	▶ While DEI is a strategic priority in the College's strategic plan, a comprehensive DEI program strategy and plan are being developed and are not yet complete with strategies, tasks, measurements, and resources/staffing. ▶ A DEI committee charter and specific roles and responsibilities of committee members have not been defined. ▶ Budget and staffing for the program may not be sufficient to cover the DEI program's needs and the expectations of stakeholders. ▶ Carroll County has had a reputation among underrepresented communities of not welcoming people with diverse backgrounds. This perspective can also influence how the College is perceived requiring additional focus for these efforts to attract a more students from underserved population.
OPPORTUNITIES	THREATS
▶ Create a formal DEI Office to increase visibility and authority for the program. ▶ Gain trust across communities for developing an inclusive program that demonstrates the stated values of the College. ▶ Continue to support students across various groups to improve success outcomes. ▶ Improve communications of program offerings to promote student recruitment and participation from underrepresented communities. ▶ Enhance course offerings to promote knowledge and deeper understanding of DEI. ▶ Update the "Contact" webpage to include the Office of Student Care and Integrity Office, DEI Office and "Report Now" for Title IX Concerns. ▶ Continue to increase outreach to underrepresented and high school communities to strengthen the image of Carroll as a place that welcomes diversity. ▶ Strengthen outreach and recruitment strategies to offset enrollment declines with students from underserved communities. ▶ Continue to develop cross-cultural competence and the ability to successfully traverse diverse communities among faculty, staff, and student body, to address growing imperatives.	▶ There is controversy and conflict across the surrounding K-12 public schools regarding critical race theory. ▶ Carroll County is a homogeneous community, resistant to change. ▶ There are members of student, faculty and staff who feel the DEI program is doing too much. ▶ Community college enrollment across the country and at Carroll has been and is projected to continue to decline. ▶ The political and regulatory landscapes continue to change and impact support for DEI objectives. ▶ Potential economic recession may lead to reduced funding for DEI initiatives in the future.

Benchmarking Overview

APPROACH

▶ A total of 21 community colleges were selected for comparison, 16 in Maryland. Five additional community colleges of similar size were added – four in states proximate to Maryland and one in California.

▶ We compared diversity of colleges using student population ethnic breakdowns as presented by Community Colleges review.

▶ Websites of the 21 colleges were scanned for 12 characteristics in community colleges with active diversity, equity, and inclusion programs.

MAJOR TAKEAWAYS

▶ Carroll's student population was 81% white. Carroll's non-white student population was slightly higher than the non-white population of its surrounding community.

▶ Carroll was performing six of the 12 DEI characteristics identified in this study.

▶ The colleges with the highest number of DEI characteristics were College of Southern Maryland (10 characteristics), Frederick Community College and Community College of Philadelphia (9 characteristics), and Montgomery and Cecil Community Colleges (8 characteristics).

▶ DEI information on websites and in DEI reports across the colleges benchmarked was focused on color and gender; there was minor focus on ability and veterans; and very little on other areas of diversity such as gender identity and expression.

OPPORTUNITY

▶ The key opportunities for improvement are detailed on the Observations and Recommendations section of this report and in the Path Forward.

▶ As noted in other sections of this report, diversity takes many forms. Carroll's DEI program should consider how it will address the many areas in which students, faculty and staff have experienced discrimination in their lives.

Student Diversity and Surrounding Community

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

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

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

DEI Characteristics Across Selected Community Colleges

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

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

Number of DEI program characteristics identified on respective college's public website

DEI Characteristics Across Selected Community Colleges

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

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

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

Comparison Demographics

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

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

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

Data Analytics Tool

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

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

RACE

- White
- Asian
- Black or African America
- Hispanic

MILITARY STATUS

- Not In The Military
- Spouse or Child
- Other

AGE

- 15 to 29 years
- 30 to 44 years
- Other

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BDO

Progress Report on Plan for Cultural Diversity
Carroll Community College
2024-2025

During FY2025, Carroll Community College engaged in a comprehensive program of cultural diversity, in compliance with §11–406 of the Maryland Education Article and in alignment with the standards of the Middle States Commission on Higher Education (MSCHE) and the goals of the Maryland State Plan for Higher Education. This involved operationalizing annual elements of a multi-year initiative that evolved from a detailed diversity audit conducted by the consulting firm BDO on behalf of the College in FY2023. Based on the recommendations of this audit and guided by the institution's core principle that "All Belong. All Learn. All Achieve—Together," Carroll created structures and systems designed to honor the dignity and worth of every student, faculty member, and staff member, while fostering a learning environment where differences are valued and celebrated.

At the heart of this initiative was the College's deliberate move to evaluate campus climate, develop actionable insights, and foster inclusive practices across the institution. Through methodical assessments, cross-divisional collaboration, and transparent communication, Carroll empowered its community to co-create a culture rooted in respect, wellbeing, and belonging.

Achievement of Plan Goals

Carroll's multi-year approach to cultural diversity is a broad transparent plan that includes measurable objectives, metrics, and timelines. Those objectives implemented in FY2025 built on the progress made in the previous years:

1. DEIB Committee charter (2024): A formally adopted charter delineated the committee's scope, membership, and accountability structures. This committee was reconstituted in Spring 2025 as the BE (Belonging and Empowerment) Committee to ensure compliance with federal guidance.
2. Data-informed analysis of the Workforce, Business, and Community Education (WBCE) experience (2024): Expanding on the 2023 Diversity Audit, a comprehensive survey of WBCE students and clients was conducted. Results provided an essential lens into this segment of the College constituency and supplemented existing audit data focused on the credit student experience, and were shared through an interactive data visualization that guided resource allocation and institutional practices.
3. Faculty development and curriculum integration: Carroll has equipped faculty with tools and training for inclusive teaching and created pathways for embedding the institution's mission to foster a supportive learning environment into curriculum and course design.
4. Transparency and communication: Carroll's Board of Trustees and the broader college community are regularly updated on the progress of the plan.

College-Wide Engagement

In alignment with §11–406(b)(3), Carroll has enhanced cultural diversity programming through intentional professional learning and community-building initiatives. Efforts include faculty and staff training on topics such as inclusive pedagogy, neurodiversity, and civil discourse; as well as co-curricular programs for students, including heritage month observances and facilitated dialogue series.

Resource Review and Fiscal Stewardship

Carroll engages in ongoing review of institutional resources related to recruiting and retaining an inclusive student body. At the present time, the College does not need additional state grants or resources to support these efforts. Existing institutional investment, including robust professional development, has proven sufficient in sustaining the College's inclusive mission. Nonetheless, Carroll remains committed to periodic reassessment of needs and stands ready to request additional support should future investment be necessary.

Reporting Requirements

In accordance with §11–406(b)(2)(iii) and federal statute 20 U.S.C. 1092(f) (Jeanne Clery Act), Carroll has a robust, accessible, and well-documented process for reporting campus-based hate crimes, bias incidents, and threats to campus safety. These protocols are outlined in the College's Annual Security Report, Section III: Crime Prevention and Reporting, and

- Align with Title 10, Subtitle 3 of Maryland Criminal Law
- Provide multiple channels for confidential reporting
- Ensure coordination with law enforcement and administrative personnel
- Offer support services and restorative pathways for affected individuals

This infrastructure is essential to maintaining a campus environment free from harassment and discrimination, and one that reflects Carroll's core values of safety, dignity, and justice.

The College's ongoing efforts related to cultural diversity underscore its unwavering commitment to cultivating an educational community where people are honored, maintaining one's dignity is practiced, and belonging is embraced—for all.

Diversity, Equity, and Inclusion Plan – FY 2025
Community College of Baltimore County

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

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

Table 1: Fiscal Year 2023 Demographic Representation

Race/Ethnicity	Baltimore County*	CCBC Students	CCBC Employees
African American/Black	32%	40%	28%
Asian	7%	6%	4%
American Indian/Alaska Native	0.5%	0.3%	0.3%
Hispanic/Latino	7%	8%	2%
Native Hawaiian or Other Pacific Islander	0.1%	0.1%	0%
Multiple Races	3%	3%	2%
White	53%	43%	63%

*Baltimore County data is from the 2020 Census, July 2023 population estimates

Table 2. Traditionally Underrepresented Population Percentage

Segment	FY 2022	FY 2023	Percentage Point Increase
Baltimore County	44%	47%	3%
CCBC Students*	55%	57%	2%
CCBC Employees	35%	37%	2%

*CCBC has been a majority minority institution since 2017.

Section 1: How CCBC Addresses Diversity among Students and Employees

CCBC promotes diversity, equity, inclusion, and belonging by increasing representation of underrepresented groups, promoting a sense of belonging and empowerment for all groups, and facilitating positive interactions between groups.

CCBC has infrastructure in place to support data informed decision-making regarding representation, the experiences and needs of specific groups, and the allocation of resources to initiatives that enhance the diversity climate. This infrastructure includes:

- The President's Diversity, Equity, Inclusion, and Belonging Advisory Council (DEIBAC)
- The Office of Intercultural Engagement (OIE)
- The Office of Planning, Research and Evaluation (PRE)
- Campus organizations as facilitated by the Office of Student Engagement
- Special services for diverse or unique student populations, and
- Entities that provide cultural education and training

The President's Diversity, Equity, Inclusion, and Belonging Advisory Council was established to examine the diversity climate at CCBC and facilitate the implementation of "actions that matter" for enhancing diversity, equity, and inclusion (DEI) across the broad spectrum of CCBC's diverse communities. The council has roundtables that focus specifically on diversity in hiring, promotion, and retention; tackling incidents of bias; accessibility for individuals with disabilities; equity/outcome gaps for students; assessing the diversity climate; and engaging students in DEI work.

The mission of the Office of Intercultural Engagement (OIE) is to promote and support access and equity for persons of every race and ethnic heritage, gender, religion, ability, linguistic diversity, and sexual orientation. In collaboration with existing college programs and offices, OIE promotes and facilitates the academic, professional, and personal development of members of the CCBC community with an emphasis on underrepresented groups. This is accomplished through advocacy, direct service, and cultural programming.

Across the college, belonging, support, advocacy, services, programming, and training are offered by:

Campus Organizations
African Student Union
American Sign Language Club
Christian Fellowship
Gender and Sexuality Acceptance Club
International Club
Multicultural Student Association
Muslim Student Association
Proudly Rallying behind the Intersectionality of Social Minorities (PRISM)
Committee for LGBTQ+ Advocacy, Support and Inclusion (CLASI)
Student Veterans Associations

Special Services for Diverse or Unique Student Populations
Student Accessibility Services
International and Immigrant Student Services
Male Student Success Initiative (MSSI)
Lesbian, Gay, Bisexual, Transgender, Questioning + (LGBTQ+) Online Resource Center

Curricular and Extracurricular Initiatives Promoting Cultural Diversity
The Global Education Program
The Diversity Requirement in General Education
Community Book Connection (CBC)
Alternative Spring Break

Cultural Diversity and Campus Life Programs at CCBC
Indigenous People's Day
The Spotlight Speaker Series
Campaign Against Hate and Bias

Training Programs
Culturally Responsive Teaching and Learning program (CRT-L)
Courageous Conversations About Race
Respectful Workplace and Civility Training
Restorative Practices Training
Safe Zone training
Brave and Safe Space training
Sexual Misconduct Prevention
Neurodiversity Training
Learning Differences Workshop

To assess the status of diversity, equity, and inclusion, CCBC directs the Office of Planning, Research and Evaluation to analyze population data and conduct college-wide surveys. Each source provides insights on who our people are and how they are experiencing the environment at CCBC. Results are used to enhance the provision of services and to support the development of policies that promote a welcoming and sustaining environment where broadly diverse people can enter, belong, remain, and thrive.

For the coming year, areas of focus for the college include:

- Providing holistic student support to increase retention, progress on momentum metrics, and completion among all students.
- Closing outcome gaps between racial/ethnic groups.
- Enhancing outcomes for males of color.
- Increasing employee diversity to more closely match student diversity.
- Providing cultural programming and training to increase knowledge about diverse groups and promote positive interactions.

Section 2: How CCBC Plans to Enhance Diversity, Equity, Inclusion, and Belonging

Goal 1. Provide holistic student support to increase retention, progress on momentum metrics, and completion among all students.

In FY 2025, CCBC will expand access to the new advising process to additional cohorts. These students will participate in needs assessment, career exploration, and caseload advising by academic pathway. As they accumulate credits, they will also receive advising from faculty in their program. Needs assessment will help connect students to resources to address their academic and non-academic needs. Career exploration will help students start off on the path best aligned with their interests and goals. Advising will guide students through the steps to register for the right classes, encourage students to return for successive semesters, refer them to student services that reduce barriers to retention or success, and track progress toward program completion.

We have trend data going back multiple years for these metrics, but they have been generated using varied specifications and maintained separately and for various timeframes. A student progress dashboard that combines data by cohort for each year since at least Fall 2020 will be launched in Fall 2024.

We will measure success by monitoring momentum metrics such as completion of developmental education if needed, success rates in courses, credit accumulation, completion of gateway courses in English and mathematics, retention, and program completion. We will define success as achieving the outcomes described by the Community College Research Center in the 2019 report "Early Momentum Metrics: Leading Indicators for Community College Improvement." We aim to improve three to five percentage points over the prior year on each measure, achieving a rate of 60% or higher in the next five years.

We will also measure success by tracking scores on the College Survey of Student Engagement (CCSSE). In 2021, CCBC's Support for Learners score was 43.8, the lowest value since 2006 when CCBC began participating in CCSSE. At the same time, CCBC's Academic Challenge and Student Effort scores were the highest they have been since 2006 at 51.4 and 51.9, respectively. When examining the seven items that contribute to the Support for Learners score, we saw declines in students' average rating on every item except for the provision of financial support needed to afford college. The items on which ratings need to increase to achieve a higher benchmark score relate to:

- Providing support needed to succeed in college.
- Encouraging contact among students from different economic, social, and racial or ethnic backgrounds.
- Helping students cope with non-academic responsibilities.
- The frequency of academic advising/planning.
- The frequency of career counseling.

For the 2024 CCSSE survey we plan to achieve a Support for Learners benchmark score higher than 46.1 (the 2018 value) and item averages at least as high as the 2018 values and not significantly lower than the mean scores for extra-large colleges.

Goal 2. Reduce outcome gaps between racial/ethnic groups (e.g., course success, retention, completion).

CCBC will launch a student progress dashboard in Fall 2024 that measures outcome metrics for entering fall cohorts of new first-time and transfer students. It will include data for at least three cohorts and allow for examining achievement trends over time and disaggregation by student characteristics and program-related variables.

A second dashboard focused on outcome gaps will be derived from the student progress dashboard and launched by Spring 2025. This dashboard will present data on momentum and completion metrics with a specific focus on gaps and trends in gap size by race/ethnicity, gender, traditional and non-traditional age, and combinations thereof.

We will measure success in closing outcome gaps by calculating the gap size (in percent) and the statistical significance of gaps between groups. Each year progress toward gap closure will be tracked with an aim of achieving progressive reductions in gap size and achieving statistical non-significance within five years.

Goal 3. Enhance outcomes for males of color.

In FY 2025, CCBC will continue to provide focused support for African American/Black and Hispanic/Latino males via the Male Student Success Initiative (MSSI). Outcomes for these groups will be tracked using the dashboards for student progress and outcome gaps.

To measure success on this goal, we will track MSSI students' rates of achieving momentum metrics for retention, achievement, and completion. We will also track reductions in gaps size over time with the aim of achieving statistical significance between participating and non-participating males of color (to gauge program effectiveness) and eliminating statistical significance between MSSI students and males of other races/ethnicities.

Goal 4. Increase employee diversity to more closely match student diversity.

In FY 2025, CCBC will continue to promote equitable hiring practices such as actively recruiting employees from underrepresented groups to achieve diverse candidate pools, ensuring search committees are diverse, and providing diversity training to search committee members. We will identify and respond to issues with employee satisfaction that contribute to the attrition of all employees, with particular attention to employees of color. We will continue to produce Employee Profiles to disaggregate employee roles by race/ethnicity and gender.

We will measure success by comparing CCBC's employee population from minoritized groups with their rates in Baltimore County with the expectation that CCBC rates will not be below Baltimore County rates by more than a few percentage points. We aim to increase the percentage of traditionally underrepresented group members by at least two percentage points this year. We

will begin disaggregating hiring and employee retention data by demographics to establish a CCBC baseline. When possible, Human Resources will analyze exit interview data to determine if there are actionable reasons for employee attrition, whether any groups are disproportionally affected by particular issues, and the impact of employee support initiatives on employee satisfaction and retention.

Goal 5. Provide cultural programming and training to increase knowledge about diverse groups and promote positive interactions.

In FY 2025, CCBC will continue to support organizations and entities that provide events, advocacy, services, and training to CCBC students and employees. These include all areas listed in Section 1, with specific emphasis on:

- Culturally Responsive Teaching and Learning (CRT-L)
  - The Meanings of Culture and Race
  - Overcoming Stereotype Threat
  - Culture and Mindsets of Intelligence
  - Social Capital, Learning, and Caring
  - Attribution Theory
  - Productive Persistence
  - Micro-aggression
  - Inter-subjectivity
  - Identity Contingencies
  - Privilege and Power
  - The Politics of Language Variation
- Courageous Conversations About Race
- Simulation Events
  - Poverty simulation event
  - Re-entry simulation
- Restorative Practices Training
- Safe Zone Training
- Sexual Misconduct Prevention
- Managing with Equity Training for Supervisors
- Respectful Workplace & Civility Training
- Diversity, Equity, and Inclusion Training

We will measure success by tracking whether events took place and gathering attendance data where possible. We may also find indirect evidence of the effectiveness of these efforts by tracking responses on the Diversity Climate Survey that address the quality of the social climate and perceptions of equity, inclusion, and belonging. We have baseline data from the 2021-2022 survey administration and will continue to evaluate outcomes based on achievement of benchmarks (e.g., 80% endorsement) and on progressive improvement of at least five percentage points for items that remain below 80%.

Section 3: Process for Reporting Campus-Based Hate Crimes

Reporting incidences of hate crimes are addressed under the Jeanne Cleary Disclosure of Campus Crime Statistics Act (Cleary Act) as amended by the Higher Education Opportunity Act. At CCBC, the Department of Public Safety works to create and maintain a secure campus climate and to protect personal and college assets. All public safety information required by the Jeanne Cleary Disclosure of Campus Security Policy and Crime Statistics Act may be found on the Public Safety website at http://www.ccbcmd.edu/Campus-Life-and-Activities/Public-Safety.aspx.

Officers investigate and report all crimes and incidents that come to their attention. CCBC's Public Safety staff also works closely with the Baltimore County Police Department and will ask for its assistance when needed or when requested by a victim of a crime.

Each public safety officer receives 16 hours of in-service training annually, which is four times the number of hours mandated by the state of Maryland. Officers are trained in offense definition, report classification and criminal investigation. Officers are routinely updated on changes to county, state, and federal law, and receive periodic training on sexual assault, hate and bias crimes, dating and domestic violence, stalking and harassment.

The Department of Public Safety is staffed by full- and part-time uniformed public safety officers 24 hours a day. Each full-time public safety officer is commissioned by the state of Maryland as a Special Police Officer and has full police powers (including powers of arrest) through the statutory and common law of Maryland.

The college provides timely security alerts to the college community regarding offenses or incidents that are reported to campus public safety offices, college administrators or local police, and which may represent a threat to students and employees, through Campus Alert, CCBC e-mail, voice mail, and text messaging. Students, faculty, and staff are automatically placed in the alert database when they register for a course or receive a paycheck from the college. Family and community members may opt in to Campus Alert.

College policy dictates that all crimes or emergencies be reported directly to the Department of Public Safety by calling 443-840-1111. A report may also be made to any college employee (known as a Campus Security Authority) who has a significant interest in student safety, such as a faculty member, dean or director, coach, advisor, or other campus official. Any college member who is a victim of a serious crime is also encouraged to report the incident to the Baltimore County Police Department by calling 911 (for emergencies). The Department of Public Safety will investigate and document all crimes in accordance with college policy.

Cultural Diversity Report – FY 2025
Community College of Baltimore County

Summary of 2024-2025 Cultural Diversity Plan and Progress

In Fiscal Year 2025, the Community College of Baltimore County planned to address cultural diversity by working towards achieving five major goals:

1. Providing holistic student support to increase retention, progress on momentum metrics, and completion among all students.
2. Closing outcome gaps between racial/ethnic groups.
3. Enhancing outcomes for males of color.
4. Increasing employee diversity to more closely match student diversity.
5. Providing cultural programming and training to increase knowledge about diverse groups and promote positive interactions.

Our progress on achieving these goals is as follows:

Goal 1. Provide holistic student support to increase retention, progress on momentum metrics, and completion among all students.

Progress on Goals

The new advising process was extended to all students new to CCBC in FY2025. This included new first-time students and students who transferred to CCBC. Each student was assigned an advisor who facilitated and monitored completion of early readiness benchmarks such as placement evaluation for English and math, creation of a *Degree Works* plan, and participation in first year experiences. Advisors also connected students to student support resources at CCBC, to transfer opportunities available through CCBC's Degrees to Succeed dual enrollment partnerships, and to career exploration resources such as Career Coach. They monitored student retention and credit accumulation and conducted outreach to promote registration.

CCBC conducted our biennial student satisfaction survey in Fall 2024. The results indicated greater student needs in the areas of financial support and responsive course scheduling. This was true for both credit and continuing education students.

To provide increased holistic support, CCBC launched an enhanced financial support initiative managed by the Student Interdisciplinary Fiscal Team (SIFT). This cross-functional team brings together staff from financial aid, finance and budget, student finance, the registrar's office, continuing education, student central, advising and career services, and other key departments as needed to coordinate efforts to ensure students have knowledge of and access to various funding sources available to attend CCBC Tuition Free (i.e., with no out-of-pocket expense). SIFT proactively identifies students with funding needs and conducts outreach to fill funding gaps that are or may become obstacles to retention and completion. SIFT was able to connect students to nearly seven million dollars in federal, state, and private aid in the six months of fiscal year 2025 during which it was operational. The goal for next year is nearly thirteen million.

These and other efforts translated into higher retention to the next semester and next year, both overall and among students of color. Between Fall 2022 and Fall 2024, next semester retention among credit students rose from 59% to 61% and 1-year retention rose from 41% to 43%. For the cohort of new and transfer students (i.e., New to CCBC students) entering in fall 2023, retention to the next year increased by at least three percentage points compared to the rate for the fall 2022 cohort for African American, Native Hawaiian or other Pacific Islander, and multiracial students. After spring 2025 concludes, we will be able to calculate the 150% completion rate for the fall 2022 cohort and will track the 150% and 200% rates for each cohort going forward.

CCBC administered the College Survey of Student Engagement (CCSSE) in Spring 2024. Our goal was to rebound from a dip in scores in 2021 back to our 2018 values or better and not significantly lower than the mean scores for extra-large colleges. The 2024 CCSSE results show that our benchmark score and mean scores on the items contributing to that score exceeded our goal.

Table 1. College Survey of Student Engagement (CCSSE): Student Support Measures

CCSSE Metric	2018	2021	2024	2024 Extra-Large Colleges
Support for Learners benchmark	46.1	43.8	46.3	48.7
Providing support needed to succeed in college	2.99	2.85	3.09	3.15
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.68	2.54	2.76	2.79
Helping students cope with non-academic responsibilities	1.95	1.94	2.08	2.25
The frequency of academic advising/planning.	1.50	1.46	1.53	1.62
The frequency of career counseling	0.48	0.46	0.50	0.67

Note 1. A benchmark score of 50 ±25 is within one standard deviation of the average.
Note 2. The contributing items are rated on a 4-point scale.

Goal 2. Reduce outcome gaps between racial/ethnic groups (e.g., course success, retention, completion).

Progress on Goals

CCBC has Power BI dashboards for registration, retention, course success, 1-year progress, and completion. All dashboards allow for disaggregation by student characteristics. Our student progress dashboard that will combine progress data related to these and other metrics for cohorts going back to at least Fall 2020 is under development. We will share a prototype with key CCBC stakeholders in Fall 2025 and finalize it before Spring 2026. We expect to launch the equity dashboard that will spin off from the student progress dashboard in Spring 2026.

CCBC uses the Return Rate dashboard and the Grade Report dashboard to identify gaps over the last 10 years between racial/ethnic groups, genders, and age groups for the general population

and by developmental education status. Data from fall 2022 through fall 2024 show a decrease in course pass rate gaps, an increase in next semester retention gaps, and a decrease in 1-year retention gaps.

Table 2. Outcome Gaps related to Race/Ethnicity

Outcome	Metric	Fall 2022	Fall 2023	Fall 2024
Course Pass Rate	Overall Value	73%	75%	76%
	Largest Gap from Overall	-9%	-6%	-6%
	Largest Gap between Groups	-17%	-13%	-13%
Next Semester Retention	Overall Value	61%	59%	60%
	Largest Gap from Overall	-4%	-5%	-5%
	Largest Gap between Groups	-16%	-21%	-21%
1 year Retention	Overall Value	43%	44%	N/A
	Largest Gap from Overall	-6%	-5%	N/A
	Largest Gap between Groups	-22%	-20%	N/A

Note1: Largest Gap Overall = Minimum Value among Race Group values - Overall Value.
Note 2: Largest Gap between Groups = Minimum Value - Maximum Value among Race Group values.

As part of their regular assessment activity, general education courses and selected program courses review disaggregated student performance data, identify outcome gaps, and develop interventions designed to close them. This year, the general education courses were in the English Composition, Information Technology, and Wellness disciplines. The Learning Outcome Assessment Projects for this year were in Sociology and Psychology.

HIPs have been deployed in seven highly enrolled general education courses. CCBC has a HIPs dashboard that allows disaggregation by race/ethnicity and monitoring of outcome gaps and gap closure.

Early alerts and additional support were provided in English 101 (Composition) and in online sections of Accelerated Learning Program (ALP) courses for students placed in developmental education.

Goal 3. Enhance outcomes for males of color.

Progress on Goals

In FY 2025, CCBC continued to provide focused support for African American/Black and Hispanic/Latino males via the Male Student Success Initiative (MSSI). We launched a dashboard to track outcomes for these groups. The dashboards allow evaluation of progress and outcomes compared to males of color who are not participating in MSSI. The dashboard also allows registration tracking to track retention rates and identify students who are not registered for the next semester. Outreach was conducted to encourage enrollment and assist students facing obstacles to registration. Our evaluation process involves examining outcomes gaps and tracking their closure over time.

Results for FY 2025 show that the course pass rate gap has decreased slightly for African American males since Fall 2022, even while the overall pass rate for all enrolled students was increasing. Results also show that African American Males and Hispanic/Latino males who participate in MSSI tend to have better retention outcomes than their counterparts who do not participate in MSSI and better than the overall retention outcomes for all enrolled students. For example, in fall 2024 African American males in MSSI had a next semester Retention rate that was nine percentage points higher than the overall rate of 60%, while their Non-MSSI counterparts have a rate 5 percentage points below the overall rate.

Table 3. Outcome Gaps Related to MSSI Participation

Outcome	Metric	Fall 2022	Fall 2023	Fall 2024
Course Pass Rate	Overall Value	73%	75%	76%
	African American Male Gap	-8%	-7%	-7%
	Hispanic/Latino Male Gap	-2%	-4%	-2%
Next Semester Retention	Overall Value	61%	59%	60%
	MSSI African American Gap	10%	12%	9%
	Non-MSSI African American Gap	-7%	-7%	-5%
	MSSI Hispanic/Latino Gap	11%	-1%	-1%
	Non-MSSI Hispanic/Latino Gap	3%	1%	3%
1 year Retention	Overall Value	43%	44%	N/A
	MSSI African American Gap	14%	11%	N/A
	Non-MSSI African American Gap	-10%	-8%	N/A
	MSSI Hispanic/Latino Gap	13%	-10%	N/A
	Non-MSSI Hispanic/Latino Gap	-1%	-2%	N/A

Note: Gap = Group Value – Overall Value.

In Fall 2024, CCBC launched a Female Student Success Initiative (FSSI). To date, 38 students have joined. FSSI held six events related to mentoring, mental health, and professionalism. This included mentor training for CCBC faculty and staff. They are planning a leadership retreat scheduled for June 2025 and a Summer 2025 Cultural Exploration Experience.

Goal 4. Increase employee diversity to more closely match student diversity.

Progress on Goals

In FY 2025, CCBC continued to promote equitable hiring practices such as actively recruiting employees from underrepresented groups to achieve diverse candidate pools, ensuring search committees are diverse, and providing diversity training to search committee members. We conducted surveys and exit surveys to identify and respond to issues with employee satisfaction that contribute to the attrition of all employees, with particular attention to employees of color. We produced Employee Profiles to disaggregate employee roles by race/ethnicity and gender to assess demographics and examine their congruence with student demographics.

The results below show the most recent demographics for which we have both student and employee data. The table also includes the gap between employee and student representation each year since FY 2022. The representation gaps have been similar for most of the racial/ethnic groups over time. After closing slightly in FY 2023 for African American, American Indian/Alaska Native, and White representation, the gap between student representation and employee representation increased slightly for African Americans and Hispanic/Latinos. In the case of Hispanic/Latinos the representation gap growing was at its highest since FY 2022.

Table 4. Racial/Ethnic Demographics of CCBC Students and Employees

Race/Ethnicity	FY2024 CCBC Students	FY2024 CCBC Employees	FY2022 Gap	FY2023 Gap	FY2024 Gap
African American/Black	40%	28%	-13%	-9%	-12%
Asian	6%	5%	-1%	-2%	-1%
American Indian/Alaska Native	0.3%	0.2%	-0.2%	-0.1%	-0.1%
Hispanic/Latino	8%	3%	-4%	-4%	-5%
Native Hawaiian or Other Pacific Islander	0.1%	0.04%	-0.1%	-0.1%	-0.1%
Multiple Races	3%	2%	-1%	-1%	-1%
White	42%	60%	22%	21%	18%
Traditionally Underrepresented	58%	39%	-19%	-19%	-19%

Note: Gap = Employee Percentage – Student Percentage.

When comparing CCBC's employee population from minoritized groups with their rates in Baltimore County, we aimed to achieve CCBC rates that are not below Baltimore County rates by more than a few percentage points in FY 2025. For four out of the six traditionally underrepresented groups (67%), we were within three percentage points of the Baltimore County value. The gap remained the same for the African American/Black and Hispanic/Latino groups.

Table 5. Racial/Ethnic Demographics of Baltimore County and CCBC Employees

Race/Ethnicity	Baltimore County	FY2024 CCBC Employees	Gap
African American/Black	32%	28%	-4%
Asian	7%	5%	-2%
American Indian/Alaska Native	0.6%	0.2%	0%
Hispanic/Latino	8%	3%	-5%
Native Hawaiian or Other Pacific Islander	0.1%	0.04%	0%
Multiple Races	3%	2%	-1%
White	52%	60%	8%

Note1. Baltimore County data is from the 2020 Census, July 2024 population estimates.
Note 2. Gap = CCBC percentage - Baltimore County percentage.

We also aimed to increase the percentage of traditionally underrepresented group members by at least two percentage points this year. The results show that we achieved this goal while also

slightly reducing the gap between the percentage of minoritized group members in Baltimore County and at CCBC.

Table 6. Traditionally Underrepresented Population Percentage

Segment	FY 2023	FY 2024	Change
Baltimore County	47%	48%	1%
CCBC Employees	37%	39%	2%
Gap	-10%	-9%	-1%

Goal 5. Provide cultural programming and training to increase knowledge about diverse groups and promote positive interactions.

Progress on Goals

In FY 2025, CCBC continued to support organizations and entities that provide events, advocacy, services, and training to CCBC students and employees. Our progress goal for this year was to begin tracking participation. The following events were held or are scheduled to occur before the end of FY 2025. The number of attendees is provided in brackets.

- Cultivating Responsive Teaching and Learning (CRT-L)
  - Summer Seminar - Scheduled: 24 hours of meetings between June 16th and 24th.
  - Culture and Mindsets of Intelligence – [90]
  - Social Capital, Learning, and Caring – [60]
- Restorative Practices Training: Scheduled: June 11, 2025
- Sexual Misconduct Prevention – [781]
- Respectful Workplace & Civility Training – [300]
- Diversity, Equity, and Inclusion Trainings at CCBC events – [143]
  - Fall Focus – [60]
    - Journey through 20 Years of Culturally Responsive Teaching & Learning
    - Forced Migration: A FIT Grant Study on the Status of Venezuelan Refugees in Chile
    - CRTL 2.0: Updating our Practice for a New Student Journey
    - An Anti-Deficit Framework: Black Men & Belonging at CCBC
    - Utilizing Degree Acceleration to Support Marginalized Groups through Assessment
  - Professional Development Conference [83]
    - An Accessible CCBC for All
    - Connecting the Dots: Faculty, Students & Accessibility in Harmony
    - Cross-Cultural Communication: Experiencing Deafness
    - Every Identity Counts
    - Global Educations: Pathways to the World
    - Neurodiversity Unbound
    - Pathways to Accessible Excellence
    - Understanding the Mindset of the International Student

Process for Reporting Campus-Based Hate Crimes

Reporting incidents of hate crimes is addressed under the *Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act* (Clery Act), as amended by the *Higher Education Opportunity Act*. At CCBC, the Department of Public Safety is committed to creating and maintaining a secure campus environment and protecting both personal and institutional assets. All public safety information required by the Clery Act can be found on the Public Safety website at: http://www.ccbcmd.edu/Campus-Life-and-Activities/Public-Safety.aspx.

Public Safety officers investigate and report all crimes and incidents that come to their attention. CCBC's Department of Public Safety collaborates closely with the Baltimore County Police Department and will request their assistance when necessary or when asked by a crime victim. Each public safety officer receives 16 hours of annual in-service training—four times the total number of hours required by the state of Maryland over a three-year period. Training topics include offense definitions, report classification, and criminal investigation procedures. Officers are regularly updated on changes in county, state, and federal laws, and receive ongoing training related to sexual assault, hate and bias crimes, dating and domestic violence, stalking, and harassment.

Full- and part-time uniformed officers staff the Department of Public Safety 24 hours a day. Each full-time officer is commissioned by the state of Maryland as a Special Police Officer, with full police powers, including the authority to make arrests, as granted under Maryland statutory and common law.

CCBC issues timely security alerts to the college community regarding reported offenses or incidents that may pose a threat to students or employees. Notifications are delivered through Campus Alert, CCBC email, voicemail, and text messaging. Students, faculty, and staff are automatically enrolled in the alert system upon course registration or employment. Family and community members may also opt in to receive alerts.

College policy requires that all crimes or emergencies be reported directly to the Department of Public Safety by calling 443-840-1111. Reports may also be made to any college employee designated as a Campus Security Authority (CSA), including faculty members, deans or directors, coaches, advisors, or other officials with significant responsibility for student and campus safety. Victims of serious crimes are also encouraged to contact the Baltimore County Police Department directly by dialing 911 in an emergency. All reported incidents will be investigated and documented by the Department of Public Safety in accordance with college policy.

Cecil College has four goals in the cultural diversity plan. The following is a summary on institutional progress toward goals in effect for FY24 to FY27.

oal   Create a campus culture t at is respectful of differences and civil to ard all people
In February 2025, the College administered the Modern Think employee survey. There were five areas cited as "significant improvement." Two of the five are statements, "At this institution, we value people of all backgrounds" with 93% responding "strongly agree" or "agree," and "This institution places sufficient emphasis on having faculty, administrators and staff of all backgrounds" with 87% responding "strongly agree" or "agree." In March 2025, the College administered the Graduating Student Exit Survey. 96.9% of respondents reported that "I feel valued by the college" and 97.1% reported that "I felt comfortable being myself."

oal   ecruit retain and graduate a diverse student population
Student enrollment has declined over the past three years for all students and students of color. The fall 2023 to fall 2024 retention rate was 53% for all students and 42.2% for students of color.

Student Enrollment	Fall 2022	Fall 2023	Fall 2024	3-year change
All Students	1824	1845	1749	-4.1%
Students of Color	441	493	414	-6.1%
% of cohort	24.20%	26.7%	23.7%	-0.5%

Fall-to-Fall Retention All Students	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
# Students Registered in Fall	2,376	2,100	1,808	1,824	1,845
# Returning the Following Fall	1,056	951	828	837	840
# Graduates that did not return the Following Fall*	289	228	274	244	261
Retention Rate	**50.6%**	**50.8%**	**54.0%**	**53.0%**	**53.0%**
% Change	*-1.2%*	*0.2%*	*3.2%*	*-1.0%*	*0.0%*

oal   ecruit employ and retain a diverse   or force
 The percentage of Hispanic/Latino faculty and staff has decreased slightly over the past three years. The percentage of Black/African American faculty and staff has increased slightly over the past three years.

Faculty Race/Ethnicity	Full-Time			Part-Time			Total					
	2023	2024	2025	2023	2024	2025	2023		2024		2025	
							#	%	#	%	#	%
Non US Citizen	0	1	0	1	2	2	1	0.30%	3	1.00%	2	0.61%
Hispanic/Latino	4	4	4	9	6	6	13	3.60%	10	3.00%	10	3.07%
White	44	43	46	219	258	229	263	73.10%	301	84%	275	84.36%
Black/African American	5	6	4	20	25	27	25	6.90%	31	9%	31	9.51%

Asian	0	0	0	3	5	3	3	0.80%	5	1.00%	3	0.92%
American Indian/Alaska	0	0	0	0	1	0	0	0.00%	1	0.00%	0	0.00%
Native Hawaiian/Pacific	0	0	0	0	0	0	0	0.00%	0	0.00%	0	0.00%
Multi-Race	0	0	0	3	5	1	3	0.80%	5	1.00%	1	0.31%
Unreported	0	0	1	52	4	3	52	14.40%	4	1.00%	4	1.23%
Total	**53**	**54**	**55**	**307**	**306**	**271**	**360**	**100%**	**360**	**100%**	**326**	**100%**

Staff Race/Ethnicity	Full-Time			Part-Time			Total					
	2023	2024	2025	2023	2024	2025	2023		2024		2025	
							#	%	#	%	#	%
Non US Citizen	0	0	0	3	4	2	3	0.80%	4	1.22%	2	0.58%
Hispanic/Latino	6	7	6	22	13	13	22	7.50%	13	6.12%	19	5.56%
White	140	127	122	148	126	147	148	77.6%	126	77.4%	269	78.6%
Black/African American	14	13	15	13	20	19	13	7.30%	20	10.1%	34	9.94%
Asian	1	1	1	1	1	0	1	0.50%	1	0.61%	1	0.29%
American Indian/Alaska	0	0	0	0	0	0	0	0.00%	0	0.00%	0	0.00%
Native Hawaiian/Pacific	0	0	0	0	0	0	0	0.00%	0	0.00%	0	0.00%
Multi-Race	2	1	0	13	11	15	13	4.00%	11	3.67%	15	4.39%
Unreported	3	1	0	5	2	2	5	2.20%	2	0.92%	2	0.58%
Total	**166**	**150**	**144**	**205**	**177**	**198**	**371**	**100%**	**327**	**100%**	**342**	**100%**

oal   Incorporate diversity and inclusion in significant   ays in teac ing and learning
The College administered the Community College Survey of Student Engagement in February 2025. The College scored above the "small colleges" benchmark in 4 of the 5 categories including the following: 1) Active and Collaborative Learning. 2) Student Effort, 3) Academic Challenge, and 4) Student-Faculty Interaction.

Catalyst: The Center for Teaching and Learning supported inclusive teaching through a range of professional development sessions. Workshops included "Digital Document Accessibility," "Accessibility Crash Course," and "Making Your Documents and Presentations Accessible." The faculty-led Catalyst Symposium featured sessions on UDL 3.0, DEIB in curriculum, and ethical use of AI. The updated Professional Development for Online Teaching (PDOT) course includes a dedicated module on UDL and strategies for meeting diverse student needs. Additional sessions such as AI in Action, Picture This: AI-Powered Alt Text, and trainings on Perusall, Canvas Groups, and Echo360 highlighted tools to support diverse learning. These efforts reflect Catalyst's commitment to equity, access, and effective instruction.

The Inclusivity Collaborative (IC), a voluntary group of staff and faculty who share an interest in fostering a supportive campus environment, met throughout the year. The IC hosted two speaker events for students: Fall 2024: *Election 2024: Searching for Truth in a Partisan Digital Landscape* and Spring 2025: *The American Economy.*

Cecil College – 2024 Cultural Diversity Report

Section 1

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

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

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

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

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

Section 2

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

Table 1 – Enrollment

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

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

Table 2 – Retention - Underrepresented Students

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

Table 3 – Retention – All Students

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

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

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

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

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

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

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Table 5 – Faculty Race/Ethnicity

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

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

Table 6 - Staff Race/Ethnicity

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

3

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

Section 3

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

Cultural Training Program for Employees:

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

Curricular initiatives that promote cultural diversity in the classroom:

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

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

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

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

4

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

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

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

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

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

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

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

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

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

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

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

5

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

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

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

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

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

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

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

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

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

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

6

Black History Month Poster Contest and Walk of Fame

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

March, 2024
Irish American Heritage Month Celebration

Students, faculty, and staff enjoyed Irish food, music, and educational activities.

Donald J. Walden Scholarship Banquet

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

April, 2024
Neurodiversity Poster Contest

Students, faculty and staff were provided an inclusive and creative platform for education and expression around autism and neurodiversity.

Seahawk Fun Run, Walk, & Roll for Autism Acceptance

Students, faculty and staff stopped at interactive stations along a run/walk route to expand their knowledge of neurodiversity topics and celebrate differences.

May, 2024
Transitions Symposium Presentation

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

Section 4
Impact of 2023 Supreme Court Decision:

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

7

2025 – 2029 Diversity Plan

The Diversity Plan includes a subset of the larger Strategic Plan encompassing the Goals, Objectives, Initiatives, KPIs and measure that help to support diversity, equity and inclusion at the institution. It also includes the annual initiatives of the campus Diversity, Equity and Inclusion Advisory Committee, which may or may not be part of the larger Strategic Plan.

Below are the components that from the Strategic Plan that comprise the college's Diversity Plan. The tables show that specific units (in parenthesis) are designated to carry out strategic plan initiatives, with overall objectives assessed through KPIs. These KPIs are derived from the data outcomes of measures used to evaluate these initiatives. Chesapeake's diversity plan, which embeds assessment within its strategy, includes a continuous improvement process based on scheduled KPI evaluations and the application of data-driven insights.

STRATEGIC PLAN GOAL 1. EDUCATIONAL LEADERSHIP

• Strategic Plan Objectives	• Related Initiative(s) & Offices Responsible
• 1.1 Increase enrollment and completion in general and technical education programs	• Improve class scheduling for student ease, efficiency, and accessibility through timeline steps (WFAP)
• 1.2 Elevate the quality of general and technical education programs through the assessment of student success, satisfaction, and learning outcomes.	• Use course and program assessment data to evaluate the student experience and to ensure robust course quality (WFAP)
• 1.4 Improve student completion outcomes as measured by wages, job placement, graduation and transfer rates, and satisfaction with their educational experiences	• Create and implement milestones for students enrolled in general and technical education programs (SEMP) • Explore, implement, and evaluate best practices for improving developmental Math course completion rates (WFAP, SEMP, ASC)

Key Performance Indicators

- 1.2.01 Course Success Rate, Disaggregated
- 1.2.02 Satisfaction with Support Services

- 1.4.00 Developmental Math Success rate (unit-specific measure)
- 1.5.00 Dual Enrollment Rate

STRATEGIC PLAN GOAL 2. EMPOWERED STUDENTS

• Strategic Plan Objectives	• Related Initiative(s) & Offices Responsible
• 2.1 Explore diverse models and funding sources to progress towards a more holistic advising approach to address students' academic, interpersonal, and personal development needs	• Partner with SSEM to identify, develop, and receive funding in support of a holistic advising system through public or private grants (SSEM, Development and CC Foundation)
• 2.2 Expand engagement in co-curricular activities	• Support TPAC integration with students' curricular and co-curricular activities (WFAP, SSEM)
• 2.3 Reduce barriers for prospective and current students to enhance enrollment, retention, persistence, and completion rates	• Enhance student access to tutors, librarians, and testing (ILE) • Advocate and secure resources in support of recruitment, enrollment and retention activities in the context of assessment reports and summary statements, and grant funding (SSEM)
• 2.4 Refine the evidence-based strategic enrollment strategy to improve credit and noncredit recruitment and enrollment	• Simplify the background technical processes used by functional areas to recruit, enroll, and track students in their academic and workforce preparedness initiatives (SSEM, SEMP) • Implement personalized communication plans to tailor messaging to prospective credit and noncredit students based on their interests, enrollment status, and engagement history (SSEM, SEMP)

	• Examine various models of course delivery to promote student access, including expanding accelerated terms, and monitor subsequent offerings (WFAP, SEMP) •

Key Performance Indicators

- 2.1.00 Holistic Advising Student Count/Holistic Advising Budget (unit-specific measures)
- 2.1.01 Course Success for disaggregated groups
- 2.3.02 Fall to Spring Retention, disaggregated
- 2.3.01 Percent of students receiving financial aid
- 2.3.03 Fall-to-Fall Retention rates, disaggregated
- 2.4.01 Fall Credit Enrollment, disaggregated
- 2.4.02 Noncredit FY Enrollment, disaggregated

STRATEGIC PLAN GOAL 5. INCLUSIVE EXCELLENCE

Strategic Plan Objectives	Related Initiative(s) & Offices Responsible
5.1 Increase the recruitment of historically underrepresented groups for faculty and staff positions	Develop a diversity hiring plan that outlines actions for hiring committees to consider for reducing bias and increasing inclusivity in the hiring process (SSEM) Expand employee recruitment channels to include new platforms, networks and community-based organizations to reach a wider audience, with an emphasis on historically underrepresented groups (HR). Provide annual diversity, equity, and inclusion (DEI) and cultural competence training for all employees (HR, DEI Committee) Collaborate with HR and DEI Committee to offer relevant professional development opportunities focused on supervisors and search committees (HR, WFAP, DEI Committee).

5.2 Boost enrollment of students from underrepresented groups	Enhance and establish partnerships with H.S. and community-based organizations focusing on underrepresented students (SSEM, SEMP). Increase the number of students completing GED and ESL programs transitioning to credit courses (WFAP, ASC, DSC)
5.3 Advocate for equity in student success outcomes through curricular and co-curricular support initiatives	Disaggregate academic support services data to aid identification of the diverse needs of students (IRPA) Disaggregate Student Satisfaction Survey data to measure equity across responses/ Disaggregation of Student Opinion Survey (IRPA) Facilitate training on use of DEI (Diversity, Equity, and Inclusion) measures (IRPA) Create an environment of belonging through student success and enrollment management programming and initiatives (SSEM, SEMP) Expand coordinated efforts for student leadership opportunities through culturally diverse student programming (including trips, lectures, and activities.) – (SSEM, SEMP) Offer retention programming targeting under-represented populations including the FOCUS program designed to increase student success for first-generation, minority males (SSEM, SEMP, ASC) Offer professional development opportunities to directors, faculty, and staff to prepare them for demographic changes in the student body (WFAP, Instructional Systems)
5.4 Develop and implement a culturally responsive teaching and learning curriculum across all disciplines	Develop, in concert with Dual Enrollment school districts, innovative solutions to best serve the needs of our students and bridge the digital divide (SSEM, IT)

	Explore possibility of methods for disaggregation of academic assessment data by DEI populations (IRPA). Develop and implement Professional Development for faculty on culturally sensitive teaching and assessment (DEI, Equity assessment, etc.) - (IRPA) Provide professional development for program and co-curricular assessment liaisons on equity-based assessment (IRPA) Explore the expansion of disaggregation of student success metrics by demographics (and credit vs. non-credit) – (IRPA)

Key Performance Indicators

- 5.1.00 Completed DEI/Equity Training for Faculty and Staff (unit-specific measures)
- 5.1.01 Underrepresented Faculty
- 5.1.02 Underrepresented Administration and Professional Staff
- 5.1.03 Employee DEI Index
- 5.2.01 Fall Credit Enrollment Disaggregated
- 5.2.02 Fall Noncredit Enrollment Disaggregated
- 5.2.04 Fall Applicant Yield Disaggregated
- 5.3.01 Developmental Education (first-time credit students)
- 5.3.02 Disaggregated Course Success Rates
- 5.3.03 Fall-to-Spring Retention
- 5.3.04 Fall-to-Fall Retention
- 5.3.05 Successful Persister Rate Disaggregated by Race
- 5.3.06 Student Satisfaction Composite Index
- 5.4.01 General Education SLOs met for Cultural Diversity in FY
- 5.4.02 Credit Diversity Course Enrollments
- 5.4.03 Noncredit Diversity Course Enrollments

The process for reporting campus hate crimes is the same for other incidents on campus. Incident reporting is available through the campus website. The Public Safety office releases an annual report of progress and posts the campus crime statistics on the website in accordance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crimes Statistics Act.

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

Cultural Diversity Report, 2025

The Diversity, Equity, and Inclusion Advisory Committee values diversity in both individuals and perspectives. The goal of the Committee is to create and maintain an inclusive and equitable environment where all members of the college and surrounding community can thrive personally and professionally. Key aspects of the mission of the DEI committee include promoting diversity, enhancing equity, encouraging inclusion, and supporting institutional goals. Chesapeake College's Diversity Plan focuses on implementing initiatives defined by strategic objectives derived from clear strategic plan goals.

Over the past year Chesapeake College developed a new Strategic Plan that will be enacted 2025 -2029. The new Strategic Plan consists of Goals, Objectives, and Initiatives. Some initiatives are still being finalized, as are the Key Performance Indicators. In the current academic year, the Diversity, Equity and Inclusion Advisory Committee sought to develop a new Diversity Plan that would be integrated with the Strategic Plan. The results of this effort will be seen in the year to come.

To ensure the successful implementation of the inclusive objectives and initiatives outlined in Chesapeake College's 2025-2029 Strategic Plan, the institution has been collaborating with Rollins Consulting and the DEI Committee since the 2024 academic year. Under the leadership of Dr. Dominic Rollins, the consulting group sought to develop metrics to measure the success of DEI efforts and engage with leadership and other campus stakeholders to foster a more inclusive teaching and learning environment. This effort is incomplete at the time of this report.

The DEI Advisory Committee at Chesapeake College has always been about serving students and enabling all citizens to be able to benefit from the educational opportunities offered by Chesapeake College. The college stands with the Department of Education in denouncing discrimination on the basis of race, color, or national origin. The committee does not seek to treat any individual at the college differently because of his or her race. Rather, the efforts of the DEI Advisory Committee seek to create equity and inclusion for students, faculty and staff. The intentions of the committee are evident through this statement of values and purpose:

> We embrace a commitment to the removal of barriers that inhibit success. We recognize the need to listen to the students, employees, and the community when inequities are pointed out, even if it makes us uncomfortable, and opportunities to enhance our own growth as individuals and an institution.

> By valuing individuals and groups free from prejudice and by fostering a climate where equity and mutual respect are intrinsic, we will create a success-oriented, cooperative, and caring community that draws intellectual strength and produces innovative solutions from the energy of its people.

> This awareness of equity requires the understanding that we are not all starting from the same place. It is enhanced by acknowledging a person's individual challenges, and also their unique strengths. It is does not mean simplifying work to promote success, rather upholding standards and enabling people to meet them.

We strive to set an example in the region by being an inclusive institution, demonstrated by the treatment of our employees and our students.

In order to produce lasting change, we must intentionally set goals and targets that will bring about these outcomes.

These values guide the Diversity efforts at the college. Combined with the objectives and initiatives, and the related Key Performance Indictors and measures, we hope to evaluate our efforts to foster an environment where all students are successful and know they belong.

Summary of Chesapeake College's 2020-2024 Plan to Improve Cultural Diversity

The 2024 Cultural Diversity Report highlighted remarkable outcomes from the implementation of Chesapeake College's diversity initiatives as embodied in the 2020-2024 institutional strategic plan. The success of diversity initiatives under the 2020-2024 strategic plan is confirmed by the outcomes of the 2024 Campus Climate Survey. As indicated in in the table below, comparison of 2024 Campus Climate Survey with the outcomes of the 2021 survey show discernible improvements on institutional policies and practices on the promotion of diversity-related issues. Indeed, in terms of absolute values (77% in 2024; 76% in 2021), cultural diversity is considered important among faculty, staff, and students at Chesapeake College.

Statement	2021	2024	Difference
College leadership commitment toward diversity	70%	69%	-1%
Knowledge or experience to support students from diverse backgrounds	78%	77%	-1%
Knowledge or experience to teach students from diverse backgrounds	77%	77%	0%
Cultural Diversity is important	76%	77%	1%
Institutional policies promote the recruitment of a diverse workforce	61%	67%	6%
Institutional practices sensitive to diverse student population	60%	69%	9%
Institutional policies support the retention of diverse workforce	55%	65%	10%

The 2025-2029 Diversity Plan intends to build on the momentum of progress achieved under the 2020-2024 Strategic Plan through the continuing advisory role of the Diversity, Equity, and Inclusion (DEI) committee at Chesapeake College.

COLLEGE OF SOUTHERN MARYLAND
ANNUAL CULTURAL DIVERSITY REPORT
September 1, 2025

The College of Southern Maryland (CSM) celebrates the unique contributions of our community and commits to a culture of belonging wherein everyone is valued and respected. CSM's commitment to everyone in the Southern Maryland region is embedded in our mission - as an open-admissions, comprehensive regional community college - to strengthen the economic vitality of our diverse and changing region and to enhance the lives of all within it. We are pleased to submit, in accordance with §11-406 of the Education Article, our 2025 Cultural Diversity Report.

How CSM Addresses Cultural Diversity Among Students, Faculty, and Staff

The College of Southern Maryland implemented its newly developed Built for Success Institutional Strategic Plan for 2024 through 2029. The plan emphasizes a student-centered culture with access, momentum, and mobility at the core of all the college's efforts. President Yolanda Wilson spent her first several months listening, learning, reengaging the community, and reimagining its partnerships. As a result of that necessary work, CSM began the process of envisioning the 2024-2029 Strategic Plan - moving forward collectively with many stakeholders - to highlight the importance of collaborative visioning to build success together: for students, for employees, and for the region's communities.

A Strategic Plan Task Force synthesized this input, aligning it with CSM's new core pillars: access, momentum, and mobility. These pillars reflect the college's commitment to expanding educational opportunities, retaining students, and enhancing student success. Then, through several strategic planning retreats, the plan was formed. The bedrock of this plan is to expand access, enhance momentum, and foster social and economic mobility for students. By aligning our goals with the needs of our students and community, we aim to create meaningful pathways to success that will also strengthen our Southern Maryland region and ensure that our college reflects the diversity of our community.

Built for Success Plan Addresses the Needs of Students

Evidence that the Built for Success (B4S) Strategic Plan addresses cultural diversity among CSM's students is how clearly the three core pillars are articulated so they can be activated within our community. The first pillar is Access, which ensures that we welcome everyone by removing academic and personal barriers to their success. The second pillar is Momentum which states that we take persistence seriously, examining our culture, policies, and practices. And lastly, our third pillar is Mobility that ensures we offer educational pathways to improve lives.

Work groups have been formed across the college that are representative of all employees and students to accomplish the work of the B4S Strategic Plan. The strategies, milestones, and tasks outlined under each of these three pillars speak to CSM's commitment to an inclusive, student-centered community where all are empowered to succeed. Because the year of this report was Year 1 of the B4S Strategic Plan, a lot of time was spent in cross-divisional meetings solidifying the goals, strategies, and tactics of the plan. The visuals located in the Appendix provide a better picture of what the plan includes and what it will measure.

Inclusive Excellence Plan Addresses the Needs of Faculty and Staff

In the same way that the Built for Success Strategic Plan focuses on Access, Momentum, and Mobility for our students, the Inclusive Excellence Plan perfectly aligns with B4S and focuses on Access, Momentum, and Mobility for our valued employees. The Inclusive Excellence Plan is based on a heavily researched, structural framework originally developed by the American Association of Colleges and Universities (AAC&U). The IE Framework is a standard, widely adopted approach in higher education to positively impact employee development, recruitment, retention, engagement, and empowerment due to its comprehensive nature. The five key areas that will help us do this are: Access and Success, Climate and Culture, Infrastructure and Accountability, Education and Professional Learning, and Community and Partnership. The work planned around these key areas is already happening, in large part, across the college in several departments and divisions. The Inclusive Excellence Plan simply provides a means by which we can review and chronicle the important work being done across CSM for all our employees. The graphic and timeline located in the Appendix provides a better picture of what the plan entails.

Process for Reporting Campus-Based Hate Crimes

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

APPENDIX

College of Southern Maryland
Plan for Cultural Diversity and Institutional Equity
2024-2025

Approved by the Board of
Trustees

Built for Success

2024–2029 STRATEGIC PLAN

Access: We welcome everyone by removing barriers.

Strategy 1.1 Target outreach to underserved populations.

Strategy 1.2 Increase efforts to create access for adult learners.

Strategy 1.3 Nurture and grow sustainable relationships with our public, private, and home school K-12 partners.

Momentum: We take persistence seriously, examining our culture, policies, and practices.

Strategy 2.1 Increase student engagement and feelings of belonging

Strategy 2.2 Implement professional learning opportunities to help faculty and staff support student retention.

Strategy 2.3 Strengthen academic advising and student support services.

Strategy 2.4 Implement pathways that reduce time to completion.

Strategy 2.5 Review scheduling practices and implement strategic scheduling

Mobility: We offer educational pathways to improve lives.

Strategy 3.1 Strengthen partnerships to increase career and transfer opportunities.

Strategy 3.2 Advance STEM curriculum and programming to create a workforce that supports regional economic development

Strategy 3.3 Enhance liberal arts curriculum and programming to strengthen critical thinking, cultural competency, and civic engagement.

COLLEGE *of* SOUTHERN MARYLAND

Mission Statement

The College of Southern Maryland enhances lives and enriches our region through accessible, high-quality instruction and services that support our students along their personal paths to success.

Vision Statement

The College of Southern Maryland is an inclusive, student-centered community where all are empowered to succeed.

Belonging Statement

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

Institutional Values

The following institutional values guide our actions as members of CSM

- **Collaboration:** We are stronger when we work together.
- **Equity:** We provide each individual with the opportunity, resources, and access needed to be successful.
- **Excellence:** We commit to high standards and clear expectations.
- **Inclusivity:** We respect contributions and differing abilities of everyone, providing space for all.
- **Innovation:** We value creativity and ingenuity, embracing new ideas and perspectives.
- **Integrity:** We are honest, transparent, and accountable.
- **Respect:** We treat others with dignity.

Built for Success

2024–2029 STRATEGIC PLAN

Goal 1: Access

By 2029, CSM will enroll **8,384** credit students.

- CSM 2024 Baseline
  Credit Students = 7,622

By 2029, CSM will enroll **7,719** non-credit students.

- CSM 2024 Baseline
  Non-Credit Students = 7,017

Goal 2: Momentum

By 2029, **78% of students who are enrolled in fall will return** the following spring.

- CSM 2024 Baseline = 72%
- National Average[1] = 72%

By 2029, **56% of students who are enrolled in fall will return** the following fall.

- CSM 2024 Baseline = 50%
- National Average[2] = 55%

Goal 3: Mobility

By 2029, **38% of first-time, full-time students will earn a degree or certificate** within three years.

- CSM 2024 Baseline = 32%
- National Average[3] = 29%

By 2029, **25% of first-time, part-time students will earn a degree or certificate** within six years.

- CSM 2024 Baseline = 19%
- National Average[4] = 19%

By 2029, **62% of students will transfer** to a four-year institution within one year after earning their associate degree.

- CSM 2024 Baseline = 56%
- National Average[5] = 44%

Source: National Community College Benchmark Project 2024[1]
Source: National Student Clearinghouse (2024) "Persistence and Retention Report"
Source: National Center for Education Statistics (2022) "Undergraduate Retention and Graduation Rates"
Source: American Association of Community Colleges (2020) "Trends in Community College Enrollment and Completion Data"
Source: Community College Research Center/Aspen Institute/National Student Clearinghouse (2024) "Tracking Transfer: Community College Effectiveness in Broadening Bachelor's Degree Attainment"

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Message from the President

At the College of Southern Maryland, fostering a student-centered culture is a journey that we embark on collectively with all members of our communities. We developed our strategic plan by engaging CSM students, faculty, staff, and members of our tri-county community.

A Strategic Plan Task Force synthesized this input, aligning it with our core pillars: Access, Momentum, and Mobility. These pillars reflect our commitment to expanding educational opportunities, retaining students, and enhancing their success.

We're proud to share our strategic plan, "Built for Success," along with our Mission, Vision, Belonging, and Values statements. Our five-year strategic plan is the culmination of collective visioning and research that advances our student-centered mission by harnessing the strengths of our region: our culture, our community, and our collaboration. CSM's 2024–2029 strategic plan is more than just a roadmap; it's a promise. As we take this journey together, we look forward to fulfilling this promise with you.

Respectfully in your service,

Dr. Yolanda Wilson
President

To learn more visit:
csmd.edu/strategicplan

CSM'S INCLUSIVE EXCELLENCE STRATEGY

Community and Partnership
(MOBILITY)
05

Education and Professional Learning
(MOMENTUM)
04

Infrastructure and Accountability
(MOMENTUM)
03

Climate and Culture
(ACCESS)
02

Access and Success
(ACCESS)
01

CSM Belonging Statement

Inclusive Excellence Five-Year Action Plan Overview

Year 1 (2024-2025): Foundation and Assessment
1. Present plan to CSM leadership for review, revision, and final approvals.
2. Conduct baseline assessments of all Inclusive Excellence key areas by reviewing student and employee data.
3. Continue Inclusive Excellence assessment work with President's Cabinet
4. Work with each division to conduct policy and procedure reviews and revisions.
5. Establish and convene an Inclusive Excellence Working Group.
6. Launch targeted recruitment initiatives.

Year 2 (2025-2026): Implementation and Professional Learning
1. Conduct Belonging Lunch and Learns and Table Talks on CSM's Inclusive Excellence Strategy.
2. Conduct learning opportunities at every position level.
3. Continuing policy review work.
4. Assess effectiveness of Inclusive Excellence efforts.
5. Produce an annual Inclusive Excellence Strategy impact report for transparency and accountability.

Year 3 (2026-2027): Expansion and Evaluation
1. Expand Inclusive Excellence programming.
2. Assess the effectiveness of Inclusive Excellence efforts and make adjustments accordingly.
3. Produce an annual Inclusive Excellence Strategy impact report for transparency and accountability.

Year 4 (2027-2028): Integration and Innovation
1. Innovate new Inclusive Excellence programs based on feedback and evolving needs.
2. Assess the effectiveness of Inclusive Excellence efforts and make adjustments accordingly.
3. Produce an annual Inclusive Excellence Strategy impact report for transparency and accountability.

Year 5 (2028-2029): Review and Sustainability
1. Conduct a comprehensive review of Inclusive Excellence Strategy's progress and outcomes.
2. Develop sustainability plans to ensure long-term impact.
3. Produce an annual Inclusive Excellence Strategy impact report for transparency and accountability.

Frederick Community College
Diversity, Equity, Inclusion and Belonging Plan
FY 2024 – 2025

2024 – 2025
Diversity, Equity, Inclusion and Belonging Plan

Introduction

Frederick Community College (FCC) is committed to fostering an inclusive and equitable environment that celebrates cultural diversity. As an institution dedicated to the success and well-being of our students, faculty, and staff, FCC recognizes that embracing cultural diversity is essential to achieving the College's mission. FCC's strategic approach integrates cultural diversity into student support, employee recruitment and retention, and professional development, including learning for faculty and staff on equity, inclusion, and culturally responsive teaching and assessment.

Serving over 9,500 credit students and more than 6,100 continuing education and workforce development students annually, FCC is a mid-sized institution with a rich and diverse student body representing 50 countries. Of these students, 25% are first-generation credit-seeking students and 45% are students of color, exceeding the racial and ethnic diversity of Frederick County (35%).

The College is focused on ensuring that every student thrives academically, personally, and professionally, while also supporting faculty and staff. The College's commitment to fostering a diverse and inclusive environment that supports student success across difference is central to the development of the *2024-2025 Diversity, Equity, Inclusion, and Belonging (DEIB) Plan*.

Fostering Cultural Diversity at FCC

As FCC reaches the end of its current DEIB plan and anticipates identifying a new leader for DEIB, the National Assessment of Collegiate Campus Climates (NACCC) survey (a survey that assesses racial climate on campus) was conducted and provided the College with useful insights about strategies to advance a more inclusive campus environment. Additionally, an external consultant was engaged to lead an assessment of current attitudes, mindset, and progress on DEIB initiatives to support a transition in leadership. The consultant facilitated focus groups with students, faculty, staff, and administration, alongside other data collection methods, to gather critical insights. This assessment sought to understand the strategic efforts required to maintain and enhance momentum around DEIB, with a particular focus on racial equity and justice during a pivotal period of transition for the institution.

Faculty, staff, and students alike embraced the potential to contribute to a more equitable campus culture, ensuring that DEIB principles permeated every facet of academic and administrative life at FCC, signaling a commitment to enhance DEIB across the College's infrastructure. As themes emerged from the consultant's assessment, a diagram was developed to support the next phase of the College's DEIB efforts (see figure 1).
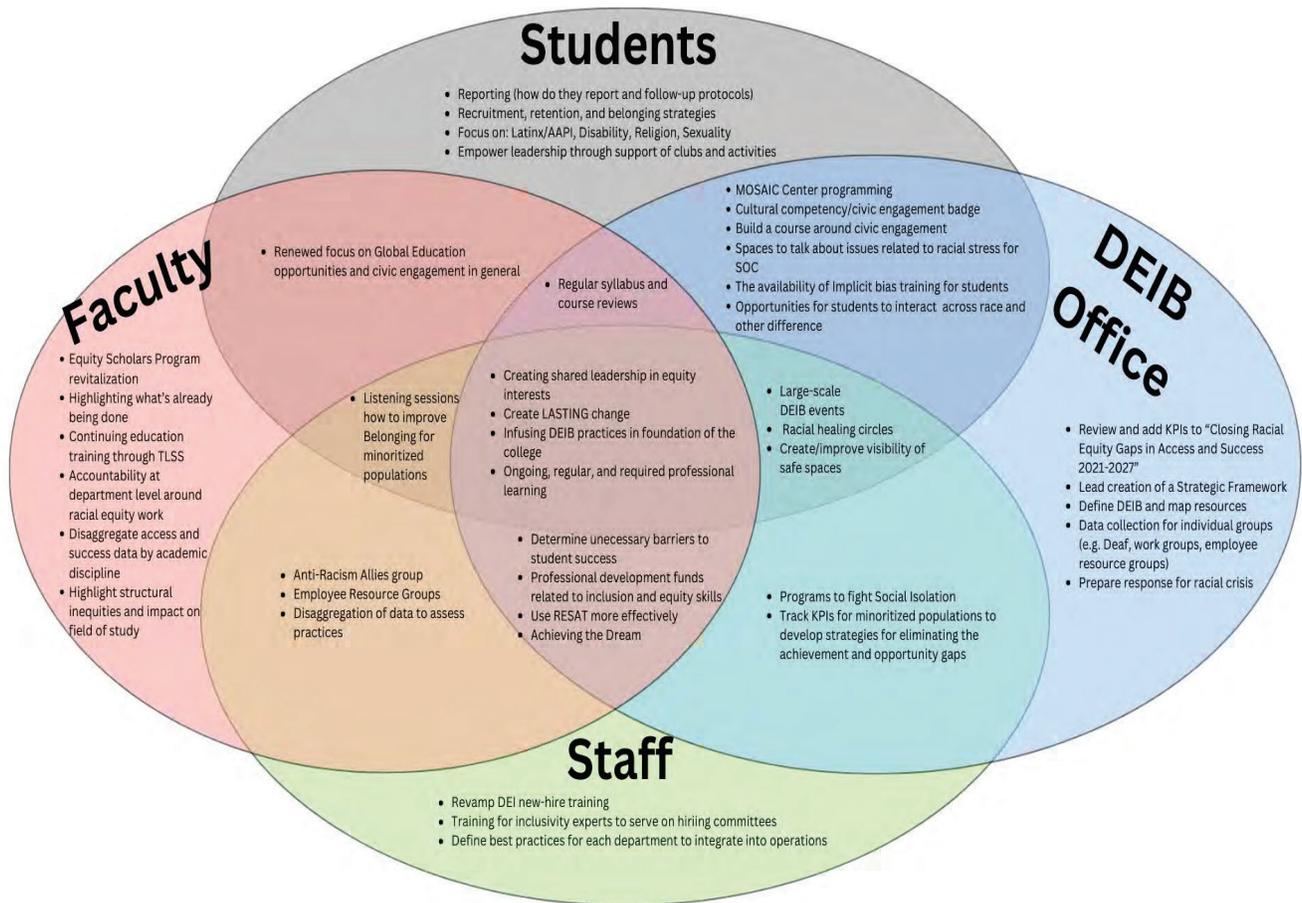
Students
- Reporting (how do they report and follow-up protocols)
- Recruitment, retention, and belonging strategies
- Focus on: Latinx/AAPI, Disability, Religion, Sexuality
- Empower leadership through support of clubs and activities

Faculty
- Equity Scholars Program revitalization
- Highlighting what's already being done
- Continuing education training through TLSS
- Accountability at department level around racial equity work
- Disaggregate access and success data by academic discipline
- Highlight structural inequities and impact on field of study

- Renewed focus on Global Education opportunities and civic engagement in general

- Regular syllabus and course reviews

- MOSAIC Center programming
- Cultural competency/civic engagement badge
- Build a course around civic engagement
- Spaces to talk about issues related to racial stress for SOC
- The availability of Implicit bias training for students
- Opportunities for students to interact across race and other difference

DEIB Office

- Listening sessions how to improve Belonging for minoritized populations

- Creating shared leadership in equity interests
- Create LASTING change
- Infusing DEIB practices in foundation of the college
- Ongoing, regular, and required professional learning

- Large-scale DEIB events
- Racial healing circles
- Create/improve visibility of safe spaces

- Review and add KPIs to "Closing Racial Equity Gaps in Access and Success 2021-2027"
- Lead creation of a Strategic Framework
- Define DEIB and map resources
- Data collection for individual groups (e.g. Deaf, work groups, employee resource groups)
- Prepare response for racial crisis

- Anti-Racism Allies group
- Employee Resource Groups
- Disaggregation of data to assess practices

- Determine unecessary barriers to student success
- Professional development funds related to inclusion and equity skills
- Use RESAT more effectively
- Achieving the Dream

- Programs to fight Social Isolation
- Track KPIs for minoritized populations to develop strategies for eliminating the achievement and opportunity gaps

Staff
- Revamp DEI new-hire training
- Training for inclusivity experts to serve on hiriing committees
- Define best practices for each department to integrate into operations

Figure 1. Emergent Themes for Future DEIB Planning

Future Focus

The 2024-2025 DEIB Plan was guided by the assessment, builds upon the achievements of the 2019-2024 DEIB Strategic Plan, acknowledges the evolving needs of the institution, and focuses on continuing to improve DEIB initiatives at FCC.

This next year, the College will engage in a "year of discovery" with the aim being the development of a more data-informed culture that helps FCC better assess and strengthen its efforts to achieve equitable outcomes for all students. FCC understands that addressing racial equity is crucial to advancing this work. In keeping with a "discovery" mindset, the College developed a one-year plan to bridge the gap between the conclusion of the prior DEIB plan and the development of a new college-wide plan.

While initiatives included in the *2019-2024 DEIB Strategic Plan* are ongoing (including the prior work of the Racial Equity Strategic Advisory Team), the *2024-2025 Frederick*

Community College Cultural Diversity Plan (see table below) focuses more intently on evaluation to determine measurable impact on student success. By increasing our capacity to systematically assess DEIB efforts, the College will be poised to identify and retain the most impactful initiatives and integrate and align them with the future direction and strategies of the College.

Table 1: 2024-2025 Frederick Community College Diversity, Equity, Inclusion, and Belonging Plan

Goals*	Actions	Desired Outcome
GOAL 1: Increase access and success for traditionally underrepresented students.	A. Share, discuss, and analyze disaggregated student outcome data with campus teams to identify equity gaps, explore root causes, and inform student success work.	A. Identify student populations with greatest opportunity for advancing access and success and create an equity dashboard to monitor outcomes of these populations.
	B. Create an inventory of all student access and success initiatives, align them with student populations and evaluate each for consistency with student success priorities.	B. Identify student success initiatives with the most and least impact and/or that are duplicative and develop a plan to scale, continue, or stop initiatives based on impact and efficient use of resources.
GOAL 2: Increase recruitment and retention of a diverse workforce.	A. Launch a DEIB professional development series for mid-level leaders.	A. Enhance awareness of and provide tools and skills to mid-level managers to create more equitable and inclusive work environments.
	B. Launch a search advocacy program to ensure inclusive and equitable recruitment processes.	B. Train 30 employees as search advocates for service on search committees.
GOAL 3: Prepare students for an increasingly diverse community, workforce, and world.	A. Review courses with "Cultural Competency" designation against newly revised General Education criteria.	A. All courses with "Cultural Competency" designation will align with newly revised General Education criteria.
GOAL 4: Ensure a more welcoming and inclusive learning and workplace environment for students, faculty, staff, and visitors.	A. Evaluate College communications for compliance with federal accessibility standards.	A. All College communications (including FCC website and via email) will meet federal accessibility standards.
	B. Provide training to all faculty on creating and maintaining accessible instructional materials.	B. All course materials in learning management system will meet accessibility standards.
*All goals align with the 2019-2024 FCC DEIB Strategic Plan		

Note: While not part of the 2024-2025 Diversity, Equity, Inclusion, and Belonging Plan described above, MHEC requires inclusion of the following information per these instructions:

Identify 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.

The process for reporting campus-based hate crimes is outlined in the College's Hate-Bias Incident Response Protocol.

Frederick Community College

Annual Progress Report on the 2024-2025 Cultural Diversity Plan

As required by §11-406 of the Education Article, this document is Frederick Community College (FCC) annual progress report on the goals in the FCC's 2024-2025 Equity, Inclusion, and Belonging (DEIB) Plan. Following Maryland Higher Education Commission (MHEC) guidance, the FCC's annual progress report responds to the following question.

A progress report regarding the institution's implementation of its plan to improve as required by Education Article §11-406 (page limit 2 pages).

Introduction

Frederick Community College (FCC), located in Frederick, Maryland, is dedicated to preparing an increasingly diverse student body for workforce preparation, transfer education, career development, and personal enrichment. FCC prides itself on its core values of learning, innovation, diversity, excellence, community, and integrity. The College's vision statement encapsulates its mission: "Focused on teaching and learning, Frederick Community College provides affordable, flexible access to lifelong education that responds to the needs of diverse learners and the community."

Progress on Implementation of Goals

Progress on the four strategic institutional goals in FCC's 2024-2025 Diversity, Equity, Inclusion, and Belonging Plan represent a comprehensive approach to creating an inclusive and supportive environment for students, faculty, and staff.

GOAL 1: Increase access and success for traditionally underrepresented students.

To implement Goal 1A, which centers on analyzing disaggregated student outcome data to identify equity gaps and inform student success efforts, the College established two dedicated workgroups: the RISE Core Team and the RISE Data Team (RISE is a college-wide acronym for *Rethinking and Redesigning Institutional Systems and Structures to Enhance the Employee and student Experience*). These groups led efforts throughout 2024-2025 academic year to determine which student populations were not meeting established performance benchmarks. Through a comprehensive analysis, the teams identified new-to-college, non-dual enrolled, degree-seeking students as a population with significant potential for improved support, thus driving the development of institutional goals to improve retention.

To support Goal 1B, which focuses on evaluating previously or recently implemented student success initiatives for their impact and potential sustainability, the College established an internal project team and partnered with *Social Justice Works*, an external consultancy. The project team completed an in-depth evaluation of the student success initiatives, categorized each initiative based on impact and sustainability, and provided recommendations regarding whether each should be scaled, maintained, or concluded. Initiatives with the most impact on student success included embedded tutoring and project-based learning in math courses and culturally responsive practices in English and Humanities courses. Other areas where an impact on sense of belonging resulted were MOSAIC programs and the Health Science Orientation.

GOAL 2: Increase recruitment and retention of a diverse workforce.

To advance this goal, the Office of Diversity, Equity, Inclusion, and Belonging launched a targeted professional development initiative designed for mid-level leaders. This initiative took form through the Empathy Allies pilot program, structured around a four-module series. The program was designed to provide foundational knowledge and practical skills for navigating and leading within diverse institutional contexts. The learning objectives emphasized critical reflection and interpersonal communication as core elements of inclusive leadership development. The College opted to delay implementation of Goal 2B, the development of a search advocate program, given various legislative changes that occurred during the reporting year.

GOAL 3: Prepare students for an increasingly diverse community, workforce, and world.

To support Goal 3A, the College conducted a comprehensive review of all courses with the "Cultural Competency" designation. Throughout the 2024–2025 academic year, the General Education Committee evaluated nearly 50 submitted courses using five revised criteria to ensure alignment with institutional learning outcomes. This process reinforced the relevance and integrity of the "Cultural Competency" designation. Most courses met the updated standards, while a few were returned for revision and resubmission—reflecting a thoughtful and intentional approach to course design.

GOAL 4: Ensure a more welcoming and inclusive learning and workplace environment for students, faculty, staff, and visitors.

To implement Goal 4A and B, and to respond to the 2024 ruling from the United States Department of Justice requiring compliance with federal digital accessibility standards, the College launched a campus-wide training initiative for all faculty in January 2025 and for all administrators and staff in April 2025. Faculty progress completing the Digital Accessibility for Teaching and Learning course and administrator and staff completion of training is being monitored to ensure compliance prior to the April 2026 federal deadline.

Focus on the Future

In July 2025, FCC's Board of Trustees approved a new annual DEIB plan for 2025-2026 that provides for a continuation of goals from the 2024-2025 plan still in progress and additional ones that leverage learning from the completion of this plan.

Looking ahead, the College is well positioned to deepen and expand its work across all four strategic goals, building on the strong foundation established through recent planning and collaborative engagement. The ongoing efforts of the RISE Team and the strategic planning process will continue to inform a thoughtful and integrated approach to advancing equity and student success.

By fostering a shared commitment to inquiry, transparency, and thoughtful innovation, the College reaffirms its identity as a student-centered, equity-minded institution. Through strategic alignment, evidence-informed decision-making, and sustained investment in people and programs, the College will continue to support all members of its community in learning, teaching, and leading with purpose.

Garrett College
Cultural Diversity Plan

FY2024 Update and Progress Report

Approved: June 18, 2024
by the
Garrett College Board of Trustees

I. **INTRODUCTION:** The role and importance of diversity in higher education has been widely recognized. In 2008, the Maryland General Assembly affirmed the importance of diversity as an educational goal by enacting legislation requiring that every public college and university develop and implement a cultural diversity plan. The 2008 legislation defines "cultural diversity" to mean "the inclusion of those racial and ethnic groups and individuals that are or have been under-represented in higher education." *The 2013-2017 Maryland State Plan for Postsecondary Education* subsequently broadened the definition of diversity to also include age, cultural identity, disability, family educational history, gender identity and expression, nationality, sexual orientation, religious affiliation, sex, and socio-economic status. *The 2017-2021 Maryland State Plan for Postsecondary Education: Student Success with Less Debt* focused on three primary goals: "access, success, and innovation", while the *2022 Plan* update highlights those goals with a focus on the importance of equity. Garrett College is committed to achieving a culturally diverse student body, faculty, and staff, and a campus environment that values and actively supports equity, diversity, and inclusion. The College also strives to ensure that its graduating students are adequately prepared to live and work in a global society comprised of diverse cultures and beliefs. This commitment to equity, diversity, and inclusion is evidenced in a variety of ways, including the College's Mission Statement and Institutional Goals, its Strategic Plan, its recruitment practices, and its goals for general education, student development, and the campus environment.

II. **CULTURAL DIVERSITY IMPROVEMENT PLAN:** As this report will show, Garrett College continues to make progress toward achieving equity, diversity, and inclusion among its student body, infusing diversity into the curriculum, and creating a campus climate that respects differences and values diversity. The College values its role in the community and beyond, and serves as an environment where individuals can feel valued and safe, whether its in achieving a higher education, obtaining workforce skills, or as resident in the county.

Key personnel developed a consensus regarding priorities, as well as suggested strategies to implement priorities identified through on-site assessments. Most recently it has been decided to shift from "diversity, equity, and inclusion" to "equity, diversity, and inclusion". The reasoning behind this is that an emphasis on equity illustrates the importance of prioritizing and providing just and fair access to opportunities and resources, and take meaningful actions for sustainable change, and aligns the College with the State's *2022 Plan for Higher Education.* Addressing the needs and experiences of a diverse student population remains a driving force behind the Strategic Plan, and the College's Diversity plan will continue to support more efficient and effective practices toward equity, diversity, and inclusion at Garrett College. The College's Equity, Diversity, and Inclusion Committee, comprised of key stakeholders within the College, and responsible for the identified EDI goals and strategies, continues to meet on a regular basis and regularly tracks steps that have been taken. Most recently, the Committee has decided to update its goals and strategies for the 2024-2025 school year to eliminate any redundancies, and better serve our students.

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Goals and Strategies for Improving Cultural Diversity:

Goal 1: To coordinate initiatives for equity, diversity, and inclusion.

Strategy 1: Create a Council for Equity, Diversity, and Inclusion (EDI) to ensure active engagement.

1. *Responsibility:* President; Dean of Academic Affairs; Director of Institutional Compliance
2. *Timeline:* Summer 2019- Research best practices for recruiting student participants and council guidance; Fall 2019- Advertise and recruit; Fall 2019-ongoing- Develop council goals, plan activities/events, assess plan outcomes. **Closed out; strategy revised for 2024-2025.**
3. *Desired Outcome:* Create a Council for Equity, Diversity, and Inclusion (EDI) that includes students, along with faculty and staff, to help guide efforts for active student engagement around the initiatives developed from the College's EDI plan.
4. *Measures:* Student surveys; post-activity/event feedback; membership numbers
5. *FY24 Objective:* Utilize a representative from each student club, including athletics and residence halls, to form the council.
6. *Status Update:* 2023-2024: Efficacy of this strategy was assessed and it was determined that the College would ask for representatives from a variety of existing student groups such as Athletics, Res Hall, AAUW, GSA, and Dungeons & Dragons; however, there weren't as many student clubs active this school year and for those students who were active in clubs, their time was limited. The Committee has decided to close out this proposed strategy and revise it for 2024-2025.

Strategy 2: Collaborate with community partners to assess community issues and concerns related to equity, diversity, and inclusion.

1. *Responsibility:* Senior Leadership; Director of Institutional Compliance
2. *Timeline:* Fall 2021-ongoing
3. *Desired Outcome:* Create partnerships with government and non-profit organizations that expand equity, diversity, and inclusion efforts beyond the college and connect the students and communities in Garrett County.
4. *Measures:* Student surveys; post-activity/event feedback
5. *FY24 Objective:* Hold 1-2 additional listening sessions in partnership with the County's Diversity & Inclusion Advisory Committee.
6. *Status:* 2023-2024: The College served as the meeting place for the County's Diversity & Inclusion Advisory Committee. In April, the College hosted the Maryland Commission on Civil Rights (MCCR) to hold a training on the *"Dimensions of Diversity"*. The College, MCCR, and the GCNAACP also held a public listening session for the county. 2024-2025: FY25 Objective is that the College will continue its collaboration with county partners and organizations to host and/or participate in EDI activities, including participation in the county's first PRIDE festival in June.

Goal 2: To increase opportunities for campus engagement around the topics of equity, diversity, and inclusion.

Strategy 1: Develop/acquire/deliver continued workplace cultural competency and humility education.

1. *Responsibility:* Director of Institutional Compliance
2. *Timeline:* July 2020-ongoing
3. *Desired Outcome:* Faculty and staff will be able to demonstrate intercultural communication skills by articulating a respect for cultural differences and similarities and demonstrate the ability to respond appropriately in dealing with problem situations.
4. *Measures: Employee completion numbers, quiz statistics*
5. *FY24 Objectives:* Implement a training for all employees on microaggressions (NCBI training) with all full-time employees trained by June 30, 2024.

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6. *Status:* <u>2023-2024</u>: The Director of Institutional Compliance worked with the Director of Human Resources to explore training modules that exist. A few options are available; however, the budget implications have not been determined. The College's discussions with Frostburg State University to see if Garrett can be part of their National Coalition Building Institute (NCBI) activities did not occur with the resignation of former Dean of Academic Affairs, Ryan Harrod. <u>2024-2025:</u> The Committee will continue to explore training module options and potentially implement the training for all full-time employees to complete by June 30, 2025.

Strategy 2: Bring faculty, staff, students, and guest lecturers together for cultural diversity discussions, employing local and regional resources.
1. *Responsibility:* Dean of Academic Affairs, Dean of Student Affairs, Library/Learning Commons, Student Activities
2. *Timeline:* Develop as part of the activities calendar; will be ongoing as these types of events should be held (or attended if held at another institution) on a regular basis.
3. *Desired Outcome:* Two events and/or discussions held on an annual basis.
4. *Measures:* Number of events and/ or discussions held; attendance numbers and feedback.
5. *FY24 Objective:* Utilize the Joan Crawford Lecture Series (JCLS) to host a minimum of two (2) events that have an EDI component/focus.
6. *Status:* <u>2023-2024</u>: The JCLS schedule consisted of diverse speakers and subject matter, including topics such as "3 Seconds that Changed History", presented by College President, Dr. Midcap, "NASA Earth-Observing Missions", "Bioarcheology in Alaska", and "A Collaborative Approach to Building Our Region's Outdoor Recreation Economy". <u>2024-2025:</u> FY25 Objective is to continue to utilize the Joan Crawford Lecture Series to host a minimum of two (2) events that have an EDI component or focus. The fall 2024 series will be finalized and publicized soon. The staff that oversees the JCLS is working to collaborate a JCLS event with a fall International Student event.

Goal 3: To identify obstacles to student success and establish a network of support services that will help students to overcome them.

Strategy 1: Create and sustain a "safe space" program to create places for individuals who feel marginalized to come together.
1. *Responsibility:* Dean of Academic Affairs; Director of Institutional Compliance; certified employee trainers
2. *Timeline:* Summer 2019- Plan development. Spring 2020-ongoing- hold at least one training, if possible, annually.
3. *Desired Outcome:* Identify and train five to ten college employees and advertise the "safe spaces" across campus.
4. *Measures:* Biannual Student Opinion Survey; collect statistics on designated "safe spaces" and if they are utilized.
5. *FY24 Objective:* Utilize identified free, open source training to host at least one college-wide training per semester.
6. *Status:* <u>2023-2024</u>: The certified employee trainer's previous certification has expired; however, they have identified a free, open-source training to help assist in establishing a base of "trained" employees. The Learning Commons secured Foundation funding to establish an "Embracing Diversity" special collection room, which has been populated with relevant materials, and the procurement of additional books and materials is planned. An application for a Gamma Mu Foundation grant has been submitted to help procure those additional items, as well as support Safe Zone training for campus employees. Grant decisions are made mid-August. <u>2024-2025:</u> FY25 Objective is to utilize identified, free open source training to host at least one college-wide training per semester.

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Strategy 2: Clearly articulated processes and procedures with respect to mental health support.
1. *Responsibility:* Dean of Student Affairs, Director of Student Development
2. *Timeline:* 2018-2019 school year and ongoing
3. *Desired Outcome:* Employ a mental health counselor to provide support to students in need.
4. *Measures:* Student survey, demographics/statistics provided by counselor (meeting hours, students served, etc.)
5. *FY24 Objective:* Hire a part-time mental health counselor starting Fall 2023, to maintain a consistent service available to students.
6. *Status:* 2023-2024: A Special Budget Request was submitted and approved for FY24 to hire a part-time counselor to have regular support for students available. Temporary coverage was secured for the Fall 2023 semester; however, the part-time position was not filled. The College has had conversations with individuals who have expressed interest and will be posting an advertisement if those conversations don't pan out. A representative from Maryland Wellness, which provides outpatient mental health services and referrals, now holds office hours once a week on campus to help fill in any gaps. 2024-2025: FY25 Objective is to fill the part-time counselor position by August.

Strategy 3: Explore additional opportunities to increase physical and mental health services on campus.
1. *Responsibility:* Dean of Student Affairs; Director of Institutional Compliance; Director of Student Development
2. *Timeline:* Long-term; continuous
3. *Desired Outcome:* One-to-two new physical/mental health service partnerships formed or 1-2 existing partnerships expanded for the Spring 2020 semester or later.
4. *Measures:* Student surveys, medical transport data, statistics from the Health Department and Mountain Laurel
5. *FY24 Objective:* In collaboration with the Health Department, investigate opportunities to resume reproductive health/family planning services.
6. *Status:* 2023-2024: The College conducted a Student Health Needs survey in the fall to determine what services/needs students are seeking. One of those identified services was reproductive health/family planning services, which was offered by the Health Department in years past. A Foundation Board member is very interested in this support service and is working with the Director of Institutional Compliance and Health Department to investigate options to resume those services. Additionally, with SB527, regarding access to emergency contraception, the College must look for options to meet compliance. A meeting was held with Health Department representatives in January to develop a plan to resume services in Fall 2024. The College was awarded a COVID Health Disparity grant to purchase a vending machine to place on campus. The machine will be stocked with a variety of health-related items at affordable rates for our students to access. 2024-2025: The FY25 Objective is to resume offering reproductive health/family planning services at some level for our students.

Strategy 4: Identify general ways to reduce costs and increase services to meet the needs of students in poverty.
1. *Responsibility:* Dean of Academic Affairs; Dean of Student Affairs; Coordinator of Distance Learning; Director of Institutional Compliance
2. *Timeline:* Long-term; continuous
3. *Desired Outcome:* This particular strategy incorporates several actions in an effort to reduce barriers to success and address financial concerns of students in poverty. These actions include reduced textbook costs or increased OER use, establishing a "one stop shop" on campus, and food insecurity.
4. *Measures:* Reduction in course material costs, increased access to offices, SING Food Pantry use, Student Opinion survey

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5. *FY24 Objective:* Continue to increase Open Educational Resources (OER) opportunities with a focus on dual enrollment.
6. *Status:* 2023-2024: Faculty continues to convert more courses to OER, including a focus on the highly enrolled high school dual enrolled courses. The College is working on expanding its dual enrollment program, working with two new schools who have expressed interest. Turning Point Energy has provided an additional $7,000 in funding for the SING Food Pantry. 2024-2025: The FY25 Objective is to explore opportunities to increase funding for the variety of services that SING makes available to our students.

Strategy 5: Identify ways to support non-traditional students.
1. *Responsibility:* Dean of Academic Affairs; Dean of Student Affairs; Dean of Continuing Education and Workforce Development
2. *Timeline:* Start the 2021-2022 school year; long-term
3. *Desired Outcome:* Increased partnerships with local resources, such as Community Action and Social Services, to better serve our non-traditional student population.
4. *Measures:* Increased access to offices/services; Student Opinion Survey
5. *FY24 Objective:* Increase access and education regarding Disability Support Services for workforce students.
6. *Status:* 2023-2024: Karen Linton took on additional responsibilities to support DSS students, focusing exclusively on the workforce development population. Linton received Postsecondary Disability Institute training in addition to in-house training from existing DSS members. In the 2023-2024 school year, services have been provided to three Veterinary Assistant program students and one Diesel Mechanic program student. 2024-2025: FY25 Objective is to continue to improve our access and education regarding DSS for workforce students.

Strategy 6: Improve access and accommodations for students with disabilities.
1. *Responsibility:* Dean of Academic Affairs; Dean of Student Affairs; Director of Institutional Compliance; Disability Support Services (DSS)
2. *Timeline:* Starting 2018; continuous
3. *Desired Outcome:* Reduce barriers to success and increase access to education of students with disabilities.
4. *Measures:* Student surveys, reported grievances, listening session feedback, Disability Support Service contacts
5. *FY24 Objective:* Assess digital accessibility and establish plan to address areas of improvement.
6. *Status:* 2023-2024: Much of this school year was spent educating CEWD staff and students on available Disability Support Services. As a result of this outreach, DSS staff helped instructors with lesson planning and preparations, assisted with certification testing, and helped facilitate accommodations for those students who qualified. 2024-2025: FY25 Objective is to assess digital accessibility and establish a plan to address areas of improvement. The Department of Education Office for Civil Rights released a "Dear Colleague" Letter in May 2023 highlighting the importance of digital access and compliance.

Strategy 7: Implement a "Campus Name" (not legal name) Policy to support the LGBTQ+ community.
1. *Responsibility:* Records & Registration; Director of Institutional Compliance; Academics; IT
2. *Timeline:* Draft and approve a policy by June 2024
3. *Desired Outcome:* Establish the ability for a person to identify in non-legal settings using their "preferred" name.
4. *Measures:* Number of requests; Student Satisfaction Survey responses
5. *FY24 Objective:* Draft policy through governance and approved by June 2024.

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6. *Status:* <u>2023-2024</u>: We have encountered several roadblocks in effectively implementing the practice. We continue to utilize and improve upon temporary resolutions until a permanent solution is found. <u>2024-2025</u>: FY25 Objective is to have an approved policy in place by June 2025.

Goal 4: To provide an actively engaged and relevant college experience for our diverse student population to include credit and non-credit students.
Strategy 1: Development of a broader range of coursework, as needed.
1. *Responsibility:* Dean of Academic Affairs
2. *Timeline:* Fall 2019 and ongoing
3. *Desired Outcome:* 70% of students meet objectives of the Global and Cultural Competency Assessment
4. *Measures:* Student course assessments
5. *FY24 Objective:* Implement plan developed regarding Competency VI; expand the Study Abroad program.
6. *Status:* <u>2023-2024:</u> Review of the Global and Cultural Competency was completed and it still has not been determined if it was the most effective way to assess student outcomes in this regard. The College has expanded program offerings to provide a Health Science Certificate, with the first graduates in December. Additionally, a Health and Exercise Science AS Degree has been approved and will accept its first students in fall 2024. The NRWT program completed another trip to Costa Rica in January, and the Study Abroad program has a scheduled trip to Scotland, London, and Paris in May 2024. <u>2024-2025:</u> FY25 Objective is to continue to expand the Study Abroad program.

Strategy 2: Build relationships between commuter and residential students.
1. *Responsibility:* Dean of Student Affairs; Student Activities Manager
2. *Timeline:* Ongoing
3. *Desired Outcome:* Increase the sense of community and understanding between the commuter and residential student populations.
4. *Measures:* Attendance data, student surveys
5. *FY24 Objective:* Continued activities involving all students with a potential event held to highlight the new Turf Field when it comes online.
6. *Status:* <u>2023-2024</u>: The Fall New Student Orientation returned to all in-person, which served as the initial opportunity to start the relationship building. Events organized by many departments across campus, such as the Welcome Fair, Exam Jam, Souper Bowl, Consent Revolution, *An Evening Abroad*, and others, provided the opportunity for all students to interact with each other, as well as employees and community members. Student Affairs activities such as tubing at the Wisp and t-shirt tie-dyeing activity attracted significant student participation (23 and 50 students, respectively). The College is exploring opening visitation in the residence halls during week days without registration due to the increase in commuter student visitation. <u>2024-2025:</u> FY25 Objective is to hold three events per semester specifically designed and aimed to increased engagement between both populations of students.

Strategy 3: Increase student engagement activities with regard to equity, diversity, and inclusion that would involve engagement with employees and the external community.
1. *Responsibility:* Student Affairs; Academic Affairs; Institutional Compliance, & Safety
2. *Timeline:* Ongoing, long-term
3. *Desired Outcome:* Two events/activities per school year
4. *Measures:* Number of events held; post-event feedback
5. *FY24 Objective:* Plan a heritage festival and/or event for the campus and local community.

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6. *Status:* 2023-2024: Several internal offices worked together with the international students to hold "An Evening Abroad", to showcase students from five countries. The event was held March 28 and 75 were in attendance, made up of students, employees, community members and public-school students and their families. The GCNAACP partnered with Student Activities to hold a pizza and trivia event in recognition of Black History month, with 20-25 participants. A Black History month dinner was also held and attended by 20 participants. 2024-2025: FY25 Objectives include an expanded event around the international students, and expansion of the Learning Commons Book Club to include a common campus book around EDI.

Strategy 4: Improve the residential student experience.
1. *Responsibility:* Dean of Student Affairs; Director of Student Development; Residence Life Staff
2. *Timeline:* **Closed Out**
3. *Desired Outcome:* Increased residential student retention and success
4. *Measures:* Student retention rates, student opinion surveys
5. *FY24 Objective:* Increase activities in the halls; residential student supports.
6. *Status:* 2023-2024: Residential programming has continued with varying degrees of participation. While there has been an increase in office hours and mail room hours, the "Tutor in Residence" left, so there has been a gap in those services. Overall grades in the halls are up. Because of the cross collaboration and increased staffing in the halls, as well as the aim to provide equitable services across campus, this strategy is being **closed out**, and will be part of the focus in other strategies and objectives.

Strategy 5: Connect out-of-town students with the Garrett County community.
1. *Responsibility:* Student Affairs; Academic Affairs
2. *Timeline:* Ongoing, long-term
3. *Desired Outcome:* Provide students with the opportunity to connect with resources in the county to gain experience and expose the Garrett County community to diverse populations and provide learning opportunities for all involved.
4. *Measures:* Attendance numbers; student surveys
5. *FY24 Objective:* Build upon the welcome Chamber event, looking at local business to sponsor activities.
6. *Status:* 2023-2024: The Chamber of Commerce Welcome Lunch was a success again this year, we need to continue to look for ways to build it out to other community-sponsored activities. The Laker Launch Party was introduced at the beginning of the semester. Similar to Exam Jam, the Laker Launch Party invites all students to make broad campus and community connections. Student Development has been assisting students in gaining employment relevant to their educational program within the community to businesses such as the Wisp, ASCI, and the State Parks. Housing in the residence halls has been made available to these students during semester breaks to accommodate their housing needs while working. 2024-2025: For FY25, this strategy will be amended slightly to focus on building community partnerships with the hope of connecting the College and students with one to two new county businesses or organizations.

Strategy 6: Create formal relationship with international student organizations to expand international student population.
1. *Responsibility:* Dean of Student Affairs; Director of Admissions
2. *Timeline:* Recruitment is currently taking place for a small cohort to begin the start of the fall 2019 semester.
3. *Desired Outcome:* Target of 1-3 additional international students in Fall 2019. Work toward a plan to double international students successfully recruited for Fall 2020.

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4. *Measures:* Track cohort success; focus groups with the student cohort
5. *FY24 Objective:* Continue to rebuild the international student population to pre-COVID numbers recruiting 2-5 new international students.
6. *Status:* 2023-2024: For the school year, the College had 10 students from five different countries enrolled, with a majority of the students being athletes. 2024-2025: FY25 Objective is to continue to grow the international student program by recruiting 2-5 new students. As of April 2024, we have approximately 3-5 international students committed to attend starting fall 2024.

Goal 5: To ensure the College is able to attract and retain a diverse, well-qualified, and competent workforce.
Strategy 1: Develop training for hiring committees.
1. *Responsibility:* Director of Human Resources; Director of Institutional Compliance
2. *Timeline:* Training development begins fall 2021 with implementation no later than summer of 2022.
3. *Desired Outcome:* Individuals who participate on hiring committees and in the interview process gain a better understanding of the barriers for diverse job seekers and diversity hiring nuances to make the hiring process inclusive and welcoming.
4. *Measures:* Training assessment and feedback; job applicant feedback
5. *FY24 Objective:* Implement hiring committee packet and determine ways to assess its effectiveness.
6. *Status:* 2023-2024: The Hiring Committee Packet was finalized and implemented for use by hiring committees by November 2023. 2024-2025: FY25 Objective is to assess the effectiveness of the packet and update as appropriate.

Strategy 2: Develop Emotional Intelligence training for employees.
1. *Responsibility:* Director of Human Resources; Director of Institutional Compliance
2. *Timeline:* Research and gather information to develop employee training that will be implemented in the 2022-2023 school year. **Closed Out**
3. *Desired Outcome:* Improved customer service and experience.
4. *Measures:* Student feedback, employee satisfaction, job applicant feedback
5. *FY24 Objective:* Implement a training program and have all full-time employees complete by June 30, 2024.
6. *Status:* 2023-2024: The Committee determined that one required employee training per year was a more feasible option, so this strategy was placed on hold. After review, this strategy is being **closed out** but the training topic will be considered as part of another goal/strategy.

III. **RECRUITMENT OF NUMERICALLY UNDERREPRESENTED STUDENTS, FACULTY, AND STAFF:**
Garrett College believes in the importance of making its educational and employment opportunities accessible to underrepresented and underserved populations. One area of focus has been on individuals from cultures and/or races outside of the demographics of the area. Since Garrett County's population is about 96% white, the College has had to look to other geographic areas in order to recruit culturally and/or racially underrepresented students, faculty, and staff, and it has been very successful with respect to attracting and enrolling students. In fall 2023, non-white, full-time student enrollment was 24% (total non-white enrollment was 14.0%), which far exceeds the minority representation of Garrett County, which is less than 4%. The College will seek to maintain a culturally/racially underrepresented population of at least 20% of its total student body.

The College continues to focus its efforts on improving underrepresented students' retention and completion rates, which tend to lag behind those of the College's overall student population, especially for Black/African American students. As indicated in the table below, the average number of African American

completers remains consistent with the average number of minority completers throughout the year. Many of the goals and strategies indicated in the sections above will help address underrepresented student enrollment, while the other goals and strategies will aid in retention and completion rates.

Minority Student Retention Rates and Number of Completers (IPEDS Data) *

Fall to Fall	Fall-Fall Retention Rate 1st time cohort**	% increase over FY 13	Fiscal Year Minority Completers	Fiscal Year African American Completers
2012-13	31.2%	Baseline	10	7
2013-14	39.8%	8.6%	13	9
2014-15	50%	18.8%	10	8
2015-16	48.4%	17.2%	28	18
2016-17	34.6%	3.4%	23	18
2017-2018	26.5%	-4.7%	9	5
2018-2019	44.3%	13.1%	18	15
2019-2020	43.3%	12.1%	8	6
2020-2021	32.65%	1.4%	9	3
2021-2022	41.5%	10.3%	14	8
2022-2023	28.6%	-2.6%	20	10
2023-2024	27.5***	-3.7	14	6

*Retention will not capture Allied Health ACM transfer students, so this does not necessarily mean the students are not retained or successful. It just means it is hard to track those students as retained at GC because that is not the purpose of the Allied Health Transfer program.
**Minority does not include white or non-resident alien
***Fall 2024 students are still registering- number likely to increase.

Garrett College has been much less successful with respect to attracting and hiring underrepresented faculty and professional staff. While the percentages of culturally/racially underrepresented among Garrett College's full-time faculty and professional staff exceed the representation within its service area, the actual number of individuals represented by those percentages is very small, due to the College's small size. For this reason, a personnel change involving a single individual can significantly alter the College's composition. Of additional concern is the fact that while 14.0% of the total student population identify as non-white, only 1.0% of employees self-identified as non-white (fall 2023 data). This presents concerns with having representation among employees that our diverse student population can relate to.

Moreover, due to its location and the demographics of its service area, Garrett College faces some significant challenges in trying to recruit and retain minority faculty and staff. Nevertheless, by using targeted recruitment strategies, the College hopes to be more successful in attracting minority faculty and professional staff. The Director of Human Resources posts job openings on Diversity.com and, Higher Ed Jobs with the diversity and inclusion boost, as one strategy to address this concern. Some of the impediments to minority recruitment and retention are: (Please note that these are not limited to the minority experience.)
•Financial – limited recruitment budget, inability to offer nationally competitive faculty and professional staff salaries, lack of monies ear-marked for diversity initiatives.
• Typically small applicant pool of qualified minority candidates combined with intense competition for those candidates.
• Location – relatively isolated, small, rural college town.

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- Demographics – small, rural minority population. Surrounding area is predominately white.
- Lack of employment opportunities for spouse or partner.
- Lack of formal mentoring and retention efforts.
- Lack of affordable and/or available housing.

Despite these challenges, Garrett College remains committed to increasing representation among its full-time faculty and professional staff and continues to have this as a priority goal.

IV.   INITIATIVES TO INCREASE CULTURAL AWARENESS AMONG STUDENTS, FACULTY, STAFF, and COMMUNITY: Garrett College is fully committed to fostering an environment that not only embraces and celebrates cultural diversity, but also one that ensures that all students are made to feel welcome and supported in their journey towards academic success. However, certain cultural and ethnic differences may not always be recognized or fully understood, nor do faculty and staff always know how to respond appropriately to such differences. In addition, the College recognizes that it must provide faculty and staff with the information and ongoing training, as well as other learning opportunities such as open forums with diverse student populations, necessary to ensure they are adequately equipped to assist all students in achieving success. As evidenced in the section above, increasing cultural awareness with the campus community and beyond has become a primary initiative in the College's efforts.

College leadership continues to build upon established community partnerships. The College continues discussions and relationship-building with the Garrett County chapter of the NAACP, as well as the Allegany County chapter representatives. Additionally, the College has served as the host for the County's Diversity and Inclusion Advisory Committee, of which the Director of Institutional Compliance is a member, and hopes to continue that partnership if the Advisory Committee is renewed. The 2023-2024 school year had a continued focus on student engagement in EDI-related activities. The Joan Crawford Lecture Series, Maryland Commission on Civil Rights, and International Student activity, provided several of those opportunities. Additionally, listening sessions and surveys were held where college students participated and provided valuable feedback on actionable items around LGBTQ+, disability, and students of color supports and services.

V.   PROCCESS FOR REPORTING CAMPUS-BASED HATE CRIMES: Garrett College values its sense of community and expects students and employees to abide by specific regulations that dictate appropriate behavior. Any evidence of prejudice based on religion, sexual orientation, gender, disability, or ethnicity/national origin can be viewed as a hate crime. The process for reporting crime statistics on a college campus is defined under Title 10, Subtitle 3 of the Criminal Law Article and is consistent with federal requirements under 20 U.S.C. 1092(f), known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics. The Campus Crime Statistics Act mandates the manner in which statistics are to be collected and the format in which they are to be published.

In September of 2018, Garrett College created the Office of Equity and Compliance (changed to Office of Equity, Compliance, and Risk Management in April 2022, and the Office of Institutional Compliance in December 2022) and adopted an Equity Grievance Policy (updated in July 2020 and now titled *Policy on Equal Opportunity, Harassment, Nondiscrimination for all Faculty, Students, Employees, and Third-Parties)*. The Office of Equity and Compliance oversees the College's compliance with Title IX, Title VI, Title VII, Clery Act, and other federal and state laws, regulations and requirements. The Office of Equity and Compliance serves as a method of recourse to those, be they student, faculty, or staff, who believe that a particular action on the part of a College member has violated accepted or stated institutional practices and standards. Garrett College affirms its commitment to promote the goals of fairness and equity in all aspects of the educational

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enterprise. All policies regarding Equal Opportunity, Harassment and Nondiscrimination are subject to resolution using the applicable processes outlined in the College's policy. When the responding party is a member of the College community, the grievance process is applicable regardless of the status of the reporting party who may be a member or non-member of the campus community, including students, student organizations, faculty, administrators, staff, guests, visitors, campers, etc.

Any individual who feels they have been a victim of a hate crime or violation of the College's Equal Opportunity, Harassment, and Nondiscrimination policy can file a report with the Office of Institutional Compliance or anonymously by using the *Reasonable Concern* reporting form online.

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2025 Garrett College Cultural Diversity Plan Progress Report - Narrative

Section 1: A summary of the institution's plan to improve cultural diversity as required by Education Article §11-406. Include all major goals, areas of emphasis, strategy for implementation and progress on those goals. Also provide an explanation of how progress is being evaluated. Please indicate where progress has been achieved, and some best practices identified that aided the institution in making progress.

For the 2024-2025 school year, identified three (3) goals that directly impact equity, diversity, and inclusion (EDI) on campus. The goals, are accompanied by strategies and objectives that have driven actions each year to make improvements for the campus community in relation to EDI. With the recent Federal Executive Orders, Garrett edited its goals with a focus on "campus climate and engagement" but the mission and purpose did not change. The three goals are as follows:

1. Build infrastructure and develop capacity to enhance campus climate and student engagement.
2. Identify obstacles to student success and establish a network of support services that will help students overcome them.
3. Create a supportive learning and working environment for the campus community and beyond.

To address efforts under Goal 1, the Director of Institutional Compliance leads the College's efforts in cultivating a work and learning environment that encourages and supports a climate of student access, engagement, and success. The Director has oversight of the College's Climate and Engagement Committee which is comprised of key campus stakeholders with responsibilities related to the identified goals, strategies, and objectives. The first strategy under this goal focuses on student input/feedback. While no direct conversations were had with students, two surveys were administered during the school year, one which focused on Student-Athletes and the other was open to all students. Results from the Student Opinion Survey showed responding students ranking (strongly agree and agree) the College favorably in several relevant areas, including 74% stating the College supports freedom from gender, racial, and age bias, 75% stated the College demonstrates and encourages a climate of diversity, and 70% stating the College encourages students to develop a more global perspective. Results obtained from both surveys will be reviewed in more detail to help drive actions in the future. Strategy 2 focuses on collaboration within the local community to respond to or be involved in areas that support diversity. During 2024-2025, the College participated in the County's first Pride Festival, and hosted a Women's Equality Day celebration. Another strategy under this goal focuses on bringing the community together for meaningful conversations. The College's Joan Crawford Lecture Series featured two related events, *An Evening Abroad* which spotlighted the College's international students, their cultures, cuisines, and a discussion by Dr. Judy Stone, on the Holocaust, specifically the experiences of those in Hungary. The final strategy under this goal looks at identifying and expanding access to resources related to cultural diversity, history, and civil rights education. The College received a mini-grant to expand its four special collections: Coal Talk Oral History, Indigenous Peoples of Garrett County, Garrett County & Appalachia, and Embracing Diversity, which provide ongoing educational and cultural enrichment to Garrett College, the local community, and area tourists

Goal 2's focus includes strategies to identify and address needs or provide supports for students. The College continues its Safe Space program and training on campus, and is also in the process of developing a "Campus Name" process. Access to physical and mental health services is regularly communicated by students as a critical need. The College continues to provide on-campus access to mental health counseling by employing a part-time mental health counselor. The College also continues its work with the local health department to restore family planning/reproductive health services, and is in the process of installing a "Health Resources" vending machine which will provide the campus community access to no-to-low-cost over-the-counter health needs, including emergency contraception. The Students in Need Group (SING) continues to grow its funding sources, which allows Garrett to address things such as food insecurity, and other student needs. In the 2024-2025 school year, the food pantry saw 504 total student visits (100 unduplicated students). The pantry was staffed and accessible to students for a total of 72 hours. Total cost of food to stock the pantry is estimated to be over $7000 (final spring 2025 costs pending). Under this goal, Garrett continues to improve access and accommodations for students with disabilities, with a specific focus this school year on improving its digital accessibility and compliance in response to the standard requirements under Title II of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act.

Goal 3 is focused on fostering an actively engaged and supportive environment for the campus community and beyond. One strategy focuses directly on expanding The Study Abroad program, which provides students with the opportunity to visit other countries and gain a global/cultural experience. This program continues to grow with a minimum of one trip per year and scholarships being made available. Under this goal, building community and providing connections, especially for our students, is a large focus. Programming has been the best action to address those strategies. Partnering with the Chamber of Commerce, the College has held a New Student Welcome Reception for the last six years, which has increased to over 100 students, both new and returning. Increasing international student recruitment and providing them with the opportunity to gain a different cultural experience continues to provide a great benefit to our campus community and beyond. Activities have been held on campus that highlight our international students and their personal experiences. Additionally, the College continues to grow its partnership with the local school system where international college students visit elementary school students, which provides the local community with a global/cultural experience that is very limited in this rural area. The Learning Commons hosts the "Laker Launch Party" at the beginning of each semester and the "Exam Jam" at the end of the semester. These events are attended by approximately 100 students and provide a variety of engaging activities with employees and external organizations.

Garrett College is fully committed to fostering an environment that embraces and celebrates individuality while ensuring that all students feel welcome and supported in their journey towards academic success. According to the 2025 Student Opinion Survey, 85% of student respondents strongly agree or agree that Garrett promotes a friendly and caring atmosphere conducive to their studies. Garrett College will persist in its efforts to foster a supportive and respectful campus climate and offer opportunities for all to engage positively.

HAGERSTOWN COMMUNITY COLLEGE

CULTURAL DIVERSITY PLAN

June 2020

INTRODUCTION

Diversity can be defined in a wide variety of ways. For the purpose of this document, "diversity" is defined as the recognition, appreciation and understanding of individual, group, and cultural similarities and differences that include, but are not limited to age, abilities and disabilities, ethnicity, language, gender, race, nationality, religion, socio-economic status, veteran status, and sexual orientation.

Issues of diversity permeate many aspects of a campus environment and each is connected with the others. Unless incorporated into core structures of the College through strategic planning efforts, little will change substantively. HCC's strategic goals and action plans help guide achievement and changes in policies and procedures, with the overarching values of equal access and treatment as the foundations. Simply recruiting a more diverse student body without attending to other aspects of campus life, such as intergroup relations, curricular change, faculty and staff professional development, and diversifying faculty and staff, can result in difficulties for traditionally under-represented students. Comprehensive institutional change and integrated efforts are critical to provide positive educational outcomes within a climate of acceptance and respect for cultural diversity and equal opportunities for education, training and employment.

The College's Mission, Values and Policy

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

Mission
Hagerstown Community College ensures equitable access to affordable high quality educational programs, promotes practices and policies that ensure student success, and fosters innovation and collaboration to strengthen its regional workforce and community cultural development.

Values
The College believes in and teaches the ideals and values of cultural and racial diversity and a democratic way of life. HCC also seeks to cultivate in its students critical and independent thought, openness to new ideas, a sense of self-direction, moral sensitivity, strength through diversity, and the value of continuing education and life-long learning.

Diversity Policy
Beyond its Equal Employment Opportunity Policy, HCC's Board of Trustees approved in 2010 the Anti-Discrimination Policy. Committed to a policy of cultural diversity and openness in preventing any form of discrimination, the College proactively through this policy is committed to preventing harassment and providing a genuine learning environment that is receptive to all views and backgrounds. Also addressed in the Code of Student Conduct, the College does not tolerate any language, action or behavior that is hostile to others. All students have the right to be free from unlawful intimidation or coercion, negative stereotyping and racial, gender or cultural slurs.

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The College's Service Area

Being a leader in the community, HCC takes seriously its commitment to recruit students and employees of diverse backgrounds. HCC's credit minority enrollment of 27.7 percent in FY20 exceeded that of the county's minority population (approximately 21.8 percent). Though Washington County became more racially and ethnically diverse over the last decade, it is still predominantly white and non-Hispanic. Black or African American residents comprise the largest minority group, as seen in Table One. Hispanic residents comprise the fastest growing ethnic/racial group in Washington County.

Table One
Washington County, MD Population by Race and Hispanic Origin 2017-19

	V2017		V2018		V2019		% Change V2017 to V2019
	Population	% of Total	Population	% of Total	Population	% of Total	
Total Population (estimates)	**150578**	**100%**	**150926**	**100%**	**151049**	**100%**	**0.3%**
Race							
American Indian/Alaskan Native	452	0.3%	453	0.3%	453	0.3%	0.3%
Asian	2861	1.9%	2868	1.9%	2870	1.9%	0.3%
Black or African American	17,166	11.4%	17,658	11.7%	18,277	12.1%	6.5%
Native Hawaiian/Pacific Islander	151	0.1%	151	0.1%	151	0.1%	0.3%
White	125,733	83.5%	125,269	83.0%	124,766	82.6%	-0.8%
Two or More Races	4216	2.8%	4377	2.9%	4531	3.0%	7.5%
Ethnicity							
Hispanic/Latino	7077	4.7%	7546	5.0%	8157	5.4%	15.3%
Minority Status							
White alone, not Hispanic or Latino	120,161	79.8%	119,232	79.0%	118,120	78.2%	-1.7%
Minority	30,417	20.2%	31,694	21.0%	32,929	21.8%	8.3%

Source: https://www.census.gov/quickfacts/fact/table/washingtoncountymaryland/PST045218

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SUMMARY OF HCC'S PLAN AND PROGRESS
TO IMPROVE CULTURAL DIVERSITY

HCC's strategic plans have always incorporated goals and action plans for a diverse student body and workforce. HCC annually updates through its unit planning process the strategic plan, revising and adding objectives and action plans as institutional priorities change or are added. The College, through its 2022 Strategic Plan, addresses the importance of diversity and multiculturalism by establishing specific goals (2, 3, 4, and 6), objectives and action plans. In doing so, HCC continues to improve its planning/evaluation model and bring about positive change related to improving cultural diversity among students, faculty and staff. Bulleted below each relevant goal of the 2022 Strategic Plan are updates regarding progress with impact on cultural diversity made since FY19.

Institutional policy statements provide the overarching foundation for these plans. The Board of Trustees established policies to address issues of diversity, integrity and respect across campus. These policies include: Anti-Discrimination (Policy #4042); Academic Integrity (Policy #4045); Discrimination and Harassment (Policy #5032); Expressive Activity (Policy #8068); Sexual Harassment (Policy #8070A) and the Equal Employment Opportunity (Policy #5003). Recognizing the importance of this topic, the Human Resources (HR) Department implemented an electronic version of annual recertification training on discrimination and harassment for all employees.

2022 Strategic Goal 2 – Maintain a Responsive, Dynamic Curriculum and Teaching Excellence

2.8   Create a learning environment that is respectful of multicultural values and general educational requirements that promote an understanding and appreciation for multiculturalism
Action Plans:
2.8a   Structure professional development activities for all employees that focus on multicultural awareness and responsiveness, including teaching employees "best practices" in serving a multicultural student body (FY18-FY22)
2.8b   Promote multicultural sensitivity in the classroom among faculty and students (FY18-FY22)
2.8c   Develop interactive teaching and learning models that expand student knowledge of and appreciation for multiculturalism, including faculty and student panel discussions, and other College and community events (FY18-FY22)
2.8d   Develop new courses and update curricula to reflect a diversified worldview (FY19)
2.8e   Exhibit a diverse representation of student and employee images in all advertising (FY18-FY22)

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Accomplishments in FY20 related to Cultural Diversity:

- Recognizing the importance of embracing diverse cultures in instruction, HCC offers diversity to its Emerging Issues and Interdisciplinary General Education category, thereby requiring that all degree-seeking students take at least one three-credit course pertaining to multiculturalism and diversity. Examples of relevant course titles include Cultural Anthropology, Latin American History, World Regional Geography, World Religions, Understanding Diversity in the Helping Profession, Diversity and Cultural Issues in Sports and Athletics, and Race and Ethnic Relations in the United States.
- Student organizations oriented toward increasing awareness of diversity, races and cultures include the Black Student Union, International Club, Pride Alliance, Anime Club and Christian Fellowship Club. Other student organizations are encouraged and supported as student leadership arises.
- The Continuing Education and Business Services division of the College offers a Spanish Drivers Education course.
- ELL-101, English Composition for English Language Learners has continued.

2022 Strategic Goal 3 – Strengthen Sustainable Enrollment Management Systems to Improve Student Retention, Program Completion and Student Success

3.2   Develop and maintain proactive student services support and enrollment strategies to increase the number and diversity of student enrollments
Action Plans:
3.2d   Develop strategies to continue the growth of minority student enrollments (FY18-FY22)
3.2e   Develop and maintain ESL curricula in ABE, developmental, and college-level courses (FY19-FY22)
3.2l   Continue to provide financial literacy as part of loan counseling and present workshops to selected student groups (FY18-FY22)
3.2r   Partner with local and regional veterans' organizations to encourage use of credits and benefits earned while in service to complete an associate degree (FY18-FY19)

3.4   Provide special services to reach out to underserved populations
Action Plans:
3.4a   Monitor the effectiveness and make improvements to student services programs that assist at-risk students (FY19)
3.4e   Implement marketing initiatives specifically targeted at underserved populations (FY18-FY20)
3.4g   Strengthen the ABE / GED / EDP programs (FY18-FY22)
3.4h   Expand credit and credit-free short term training programs for those entering the job market or making a career change (FY18-FY-22)
3.4j   Continue to serve the prison populations at the five Western Maryland prisons by providing computer and vocational training (FY18-FY22)
3.4k   Enhance Library and Learning Support Center support for adult literacy programs and ESOL (FY18-FY19)

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Accomplishments in FY20 related to Cultural Diversity:

- The College's minority student enrollment in FY20 was 27.7 percent, reflecting a higher degree of ethnic and racial diversity than found in the county (approximately 21.8 percent).
- The full-time Multicultural Recruiter position encourages prospective minority students to enroll in either adult education courses, credit courses, or non-credit courses; additionally, the Multicultural Recruiter visits area businesses lead by diverse owners and/or employing a diverse workforce to encourage enrollment.
- The Continuing Education division continues to serve traditionally underserved populations through training (e.g., forklift safety at the Washington County Family Center, Spanish Drivers Education course, etc.).
- The Director of Financial Aid hosts workshops for low income, at-risk students to encourage participation in higher education by covering federal and state financial aid programs, concerns about borrowing and important deadlines. HCC has an additional source of student financial assistance via the Opportunity Fund (college funded) and Alumni Angel Fund (HCC Foundation funded) for those who do not qualify for Pell grants or who require additional financial assistance.
- Events sponsored by HCC to promote cultural diversity and understanding throughout the year included the Martin Luther King, Jr. Celebration of Diversity, co-sponsoring the annual Hispanic Festival, Black History Month Celebration and information table, Women's History Month Celebration and information table, Hispanic Heritage Month Celebration and information table, and Irish-American Heritage Celebration and information table. Support for student diversity is also evidenced by the range of extra-curricular student clubs and organizations offered through the Student Activities Office, which include the Black Student Union, International Club, Pride Alliance, Anime Club and Christian Fellowship Club. The SGA Program Board sponsored LGBT speaker Cory Wade, who spoke on Gender Fluidity in Today's Society as well as Race Relations speaker Aaron Jenkins; both speakers were well received by students, faculty and staff. The Student Activities Office sponsored student participation in the national KatusCon convention (anime) at Washington, D.C.'s National Harbor, a day trip to Philadelphia, a trip to a local Renaissance Faire. Finally, HCC's Library hosted National Frederick Douglass Day
- Two of the College's programs use a case management approach to help remove barriers and providing support for learning. Both the Career Program Achievers (formerly known as Job Training Student Resources, college funded) and TRiO Student Support Services (grant funded) programs work closely with at-risk students to help them persist, complete their courses and graduate. Both programs serve high-risk populations, of which over 30 percent fall into a minority group.

2022 Strategic Goal 4 – Expand Community and Workforce Development, Strategic Partnerships and Alliances

4.5 Maintain the College's role as one of the premier intellectual, social, and cultural centers in its service region
Action Plans:
   4.5c Plan and sponsor community information forums on issues facing the HCC service area (FY19-FY22)

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4.5d Continue to provide regional leadership for the annual Martin Luther King/Diversity Celebration on the HCC campus, and plan activities throughout the year that promote multiculturalism (FY18-FY22)

4.5e Expand credit-free arts and cultural programs that meet the needs of the community (FY18-FY22)

Accomplishments in FY20 related to Cultural Diversity:

- HCC provides county leadership for the annual Martin Luther King, Jr. / Diversity Celebration, which has been held annually on campus since 2004.
- The College has been the co-sponsor of annual Hispanic festival since 2008. The Hispanic organization that co-sponsors the event uses funding from the event to support scholarships for Hispanic students attending HCC.
- HCC's adult education GED program enrolls approximately 50 percent minority students.
- The College participated in the Maryland Males Students of Color Summit, hosted by the Maryland Association of Community College, with both students and employee participants.

2022 Strategic Goal 6 – Improve Human Resource Development Systems, Practices, and Procedures

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

Action Plans:

6.1a Develop policy recommendations as needed through the Human Resources Committee for improved employee recruitment, selection, and orientation (FY18-FY22)

6.3 Promote and provide professional development opportunities to enhance employee performance

Action Plans:

6.3h Develop and promote civility and multicultural awareness for all employee and volunteer groups (FY18-FY22)

6.5 Maintain human resources policies and procedures that meet legal requirements and communicate with employees any changes, deletions, additions or revisions

Action Plans:

6.5b Audit approved policies and procedures to ensure the language is compliant with current federal and state mandates (FY18-FY22)

Accomplishments in FY20 related to Cultural Diversity:

- In fall 2019, six (7.7 percent) full-time faculty identified themselves as minorities, compared to one a decade ago. Of all full-time non-faculty employees, 9.8 percent identified themselves as minorities in fall 2019, which is a slight increase from previous years.
- The Human Resources Department offers an electronic version of annual recertification training on discrimination and harassment for all employees.

FOSTERING AND INCREASING A DIVERSE STUDENT BODY AND WORKFORCE

Student Recruitment and Enrollment

The College's minority student enrollment in FY20 was 27.7 percent, reflecting a higher degree of ethnic and racial diversity than found in the county (approximately 21.8 percent). Black/African American students, the largest minority group on campus, comprised 10.9 percent of all FY20 enrollments. Additionally, Hispanics/Latinos comprised 7.7 percent of enrollment, which is over two percent higher than their proportion in Washington County. Table Two depicts unduplicated headcount enrollment in credit programs by race and ethnicity for FY16 through FY 2020.

Table Two
Unduplicated Credit Enrollment by Race, Ethnicity and Minority Status
FY16 – FY 20

	FY 2016		FY 2017		FY 2018		FY 2019		FY 2020* To Date		% Change FY 16 to FY 20
	#	%	#	%	#	%	#	%	#	%	
Total Unduplicated Head Count	6022	100%	5827	100%	5761	100%	5749	100%	5188	100%	-13.8%
Race/Ethnicity											
Hispanic/Latino	328	5.4%	350	6.0%	364	6.3%	371	6.5%	398	7.7%	21.3%
American Indian or Alaska Native	15	0.2%	14	0.2%	13	0.2%	15	0.3%	10	0.2%	-33.3%
Asian	115	1.9%	119	2.0%	120	2.1%	122	2.1%	126	2.4%	9.6%
Black or African American	581	9.6%	652	11.2%	666	11.6%	722	12.6%	568	10.9%	-2.2%
Native Hawaiian or Other Pacific Islander	9	0.1%	6	0.1%	6	0.1%	9	0.2%	4	0.1%	-55.6%
White (non-Hispanic)	4525	75.1%	4271	73.3%	4171	72.4%	4039	70.3%	3626	69.9%	-19.9%
Two or more races	269	4.5%	251	4.3%	253	4.4%	290	5.0%	329	6.3%	22.3%
Race and ethnicity unknown	120	2.0%	106	1.8%	113	2.0%	125	2.2%	107	2.1%	-10.8%
International	60	1.0%	58	1.0%	55	1.0%	56	1.0%	20	0.4%	-66.7%
*Minority^*	*1317*	*21.9%*	*1392*	*23.9%*	*1422*	*24.7%*	*1529*	*26.6%*	*1435*	*27.7%*	*9.0%*
*Preliminary 12 Month Unduplicated Enrollment as of 5-18-2020											
^Minority count excludes categories of white (non-Hispanic), international, and students whose race and/or ethnicity is unknown.											
Source: IPEDS 12 Month Enrollment, Office of Planning & Institutional Effectiveness											

Increasing the number and diversity of student enrollments remains critical to HCC's success. In accordance with federal regulations under the Higher Education Opportunity Act, institution-wide assessment information, which includes diversity, is available to current and prospective students through the public disclosure site of HCC's Web page. A position in Student Services is dedicated to outreach and recruitment of minority populations. The Multicultural Recruiter, who is Hispanic, visits all local high schools, including English Language Learner (ELL) classes, and hosts information sessions targeting prospective minority students at the local public library and other venues. Information shared includes credit and non-credit education and adult education and literacy. Events sponsored by HCC to promote multiculturalism and understanding throughout the year included the Martin Luther King, Jr. Celebration of Diversity, co-sponsoring the annual Hispanic Festival, Chinese New Year Celebration, and Irish-American Heritage Celebration. Support for student diversity is also evidenced by the range of extra-curricular student clubs and organizations offered through the Student Activities Office, which include the Black Student Union and International Club. The

SGA Program Board sponsored activities for Hispanic Heritage Month, Black History Month, Chinese New Year and Irish-American Heritage Month.

Two of the College's programs use a case management approach to help remove barriers and provide support for learning. Both the Job Training Student Resources (college funded) and TRiO Student Support Services (grant funded) programs work closely with at-risk students to help them persist, complete their courses and graduate. Both programs serve high-risk populations, of which over 30 percent fall into a minority group.

The Director of Financial Aid hosts workshops for low income, at-risk students selected by high school counselors. This outreach effort is designed to encourage participation in higher education by covering federal and state financial aid programs, concerns about borrowing and important deadlines. The results of these efforts are demonstrated by an increase in minority students receiving financial aid as seen in Table Three. In FY20, 67.9 percent of enrolled minorities received financial aid.

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Table Three

Students Receiving Financial Aid by Race, Ethnicity and Minority Status: FY 2015 – FY 2019

	FY 2015		FY 2016		FY 2017		FY 2018		FY 2019	
	Headcount	% Receiving Financial Aid	Headcount	% Receiving Financial Aid	Headcount	% Receiving Financial Aid	Headcount	% Receiving Financial Aid	Headcount	% Receiving Financial Aid
Total Students Receiving Financial Aid	**6491**	**60.4%**	**6022**	**59.6%**	**5827**	**60.4%**	**5761**	**63.1%**	**5749**	**58.9%**
Race/Ethnicity										
Hispanic/Latino	354	65.0%	328	59.5%	350	62.0%	364	66.5%	371	67.4%
American Indian or Alaska Native	17	64.7%	15	53.3%	14	71.4%	13	76.9%	15	73.3%
Asian	122	50.8%	115	48.7%	119	52.1%	120	57.5%	122	62.3%
Black or African American	689	68.2%	581	66.8%	652	62.9%	666	68.8%	722	68.8%
Native Hawaiian or Other Pacific Islander	11	27.3%	9	55.6%	6	66.7%	6	50.0%	9	33.3%
White (non-Hispanic)	4871	59.4%	4525	58.9%	4271	59.6%	4171	61.8%	4039	56.5%
Two or more races	247	64.8%	269	66.9%	251	72.1%	253	68.4%	290	69.3%
Race and ethnicity unknown	130	58.5%	120	57.5%	106	63.2%	113	71.7%	125	50.4%
International	50	36.0%	60	38.3%	58	34.5%	55	41.8%	56	8.9%
Total with Racial/Ethnic Minority^ Status	*1440*	*65.0%*	*1317*	*63.2%*	*1392*	*63.5%*	*1422*	*67.2%*	*1529*	*67.9%*
Average rate of Students Receiving Financial Aid* by Race/Ethnicity Category (excludes international students)		57.3%		58.4%		63.8%		65.2%		60.2%

Source: IPEDS 12-Month Enrollment; MHEC FAIS Reports, FY 2015 - 2019

*Removed all loans and work-study self-help aid

^Minority count excludes categories of white (non-Hispanic), international, and students whose race and/or ethnicity is unknown.

Office of Planning and Institutional Effectiveness, 6/5/2020

The HCC Work Force

The strategic value of diversity among the students, faculty, and local community, is recognized as the College strives to be a leader and catalyst for diverse social, ethnic, and educational experiences. HCC utilizes the HigherEdJobs diversity and inclusion email package which helps to recruit for diverse applicants and demonstrates HCC's commitment to diversity and inclusion. The HR Recruitment Specialist attends local and career fairs in the Hagerstown, Frederick, and Baltimore areas, and also at the Martinsburg VA Medical Center. Positions are posted to the career centers of universities such as Bowie State University, Morgan State University, University of Maryland, Notre Dame of Maryland University and American University. Additionally, positions are posted to the Maryland Workforce Exchange, Pennsylvania Job Gateway and Workforce West Virginia. Job flyers are sent to regional local veteran's employment representatives for distribution as well.

The College is benefiting from the aforementioned recruitment efforts to increase diversity in hiring faculty to provide role models for the increasingly diverse student population. According to the fall 2019 EDS report, 9.2 percent of all full-time employees identified themselves as a minority. Of full-time faculty, there were six minorities (7.7 percent), which is an improvement from previous years. Of all non-faculty full-time employees in fall 2019, 20, or 9.8 percent, were minorities, a percentage that has remained relatively flat over the previous year. Facing the challenge to recruit full-time faculty and administrators of color to provide positive role models and to help create a culturally diverse environment is an institutional priority. The region lacks cultural and ethnic opportunities, as well as a significant professional minority population found in the urban and metropolitan areas.

Along with employee recruitment, the HR Office is responsible for new hire orientation and employee training and professional development; and legal compliance with all federal, state and local regulations. One aspect of training for all employees focuses on prevention of discrimination and harassment via completion of an electronic module for annual recertification.

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Full-time Faculty & Staff by Race, Ethnicity and Minority Status: Fall 2015 – Fall 2019

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	#	%	#	%	#	%	#	%	#	%
Full-time Employees, Total	**288**	**100%**	**290**	**100%**	**285**	**100%**	**287**	**100%**	**283**	**100%**
Demographics, Full-time Faculty										
Full-time Faculty, Total	80	27.8%	80	27.6%	78	27.4%	80	27.9%	78	27.6%
Race/Ethnicity (Full-time)										
Hispanic/Latino, any race	1	1.3%	1	1.3%	1	1.3%	1	1.3%	1	1.3%
American Indian/Alaskan Native	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Asian	0	0.0%	0	0.0%	0	0.0%	1	1.3%	1	1.3%
Black or African American	3	3.8%	1	1.3%	3	3.8%	4	5.0%	4	5.1%
Native Hawaiian/Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White (non-hispanic)	75	93.8%	76	95.0%	73	93.6%	73	91.3%	71	91.0%
Two or more races	1	1.3%	1	1.3%	0	0.0%	0	0.0%	0	0.0%
Race and ethnicity unknown	0	0.0%	1	1.3%	1	1.3%	1	1.3%	1	1.3%
International	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
*Minority^*	*5*	*6.3%*	*3*	*3.8%*	*4*	*5.1%*	*6*	*7.5%*	*6*	*7.7%*
Demographics, Full-time Staff, Non-Instuctional										
Full-Time Staff, Total	208	72.2%	210	72.4%	207	72.6%	207	72.1%	205	72.4%
Race/Ethnicity (Full-time)										
Hispanic/Latino, any race	4	1.9%	4	1.9%	4	1.9%	6	2.9%	6	2.9%
American Indian/Alaskan Native	2	1.0%	1	0.5%	1	0.5%	1	0.5%	1	0.5%
Asian	1	0.5%	2	1.0%	1	0.5%	2	1.0%	1	0.5%
Black or African American	10	4.8%	11	5.2%	12	5.8%	11	5.3%	11	5.4%
Native Hawaiian/Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White (non-hispanic)	191	91.8%	189	90.0%	187	90.3%	184	88.9%	184	89.8%
Two or more races	0	0.0%	1	0.5%	1	0.5%	0	0.0%	1	0.5%
Race and ethnicity unknown	0	0.0%	2	1.0%	1	0.5%	3	1.4%	1	0.5%
International	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
*Minority^*	*17*	*8.2%*	*19*	*9.0%*	*19*	*9.2%*	*20*	*9.7%*	*20*	*9.8%*
^Minority count excludes white (non-Hispanic), international and unknown race/ethnicity categories.										
Source: IPEDS Human Resources Annual Report, based on November 1 Employee Census										

PROCESS FOR REPORTING CAMPUS-BASED HATE CRIMES

The safety and security of the College community are of vital concern to Hagerstown Community College. Hate crimes manifest evidence of prejudice based on race, religion, sexual orientation, gender, gender identity, disability, ethnicity, or national origin. As part of the efforts to control crime on the campus and to assure a safe environment for students, faculty and staff, the HCC Police Department prepares an Annual Security Report in compliance with 20 United

States Code section 1092 (f), the "Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act." The report reflects policies and services designed to provide a safe environment and set a standard of conduct which is most conducive for a safe college campus. The Campus Crime Statistics Act mandates the manner in which statistics are collected and the format in which statistics are published. The categories related to hate crimes on campus include race, gender, religion, sexual orientation, ethnicity and disability. Since the implementation of the Jeanne Clery Disclosure Act, HCC has had no reportable incidents of any hate crimes.

In the event that a hate crime occurs on campus, Campus Police will investigate all reported incidents occurring within their jurisdiction. All reported information will be treated as confidential and security over all police reports and files will be maintained. The Campus Police will assist victims of crimes occurring in other jurisdictions to the limit allowed by law.

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HAGERSTOWN COMMUNITY COLLEGE
Annual Progress Report on the Cultural Diversity Plan
2024–2025

Overview and Institutional Commitment

Hagerstown Community College (HCC) supports a welcoming campus environment and values the wide range of experiences and perspectives that students, faculty, and staff bring to the college community. These efforts are reflected in the College's mission, planning processes, and campus programs. The College recognizes that diversity encompasses a wide range of identities and experiences—including race, ethnicity, gender, age, language, socioeconomic status, veteran status, and sexual orientation—and strives to create a campus climate that respects and values all members of its community.

HCC's commitment to the community is supported through compliance with state and federal guidelines, including the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. Training, outreach, and policy implementation all contribute to the College's efforts to foster a positive and respectful campus climate.

I. Addressing Cultural Diversity Among Students, Faculty, and Staff

HCC remains committed to fostering an atmosphere where students and employees feel connected and supported.

- **Student Demographics**: HCC continues to enroll students from broad backgrounds. In the most recent year, over 36% of credit students identified as members of minority groups, outpacing the demographic makeup of Washington County. HCC staff work to increase access by conducting outreach at local high schools and community events.
- **Faculty and Staff**: Recruitment efforts for employees include outreach to various wide-ranging institutions, and veteran employment networks. The use of HigherEdJob's hiring tools, regional job fairs, and partnerships with numerous institutions have supported the College's goal of building a broader applicant pool. As of the most recent data, 10.9% of total employees identified as members of minority groups.
- **Access and Affordability**: The Financial Aid Office provides targeted workshops for low-income and first-generation students, helping them navigate aid options and application processes.
- **Training and Awareness**: Employees complete training on anti-discrimination and harassment. Other professional development programming has included content on multicultural awareness and civil discourse. Courses that explore global perspectives, cultural experiences, and social issues are offered as part of the general education requirements.
- **Survey Feedback:** In Fall 2024, the College conducted a campus climate survey for students. Respondents shared positive feedback about their sense of community and connection at HCC, with many citing feeling safe, welcomed, and supported.

II. Fostering a Welcoming and Engaged Campus Environment

HCC continued to build on efforts to create a campus atmosphere where all students feel connected and supported:

- **Academic Enrichment**: The College requires all degree-seeking students to complete a diversity-focused general education course. Content areas in anthropology, sociology, world geography, and cultural studies continue to broaden perspectives.
- **Student Life and Programming**: Cultural celebrations are regularly recognized on campus. The Student Activities Office sponsors guest speakers who explore issues related to identity, inclusion, and community. Specialized student clubs help foster dialogue and representation.
- **Community and Continuing Education**: Continuing Education programs provide access to non-traditional learners, including ELL instruction and career readiness training for underserved groups. The College continues to explore methods to resume programming in correctional settings as part of its commitment to educational outreach.

III. Hate Crime Reporting Process

HCC maintains a zero-tolerance policy for hate crimes and bias incidents. The college adheres to the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (20 U.S.C. 1092(f)). The HCC Campus Police prepare and publish an Annual Security Report that outlines the process for reporting hate crimes, which are defined under Title 10, Subtitle 3 of the Maryland Criminal Law Article. Hate crimes are investigated by Campus Police, with full confidentiality and assistance provided to affected students and employees.

IV. Resources and Future Considerations

HCC's efforts to support student engagement and success have been made possible through a combination of institutional resources and external support:

- **Student Support Programs**: Grant-funded initiatives such as the Career Program Achievers and the former TRiO Student Support Services have provided case management and wraparound services for students facing academic or personal challenges.
- **Financial Assistance**: The Opportunity Fund and Alumni Angel Fund offer additional aid to students with limited financial resources, including those who do not qualify for federal assistance.
- **Future Considerations**: As HCC continues to assess emerging student needs, future funding- particularly from state or private grants- could support the expansion of programs that build connection, promote participation, and enhance the overall student experience.

Conclusion

HCC remains committed to promoting a welcoming and supportive campus environment. Through intentional planning, student engagement efforts, professional development, and ongoing assessment, the College continues to make progress toward the goals outlined in its Cultural Diversity Plan. This report highlights recent key accomplishments and affirms HCC's dedication to continuous improvement in creating a positive and engaging educational experience for all members of the campus community.

Harford Community College
Plan for a Program of Cultural Diversity 2023-2026

Harford Community College (HCC) is a two-year college that believes in providing an open and inclusive environment to all students and employees. Harford Community College expects to sustain an atmosphere where individuals and groups can maintain a sense of cultural identity while supporting a strong, integrated campus community. For purposes of this plan, "cultural diversity" means the inclusion of those racial and ethnic groups and individuals that are or have been underrepresented in higher education. (Article 11-406)

Background:
For the past several years, diversity has been an HCC value at the institutional level as demonstrated by its inclusion in the College's values and the Strategic Plan. Many courses at HCC incorporate diversity as a learning objective, and students must take one diversity-designated class in most programs in order to graduate with an Associate's degree. In an effort to attract and retain diverse candidates, a Talent Management Committee was formed; it updated the HCC application portal and began advertising vacant positions in more diverse academic journals, sites, and conferences.

To further advance the College's commitment to cultural diversity, in October 2012, the Vice President for Academic Affairs and the Vice President for Student Affairs and Institutional Effectiveness established a *Cultural Diversity Committee*, with the following purposes:

1. Review and update the College's Plan for a Program of Cultural Diversity, as required by MHEC;
2. Assess the College's progress toward achieving the goals and implementing the plan;
3. Complete required annual reporting by stated due dates for Board of Trustees approval (MHEC progress report);
4. Identify those programs/services/activities that can have the greatest possible impacts on campus cultural diversity and recommend how our resources might best be utilized and coordinated to fulfill the campus cultural diversity plan;
5. Identify barriers to achieving greater success in fulfilling the cultural diversity plan and provide recommendations on how the College can overcome those barriers;
6. Assist in the preparation of funding requests to support cultural diversity activities;
7. Work with governance committees/councils, departments, and offices on promulgating positive cultural diversity practices;
8. Serve as a clearinghouse and communications center for activities relating to cultural diversity on- and off-campus.

In 2019, the Committee for Cultural Diversity voted to change its name to the Diversity, Inclusion, Culture, and Equity (DICE) Committee. This name change reflects the broader, expanded mission of the Committee to consider issues of diversity and their intersection with issues of equity and inclusion. It also widened the scope of the Committee's work to embrace the way that diverse viewpoints must be included and welcomed in mainstream campus life to be effectively heard and considered. Moreover, the name change was a deliberate reflection of our college values which currently include Equity and Inclusion. In 2021, DICE received an operating budget for the first time to implement its goals and initiatives; in 2022, DICE became a standing committee in HCC's new collegial governance structure.

The DICE Committee includes members from across the HCC campus, including from all

academic divisions, Human Resources, and from departments that interface with students such as Advising, Career, and Transfers Services, and Disability and Student Intervention Services.

The DICE Committee has worked to create a new Plan for a Program of Cultural Diversity, for the academic years 2023-2026.

<u>Alignments with HCC Strategic Plan and MHEC Plan:</u>

The Plan for a Program of Cultural Diversity aligns with HCC's FY20 - FY24 Strategic Plan. Specifically, the Plan's goals, which center on diversity and equity, support the following strategies and their objectives:

Strategy 2: Create an engaging and inclusive learning experience so ALL students can achieve their goals.

<u>Objectives:</u>
1. Identify and implement structures and resources to foster an inclusive and equitable learning experience for all students.
2. Customize onboarding and guided pathways for students to facilitate goal attainment.
3. Develop a college-wide, systematic process that is designed to support students at all levels of academic readiness to promote efficient college level credit attainment in Mathematics, English, and Reading.
4. Implement best practices around SEM practices for each phase of the student life cycle, entry, connection, progress, completion and transition to maintain and grow enrollment and maximize student success.
5. Maintain a Facilities Master Plan that adequately supports the needs of students, faculty, and staff.

Strategy 3: Foster a participative culture that encourages success by hiring, developing, and retaining diverse employees that share the College's values.

<u>Objectives:</u>
1. Cultivate a workplace culture where HCC employees feel valued and tangibly recognized for their contributions.
2. Develop a workplace culture that encourages continuous learning and professional growth for all HCC employees.
3. Develop talent (or employee) acquisition practices that work to proactively attract high-quality candidates, representative of a wide variety of backgrounds and cultures.
4. Develop processes and procedures that create efficiencies in daily activities to make effective use of college resources, position employees to be successful, and positively impact the student experience.
5. Create an Administrative Procedures Manual to clarify structures and methods for performing various campus operations and activities.

Strategy 5: Prepare students to distinguish themselves as compassionate contributors and leaders in the global community. During the COVID-19 Pandemic, it was decided that much of the work of Strategy 5 would move to our future strategic plan. Despite that, we've included some of the associated objectives as they relate to the cultural diversity work on campus.

Objectives:
1. Design multidisciplinary content and develop multiple delivery mechanisms to integrate global learning across the curriculum to prepare students for life, work, and citizenship.
2. Create opportunities for students, staff and faculty to hone leadership skills and utilize them in community service at the local, state, national and global levels to promote active lifelong learning through engagement.
3. Institutionalize comprehensive globalization at HCC to ensure that our initiatives are dynamic, leading edge and enduring.
4. Build and maintain connections that provide a vital community resource so that global understanding and stewardship thrives in Harford County.

The Maryland Higher Education Commission's new *2022 State Plan for Higher Education* is a revision to the *2017-2021 State Plan for Post-Secondary Education: Student Success with Less Debt* and outlines three primary goals for the state's higher education institutions. The three primary goals for Maryland's higher education institutions are the same goals from the previous state plan:
- **Access:** Ensure equitable access to affordable and high-quality postsecondary education for all Maryland residents.
- **Success:** Promote and implement practices and policies that will ensure student success.
- **Innovation:** Foster innovation in all aspects of Maryland higher education to improve access and student success.

The 2022 State Plan for Higher Education was also created with two important contexts. The first is the importance of **equity**, noting that Maryland is one of the most diverse states in the nation and that many of our institutions have student populations that hold a majority of minority students. The state plan highlights the fact that equity gaps still exist in degree-attainment, persistence, and other indicators of access and success in our higher education institutions. Although Equity and Inclusion statements have been regarded as positive in regard to promoting an institutional commitment to equity, the state plan emphasizes that it is critical that we "do the work," which includes evaluating policies and practices, measuring equity gaps, and evaluating specific initiatives with an "equity lens."

The second context is that Maryland higher education institutions responded immediately and successfully to the **Covid-19 pandemic**. However, it will be important for higher education institutions to remain "agile and responsive" to the fluctuating workforce needs and acknowledge the pandemic's mental health impact within our communities which includes students, faculty, and staff. The state plan encourages institutions to consider these two factors of equity and the impact of the pandemic in our communities to meet the three goals of student access, student success, and innovation. The new Plan for a Program of Cultural Diversity 2023-2026 also aligns with the MHEC goals of Access, Success, and Innovation and also emphasizes the importance of doing the work needed to support student success post-pandemic, with an intentional emphasis on equity.

The Plan for a Program of Cultural Diversity, 2023-2026

Goals:

In keeping with the Strategic Plan, previous Plans for Cultural Diversity, and current demographics, the DICE Committee proposes the following three goals and supporting strategies.

GOAL 1: Increase campus dialogue on and engagement in critical cultural diversity issues, with an emphasis on equity and inclusion.

Strategies	Target Groups
In coordination, whenever possible, with the Center for Excellence in Teaching and Learning (CETL), offer regular professional development for faculty and staff, including DICE training, Safe Zone training, cultural awareness and diversity, equity and inclusion for new employees, and instructional methods with an emphasis on cultural responsiveness and equity.	Faculty and staff
Increase opportunities for dialogue on critical cultural diversity issues through a variety of programming, including an annual spring semester Country of Focus event that highlights a selected speaker. Continue to offer rich co-curricular opportunities that enrich the cultural diversity of our campus.	Faculty, staff, and students
Organize and host a biannual Equity and Inclusion Summit to discuss best practices and strategies for implementing equity and inclusion in the classroom and through our service to students.	Faculty, staff and students (from within HCC, Harford County, and other community colleges)
Sponsor a recognition award (one each for faculty, staff, and community members), to be handed out at the annual Equity and Inclusion Summit (see above). The purpose of the recognition would be to highlight HCC employees who have had a measurable impact on promoting the goals of equity and inclusion in their classrooms, programs, services, and interactions with students.	Faculty and staff
Work with the Center for Excellence in Teaching and Learning (CETL), Achieving the Dream, and other programs on campus to assess current barriers and collaborate to promote diversity, equity, and inclusion	Faculty and staff

GOAL 2: Employ a variety of assessment methods to understand the campus cultural diversity climate.

Strategies	Target Group
Investigate the feasibility of an "Equity Audit" on campus, across academic departments and processes, administrative policies, and building and campus accessibility.	All campus affiliates
Analyze results of other surveys conducted by HCC, including campus climate surveys, the Student Satisfaction Inventory, and PACE surveys, to ascertain trends in diversity, equity, and inclusion.	Faculty, staff, and students
Maintain a process for capturing and responding to information on campus cultural diversity climate incidents	Faculty, staff, and students

GOAL 3: Promote Diversity, Equity, and Inclusion values in all aspects of campus work and life.

Strategies	Target Group
Restructure DICE's role as an All-College Committee	Campus employees
Establish an Equity Council that will include all DEI-related committees and groups on campus	All campus affiliates
Collaborate with Human Resources and explore the feasibility of making DEI a required factor in annual goals	Campus employees

The work of the DICE Committee will be carried out by several subcommittees that will be responsible for implementing the strategies that support the three goals.

APPENDIX A:

Revised Equity and Inclusion Statement

In June 2022, the DICE Committee revised its Equity and Inclusion Statement to better reflect its goals.

"As the anchor institution for higher education in Harford County, Harford Community College embraces equity and inclusion as guiding principles in our mission to best serve ALL of our students and ALL Harford County residents. Collectively, we benefit from the collaborative learning environment that is fostered when everyone's unique voices and life experiences are welcomed, shared, and valued.

Our policies, practices, and pedagogies are designed to create a pluralistic environment that is free from intolerance, that honors our college's values, and that includes all voices and viewpoints. We believe that such a diverse, inclusive environment contributes to student success by providing equitable access to education and learning opportunities.

It is our goal and responsibility to eradicate barriers to student success to ultimately ensure our students' needs are addressed and positioned at the forefront of all that we do. Through education, awareness, and equity-mindedness, we empower members of our community to contribute to the advancement of social justice in our global society."

APPENDIX B:

HCC 2020-2025 Strategic Plan and the Seven Achieving the Dream (ATD) Capacities

Strategic Plan

On Tuesday, June 11, the Board of Trustees of Harford Community College voted unanimously to approve a new strategic plan for fiscal years 2020 through 2025. The strategic planning process was led by a team of over 50 employees representing various units of the College and was inclusive of both the campus and the external community.

The new strategic plan is comprised of four distinct parts: a mission statement, a vision statement, values, and strategies. All four of these components are outlined briefly below. In late summer 2019, the campus will come together to collaborate on action plans that will enable us to implement these new strategies and will incorporate the spirit of the College's new mission, vision, and values.

Mission
Grow. Achieve. Inspire. Contribute.

Strategic Vision

Strive for:
   Satisfaction: Demonstrate excellence in all we do as measured by those we serve.
   Completion: Do what it takes for students to <u>achieve</u> their individual goals.
   Success: Prepare all constituents to make a positive impact and <u>inspire</u> change in the world.

Values
1. Agency
   - We trust the capacity of individuals to act both independently and collaboratively in carrying out their job responsibilities and to make informed decisions based on diverse perspectives and data.
   - We are courageous in our decision-making.
   - We are accountable for the decisions we make and appreciate that self-reflection is a learning opportunity.
2. Equity and Inclusion
   - Our shared purpose unites us, and our diversity strengthens our actions.
   - We intentionally engage many voices and seek to understand existing inequities before taking action.
   - We bring open minds and appreciation of backgrounds, expertise, talents, and experiences to every conversation.
3. Communication and Collaboration
   - Honesty, integrity, and clarity are the foundation of our communications.
   - We practice civil discourse: we listen more, talk less, and say what we mean.
   - We work toward common understanding.
   - We lead by example, appreciating that our actions are more powerful than our words.
   - We work in and across teams to accomplish our shared goal of student success.
4. Respect
   - We act in the best interest of our students.
   - We consider the perspectives, feelings, wishes, rights, and traditions of others.
   - We are kind and courteous in our interactions and engage in courageous conversations for the betterment of our students, our College, and ourselves.
   - Our expertise and contributions are valued and as such we are happy and productive.
5. Innovation
   - We encourage creative thinking and taking chances in the pursuit of excellence.
   - We let our curiosity propel us toward new, smarter ways of working and serving our students.
   - Our agility enables us to be responsive to each other, our students, and the competitive environment.

Strategies
1. Establish relevant, flexible options for learning that respond to community needs for growth and prosperity.
2. Create an engaging and inclusive learning experience so ALL students can achieve their goals.
3. Foster a participative culture that encourages success by hiring, developing, and retaining diverse employees that share the College's values.

4. Develop ways to fund educational opportunities to ensure student success.
5. Prepare students to distinguish themselves as compassionate contributors and leaders in the global community.
6. Build, strengthen, and sustain partnerships that drive intellectual, social, and economic development and vitality.

Seven ATD Capacities

Harford Community College joined the Achieving the Dream consortium in 2018, and has committed to a three-year program aimed at maximizing and capitalizing on the following institutional capacities to promote increased retention and completion rates for students of color and low-income students.

1. Leadership & Vision
2. Data & Technology
3. Equity
4. Teaching & Learning
5. Engagement & Communication
6. Strategy & Planning
7. Policies & Practices

APPENDIX C:

Campus Process for Reporting of Hate-Based Crimes
STANDARD OPERATING PROCEDURE

Hate Crime Investigations
for Racial, Religious, Ethnic, Gender, Sexual Orientation, and Disability-Related Incidences

Updated July 8, 2016

I.   Policy
It is the policy of the Department of Public Safety to promptly and fully investigate all reported incidents of hate crimes that occur on property owned or controlled by Harford Community College. Recognizing the potential trauma associated with hate crimes, members of the Department of Public Safety will take special care to assist the victims.

II.   Directives
34 CFR 668.46, promulgated under the Jeanne Clery Disclosure of Campus Security Policy & Campus Crime Statistics Act and amended by Section 488(e) of the Higher Education Opportunity Act.

III.   Definitions

A hate crime is broadly defined as crime for which evidence exists that the victim was intentionally selected because of the victim's actual or perceived race, gender, religion, sexual orientation, ethnicity, or disability.[1]

Before an incident can be classified as a hate crime under Clery reporting, sufficient objective facts and circumstances must be present to lead a reasonable and prudent person to conclude that the offender's actions were motivated, in whole or in part, by the perpetrator's bias. These crimes include any crime which the victim is intentionally selected because of any of the above designations. These crimes can also include larceny-theft, common assault, intimidation, and destruction, damage or vandalism of property and other crimes involving bodily injury.

IV.   Procedures

In order to complete a thorough investigation into an alleged hate crime while remaining sensitive to the needs of the victim, the following procedures will be followed by members of Public Safety staff.

A. Respond in a sensitive manner to the feelings and needs of victim(s), and commence the preliminary interview with the victim in private.
B. Promptly secure the area to preserve the crime scene and all available evidence.
C. Contact the Director of Public Safety.
D. If needed, contact 911 to request investigative assistance and crime scene processing by the assigned police agency.
E. Photograph the scene.
F. Gather all available pertinent information and witness statements.
G. Follow all applicable directives from the Director of Public Safety.
H. Prepare a complete, clear, concise, and accurate report and ensure that it is forwarded to Director of Public Safety as soon as practically possible.
I. Post-Incident: Conduct a follow-up inquiry as appropriate and prepare a supplement report containing any additional facts.
J. The Director of Public Safety will ensure that copies of reports are promptly forwarded to appropriate members of administration to include AVP for Student Development, and VP of Finance and Operations.

The Director of Public Safety will work in concert with college administration, the investigating police agency, and the State's Attorney's Office to facilitate the prosecution of all criminal suspects related to the hate crime.

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[1] 34 CFR 668.46 (c)(3)

**Progress Report on the Plan for a Program of Cultural Diversity
Submitted to the Maryland Higher Education Commission**

HARFORD COMMUNITY COLLEGE

Report for Academic Year 2024-2025

Background

Harford Community College (HCC) is a two-year community college that believes in providing an open and inclusive environment to all students and employees (see Appendix A). This Progress Report is based on the 2025 guidelines offered by MHEC.

Summary of Programs that Support Our Goals

My College Success Network

HCC continues to operate the successful My College Success Network (MCSN) Program, which combines campus resources with programs and services designed to highlight the African American student experience in an effort to empower, support, and encourage completion and success. While the MCSN was created to address achievement gaps in graduation and retention between students of color and Caucasian students, all students, regardless of ethnicity, are welcome to participate.

During the 2024–2025 academic year, academic coaching support continued through two student development courses: *SDEV 110: Success and Beyond* and *SDEV 111: Personalized Career Exploration*. In addition to these structured classes, a new service—*As Needed Academic Coaching*—was introduced. This option provided students, not enrolled in academic coaching classes, the opportunity to meet individually with a coach throughout the semester. These sessions allowed for deeper engagement with topics such as time management, goal setting, and stress management, without the constraints of a formal class structure.

In Fall 2024:
- Academic Coaching Classes: 11 students enrolled; 5 students successfully completed the course and achieved a semester GPA of 2.0 or higher
- As Needed Academic Coaching: 14 students participated; 10 students successfully completed the semester with a GPA of 2.0 or higher

In Spring 2025:
- Academic Coaching Classes: 17 students enrolled; 15 students successfully completed the course; 14 students completed the semester with a GPA of 2.0 or higher
- As Needed Academic Coaching: 26 students participated; 20 students successfully completed the semester with a GPA of 2.0 or higher

Additional support was provided to:
- 2 students who completed their degrees in Fall 2024 and received both academic and career coaching.
- 1 student not enrolled in classes who received academic coaching in preparation for Summer 2025 enrollment.

Cultural Programming/Office for Student Life

The College has a dedicated Office for Student Life that provides robust programming that highlights diversity and equity. Some of the events that took place on campus during the 2024-2025 year* include: *Celebrating the Latin Diaspora: Latin Heritage Month Luncheon; Oktoberfest; Maryland Male Students of Color Summit; New York City Culture Crawl; Brother2Brother; Indigenous American Heritage Lunch Series; Kwanzaa Heritage Lunch Series; Black History Month Heritage Lunch; Mardi Gras Celebration; and the Irish Heritage Lunch.* *Some flyers from these events can be located in Appendix C.

The Office for Student Life is also the umbrella organization under which most student-led organizations operate. There are several student clubs that meet regularly that have a diverse focus including: Black Student Union; Multicultural Student Association; and the Rainbow Alliance.

Monitoring and Evaluation

HCC tracks student enrollment according to a variety of factors, including age, race, and ethnicity. The most recent numbers are from 2024, which generally show a small increase in the numbers of most minority students from FY 2023 to FY 2024.

Harford Community College
2024 Quick Facts

Harford Community College was founded in 1957. The main campus occupies 352 acres near Bel Air, Maryland, and has 24 buildings totaling approximately 372,525 assignable square feet. The college also operates several off-site facilities containing another 41,156 assignable square feet.

Credit Enrollment

	FY 2023	FY 2024	Fall 2023	Fall 2024
Number of Students	6,301	6,874	5,123	5,089
Full-Time	1,049	1,043	1,674	1,624
Part-Time	5,252	5,831	3,449	3,465
Female	3,773	4,084	3,002	3,004
Male	2,524	2,781	2,111	2,008
Full-Time Equivalent Enrollment*	2,812.11	3,006.61	2,862	2,870
First-Time	2,307	2,800	1,025	1,017
Average Age	24.2	23.9	22.1	22.1
Median Age	20.7	20.3	19.0	19.0
% Minority and Other				
African American	17.8%	19.0%	17.8%	17.3%
Asian	4.6%	4.6%	4.4%	4.5%
Hispanic/Latino	7.5%	7.6%	7.9%	8.5%
American Indian/Alaskan Native	0.3%	0.4%	0.4%	0.2%
Native Hawaiian/Pacific Islander	0.1%	0.2%	0.2%	0.2%
Multiracial Non Hispanic/Latino	4.3%	4.6%	4.5%	5.2%
Other	0.6%	0.4%	0.6%	2.7%
% Minority and Other, Total	35.3%	36.7%	35.8%	38.6%

The Diversity, Inclusion, Culture, and Equity (DICE) Committee also continues to hold programming throughout the academic year, including book club discussions and "country of focus" events. The 2024-2025 book club selection was *What Storm What Thunder* by Myriam JM Chancy, and the Country of Focus for this year was Haiti. Several events, including book discussions and lectures on the history of Haiti were offered to the college and wider community.

APPENDICES

Appendix A: Diversity at Harford Community College

At the institutional level, HCC has championed diversity, which has been included in the College's Mission Statement and its Strategic Plans. Equity and inclusion are part of HCC's current list of values, which states: *"Our shared purpose unites us, and our diversity strengthens our actions. We intentionally engage many voices and seek to understand existing inequities before taking action. We bring open minds and appreciation of backgrounds, expertise, talents, and experiences to every conversation."* (https://www.harford.edu/about-harford/get-to-know-harford/).

Diversity plays an important role in all aspects of the college's work. For example, many courses at HCC incorporate diversity as a learning objective, and most programs require one diversity-designated class for graduation. Supervisors/managers are strongly encouraged to evaluate diversity and equity as a factor for their direct reports' performance reviews. The campus regularly offers training in equitable and inclusive work practices, as well as in diversity and cultural awareness.

HCC also has a Diversity, Inclusion, Culture, and Equity (DICE) Committee (originally known as the Cultural Diversity Committee) since 2012. DICE operates as a think tank on campus for all issues related to diversity, inclusion, and equity; it consists of members from all departments and programs across campus to better inform its work and planning. Since 2021, DICE has been one of the College's All-College Committees as part of the new governance system; its status as an All-College Committee gives DICE's work higher visibility and embeds its work more deeply in all aspects of campus life and operations. DICE also has a standing budget to conduct its wide-ranging campus and community programming.

Appendix B: Summary of HCC's Plan for Program of Cultural Diversity

In 2023, DICE, with input from a variety of campus constituencies, crafted a new Plan for a Program of Cultural Diversity for the HCC Campus.
The Plan aligns with HCC's new FY20 – FY24 Strategic Plan. Specifically, the Plan's goals, which center on diversity and equity, support the following strategies and their objectives:

Strategy 2: Create an engaging and inclusive learning experience so ALL students can achieve their goals.

Strategy 3: Foster a participative culture that encourages success by hiring, developing, and retaining diverse employees that share the College's values.
Below are the major goals that comprise the HCC Plan for a Program of Cultural Diversity, 2023-2026. In keeping with the Strategic Plan, previous Plans for Cultural Diversity, and current demographics, HCC, upon the recommendation of DICE, adopted the following three goals and supporting strategies.

GOAL 1: **Increase campus dialogue on and engagement in critical cultural diversity issues, with an emphasis on equity and inclusion.**

Strategies	Target Groups
In coordination, whenever possible, with the Center for Excellence in Teaching and Learning (CETL), offer regular professional development for faculty and staff, including DICE training, Safe Zone training, cultural awareness and diversity, equity and inclusion for new employees, and instructional methods with an emphasis on cultural responsiveness and equity.	Faculty and staff
Increase opportunities for dialogue on critical cultural diversity issues through a variety of programming, including an annual spring semester Country of Focus event that highlights a selected speaker. Continue to offer rich co-curricular opportunities that enrich the cultural diversity of our campus.	Faculty, staff, and students
Organize and host a biannual Equity and Inclusion Summit to discuss best practices and strategies for implementing equity and inclusion in the classroom and through our service to students.	Faculty, staff and students (from within HCC, Harford County, and other community colleges)
Sponsor a recognition award (one each for faculty, staff, and community members), to be handed out at the annual Equity and Inclusion Summit (see above). The purpose of the recognition would be to highlight HCC employees who have had a measurable impact on promoting the goals of equity and inclusion in their classrooms, programs, services, and interactions with students.	Faculty and staff
Work with Center for Excellence in Teaching and Learning (CETL), Achieving the Dream, and other programs on campus to assess current barriers and collaborate to promote diversity, equity, and inclusion	Faculty and staff

GOAL 2: **Employ a variety of assessment methods to understand the campus cultural diversity climate.**

Strategies	Target Group
Investigate the feasibility of an "Equity Audit" on campus, across academic departments and processes, administrative policies, and building and campus accessibility.	All campus affiliates
Analyze results of other surveys conducted by HCC, including campus climate surveys, the Student Satisfaction Inventory, and PACE surveys, to ascertain trends in diversity, equity, and inclusion.	Faculty, staff and students
Maintain a process for capturing and responding to information on campus cultural diversity climate incidents	Faculty, staff and students

GOAL 3: **Promote Diversity, Equity and Inclusion values in all aspects of campus work and life.**

Strategies	Target Group
Restructure DICE's role as an All Campus Committee	Campus employees
Establish an Equity Council that will include all DEI-related committees and groups on campus	All campus affiliates
Collaborate with Human Resources and explore the feasibility of making DEI a required factor in annual goals	Campus employees

The work of the DICE Committee will be carried out by several subcommittees that will be responsible for implementing the strategies that support the three goals. DICE will also continue to work with its liaison with the President's Cabinet and use its position as an All-College Committee to implement these strategies effectively.

Appendix D: Community Engagement (flyers and advertisements)

TAHARKA BROS.
MADE IN BALTIMORE

Thursday September 19, 2024
(Rain Date: September 26)

Ice Cream Tasting
Quad @ 10-11AM & 1-2PM
(Open to all students while supply last)

Business Model Presentation/Q & A
Student Center, Rm. 243 @ 11:10AM-12:30PM

"Taharka Brothers" is a socially sourced producer of ice-creams and sorbets in Baltimore, MD. They serve as a platform for continuous conversation in support of economic, social justice, civic engagement and cultural understanding."

Contact slove@harford.edu. Our goal is to make all materials and services accessible. If you need disability-related accommodations to participate, please contact the Office of Student Life at 443-412-2628 at least 10 calendar days in advance

NEW YORK

Culture Crawl

SAT. OCTOBER 26, 2024

7AM - 11PM

Visited will be the African Burial Ground, Harlem, African Market and more.

This event is free to registered credit HCC students.
Bus departs from HCC's "T" Lot at 7am
Use QR code to sign up by October 11th.
Contact slove@harford.edu

We are eager to ensure full participation for all. Please contact the Office of Student Life for disability accommodations at 443-412-2628 or studentlife@harford.edu at least 10 days prior to the event.

FALL 2024 HERITAGE MONTH LUNCH SERIES

CELEBRATING THE DIASPORA

noun; Diaspora– a population that is scattered across regions which are separate from its geographic place of origin

Free
FOOD

Interesting
cultural facts

Live
Music

GLOBE CAFÉ | 12-1:30 PM

OCT 3 OKTOBERFEST

We are eager to ensure full participation for all. Please contact the Office of Student Life for disability accommodations at 443-412-2628 or studentlife@harford.edu at least 10 days prior to the event.

HARFORD COMMUNITY COLLEGE

harford.edu

APPENDIX
Report to the Board of Trustees
Howard Community College
Plan for Diversity, Equity, and Inclusion
May 2025

Howard Community College (HCC) has had a plan for diversity, equity, and inclusion (DEI) in place for over 30 years. The plan for DEI sets forth guidelines for ensuring equity and improving cultural diversity in recruitment, employment, academics, retention of students, and the overall experience at the college. It mandates that HCC's diversity programs provide opportunities for the college community to engage in understanding, awareness, and respect of differences in age, gender, sexual orientation, race, religion, ethnic background, and ability/disability, as well as the values of equitable rights, access, and treatment. To oversee diversity activity, the plan calls for the college to continuously maintain a DEI committee with membership approved by the president. The committee is required to annually review and update the plan as appropriate.

HCC is proud of its commitment to create an equal and non-discriminatory environment where all feel valued, respected, supported and a sense of belonging. HCC prides itself with understanding that care is a top driver of belonging, which must include varying voices and lived experiences. To this end, inclusion and belonging have been addressed in a number of ways, including the following:

- A multitude of diversity, educational, and awareness events are offered to employees and students throughout each year (e.g., films, musical performances, lectures, talking circles, book colloquiums).
- Each budgeted staff member and full-time faculty member is required to participate in at least two diversity educational sessions per year.
- All employees are required to take periodic anti-harassment training that addresses all forms of harassment. New employees must take the training immediately, and existing employees retake the training every two years.
- Recruitment efforts actively seek candidates from varying cultural and linguistic backgrounds, and recruitment efforts and personnel actions are monitored to ensure equal opportunity and non- discrimination.
- Academic options are offered to provide students with an interdisciplinary framework to address topics including, but not limited to race, gender, ethnicity, social class, abilities/disabilities, wellness, and cultural proficiency. The college's general education options include ethics and global competencies.
- The Offices of Admissions and Recruitment have close working relationships with the Howard County Public School System (HCPSS), community organizations, and other institutions enhance the college's ability to attract diverse populations.
- The Office of Admissions and Advising works with the college's English Institute and noncredit English as a Second Language (ESL) programs to enhance student access to HCC.
- The Admissions and Recruitment offices participate in fairs for diverse populations, conduct their own fairs, and forms partnerships with a broad range of colleges and universities to incorporate access to the next steps following HCC.

- The Parent Scholars Program is an institutionally funded program that currently serves students who are displaced homemakers over age 35, single parents (male or female), or single pregnant women who are unemployed/under-employed and committed to earning a college degree or certificate leading to a career. The program provides counseling, a support group, advising, and financial literacy education for its participants.
- Project Access is a program designed to facilitate the transition of high school students with disabilities into postsecondary education, to increase the success rate and retention of freshman students with disabilities at HCC, and to improve career counseling and job placement services for students with disabilities.
- Turning Point is a program that meets once a week for 12-week sessions to facilitate evidence informed programing related to empowering students with disabilities that have a desire to enhance their executive function skills. In addition to the group's weekly meetings the students receive one-to-one executive functioning coaching each week by their Disability Support Services Counselor. The program strategies help students explore both the emotional and practical elements of learning which create amazing retention results through the reduction of missed assignments.
- Howard P.R.I.D.E. is a leadership program that supports the academic, professional, and personal development of black and minority male students, with an emphasis on improving educational outcomes such as academic standing, graduation, and transfer. The participants of Howard P.R.I.D.E. have the following resources available: tutoring, mentoring, service learning, leadership seminars, individualized academic advising, academic monitoring, and personalized career and academic plans.
- The Women of Color Initiative, facilitated by student life and college partners, welcome women of color to the HCC community. This includes a series of monthly programs that aid in both social and academic development.
- HCC's Hispanic/Latino student success completion program, Ambiciones, promotes Hispanic/Latino student success by recruiting Hispanic/Latino students and implementing initiatives to focus on retention of these students. The project links Hispanic/Latino students to the academic support services to foster student success, retention, and completion.
- The Office of International Education provides a variety of opportunities for the college community to engage in international activities both on and off campus. Students can participate in short-term faculty-led travel study abroad programs, virtual study abroad programs, COIL (Collaborative Online International Learning) courses, the global distinction program, and International Education Week
- The Learning Engagement Division provides several teaching and learning high-impact practices that are forward-thinking and innovative (e.g., Step UP, a program that pairs students with faculty/staff coaches who provide one-on-one support for managing the challenges of college).
- The Center for Civic and Community Engagement offers a variety of service and placement-based learning opportunities to facilitate curricular and co-curricular experiences that encourage civic engagement, community awareness, and personal development. In addition to educational programs, the Center for Civic and Community Engagement offers bi-annual alternative break trips aimed at a variety of social justice themes (e.g., civil rights, criminal justice, environmental justice and conservation).

- The Center for Learning Excellence (CLE) made concerted efforts to promote diversity, equity, and inclusion (DEI) through various faculty development sessions and resources. CLE offered sessions specifically designated to equip faculty with strategies and best practices for culturally responsive teaching. CLE also placed a strong emphasis on accessibility and inclusive course design by offering sessions that guide faculty in creating accessible course materials, designing inclusive assignments and syllabi, and fostering an equitable learning environment for all students. Also, CLE spearheaded and implemented pronouns in Canvas (LMS), letting users share their pronouns and promoting an inclusive learning environment. By providing faculty with in-depth resources, training, and opportunities for dialogue across various areas, as well as implementing initiatives like the use of pronouns in Canvas and closed captioning, CLE plays a crucial role in supporting the institution's DEI efforts and fostering an inclusive and equitable learning environment for all students.
- HCC opened chapter membership for the American Association for Women in Community Colleges (AAWCC) in June 2023. The American Association for Women in Community Colleges is the leading national organization that champions women and maximizes their potential at community colleges. Founded in 1973, AAWCC provides education, career development, and advancement to women educators and students at community colleges. As a council of the American Association of Community Colleges, AAWCC and its members are committed to equity and education of all women students at community colleges across the nation.
- The HCC library maintains a current collection of easily accessible literature on DEI, that supports teaching, research, and professional development.

According to Education Article §11-406 of the Annotated Code of Maryland, an institution that already has a program of cultural diversity must develop and implement a plan for improving the program. The following are areas that have continued to be assessed and revised to continue promoting equal and non-discriminatory practices:

- Continuing to assess resources that are needed to advance pathways to success college wide.
- Faculty/staff and student assessments to assess the climate and culture at HCC.
- Anti-Bias Training for one search and to the human resources staff.
- Expanded the annual diversity week program to include co-curricular offerings by faculty and staff members with deeper and diverse topics related to anti-racism.
- Coordinated programming on campus (e.g., campus climate, awareness, world languages, LGBTQIA concerns, immigration, implicit bias, international education, structural racism, working with differently-abled students).
- Participated in statewide diversity roundtable meetings that have provided a strong platform for networking, as well as learning about other diversity programs.
- Hate and Bias subcommittee continued conversations with Student Success regarding educational responses to incidents and hate and bias on-campus.

Education Article §11-406 also requires the institution to describe its process for reporting campus-based hate crimes, as defined under Title 10, Subtitle 3 of the Criminal Law Article and consistent with federal requirements under 20 U.S.C. 1092(f), known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. HCC currently posts all campus crime statistics, including hate crimes, on its public web page in its Campus Crime Report, which can be found at http://www.howardcc.edu/services-support/public-safety/.

Finally, the statute asks each institution for a summary of any resources, including state grants needed by the institution to effectively recruit and retain a culturally diverse student body. The following is a list of possible uses for grant money, which would assist the college in its inclusion and belonging initiatives:

- Early college awareness and preparedness programs: The college would like to continue building upon its outreach efforts to include students in the younger grades, including upper elementary through ninth grade. Funds including grant funding to expand this effort would be helpful particularly for youth who will be first-generation college students, those from low-income homes, foster children, Title I schools, and others who may be disadvantaged from an early age to recognize that college is a possibility for them. There are many forms such programs could take including, but not limited to, on-campus summer programs, partnering with county health and nutrition programs to integrate preventative health care into early college awareness, cohort groups where youngsters advance to college as a group starting from the fourth or fifth grade, tutoring and mentoring, parental and parent- child educational programs, camp scholarships, and transportation. Programs that promote persistence to postsecondary education are critical.
- Science, technology, engineering, and math (STEM) and critical language opportunities: programs and scholarships that increase opportunities for under-represented students in STEM and critical language programs.

- Assistive technology: funding for educational technology that enhances learning and supports the access and success of students with disabilities.

- Transition to college/employment for students with disabilities: HCC provides support to 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 people with disabilities. Additional funding would support the expansion of these programs as space is currently limited and the demand is rising consistently each year.

- Childcare: Howard Community College, in partnership with the Community Action Council of Howard County (CAC), is utilizing a two-generational approach that addresses prevalent needs of families and leverage community partnerships, significant institutional resources, and other funding sources to bring campus-based childcare back to HCC to meet the needs of low-income students and provide prospective students opportunities to reach their educational goals.

Executive Orders
Recent executive orders have introduced significant constraints and guidelines which have reshaped the landscape for how colleges and universities can pursue effective DEI initiatives. These orders prompt institutions to carefully navigate compliance while striving to maintain an inclusive and supportive atmosphere for all students, faculty and staff. HCC understand that these changes are not merely regulatory hurdles, but opportunities to reassess and strengthen the college's commitment to proving pathways to success.

Assessment of Existing DEI Work
In response to these shifts, in February 2025, HCC initiated an institutional scan to identify the changes that may be required in policies, procedures, programming, and operations at- large as the college reframes DEI work. This assessment involves a comprehensive review of existing practices to ensure not only compliance with new regulations but also to enhance HCC's ability to foster a campus culture and climate where all feel a sense of belonging. HCC is deeply mindful of the values that underpin the institution, including integrity,

nurturing, respect, innovation, and a commitment to excellence. These values are not only foundational to the college's mission but also serve as guiding principles to adapt practices in response to the shifting regulatory environment. The reframing of DEI work is further reinforced by following the recommendations set forth by the Maryland Attorney General, which emphasize a comprehensive approach to advancing equity and inclusion within educational institutions, prioritizing non-discriminatory practices. To date, the following has been facilitated:

1. Policy Review and Revision: A thorough evaluation of college policies to ensure they reflect HCC's commitment to DEI while complying with federal regulations. This may involve revising existing policies (e.g., recruitment and selection policy) or developing new ones that address emerging challenges and align with cultural values.
2. Strategic Planning: Creating a roadmap that outlines clear goals and objectives for DEI. This plan will be informed by the institutional scan and input from stakeholders across the college, ensuring it is comprehensive and inclusive.
3. Stakeholder Engagement: Active participation from faculty, staff, students, and community members will be essential in shaping the revised DEI approach. The college will continue to conduct outreach to gather insights, allowing diverse perspectives to inform HCC priorities and initiatives.
4. Enhanced Data Collection and Analysis: Expanding data collection efforts will be crucial in understanding the impact of the executive orders on the HCC community. By analyzing demographic data, engagement metrics, and feedback from stakeholder groups across HCC, the college can better tailor programs to meet the needs of the community.
5. Training and Capacity Building: To effectively implement any policy changes and new initiatives, the college will provide targeted training for staff and faculty based on a review of existing training courses. Such training will cover not only compliance with new regulations but also best practices that resonate with institutional values.
6. Communications Strategy: HCC will launch a series of transparent communication with the college community about the changes being made and the rationale behind them will be vital. The college will develop a communications plan to keep everyone informed and involved in the ongoing evolution of the revised DEI work.
7. Monitoring, Accountability, and Reporting: Review of recent campus assessments. Establishing clear metrics for accountability and success will allow the college to measure progress effectively. Regular reporting on initiatives and their outcomes will ensure that efforts remain aligned with the strategic priorities and can be adjusted as necessary.

Culture of Care Framework
Considering the executive orders and the implications for DEI, HCC has opted to transition DEI work into a comprehensive *Culture of Care Framework*. This proactive shift emphasizes the college's dedication to fostering an inclusive environment where every individual feels valued, respected, and supported. Recognizing the evolving landscape of DEI, HCC will aim to integrate non-discriminatory practices into policies and institutional procedures/practices, ensuring that the college's commitment to equity, inclusion, and belonging is reflected in every aspect of the institution.

A Culture of Care Framework entails creating an environment where every individual feels safe, valued, and empowered to thrive, which is in alignment with the mission and vision of HCC. This approach emphasizes the importance of emotional and psychological well- being, encourages open dialogue, and prioritizes equal access to resources and opportunities. HCC will strategically use existing and future data to prioritize campus culture initiatives. By prioritizing these elements, HCC can foster a culture of care that not only supports its students but also cultivates a strong sense of belonging among the community. A culture of care will promote belonging by creating an environment where individuals feel valued, supported, and connected to one another. The following are potential areas we will roll out and/or reimagine to shift to this new framework:

1. Emotional Safety: By prioritizing mental health and well-being, a culture of care at HCC will ensure that individuals feel safe to express their thoughts and feelings. This emotional safety allows all stakeholder groups to open up and connect with others, reinforcing their sense of belonging.
2. Supportive Relationships: Creating strong, supportive relationships among peers and faculty helps individuals feel connected. Mentorship programs, peer support groups, and existing collaborative projects will be reassessed to identify ways the college can continue encouraging interactions that build trust and camaraderie across HCC.
3. Open Communication: Creating forums that encourage open dialogue will help individuals express their concerns and experiences at HCC. When stakeholder groups know their voices matter and that they can contribute to change, it strengthens their engagement to the community. This will directly impact recruitment and retention at all levels.
4. Shared Values: A culture of care promotes shared values, such as respect, empathy, and solidarity. When community members align with these values it creates a deeper connection to one another and a sense of belonging to a larger purpose.
5. Engagement Opportunities: Providing diverse engagement opportunities, such as clubs, events, and activities, invites individuals to participate in the community actively. This involvement fosters connections and helps create a supportive network.
6. Celebration of Milestones: Acknowledging personal and academic achievements reinforces individuals' sense of belonging. Celebrations create shared experiences that bond the community together.

Institutional Transformation
The rebranding of the current Social Justice and Equity Center, along with DEI work, is part of the college's commitment to strategic institutional transformation. The newly envisioned Center for Institutional Transformation will focus on fostering innovation and forward-thinking initiatives that align with HCC's mission and values. The center will leverage key performance indicators, strategic plan, and ongoing data assessments to drive targeted efforts across the institution. The goal is to create a thriving environment where all members of the college community can engage in meaningful change and contribute to a more equitable and inclusive campus experience. Over the next few months, the Center for Institutional Transformation will continue to meet with stakeholder groups across HCC and within Howard County to identify, address, and resolve key areas that can advance as an institution:

1. Policy Review and Revision
   Action Steps:
   - Conduct a comprehensive audit of existing policies related to DEI, assessing their alignment with both current federal regulations and HCC's institutional values.
   - Establish a cross-departmental working group comprising faculty, staff, and student representatives to review the policies collaboratively.
   - Develop a timeline for proposing necessary revisions and seek feedback from the community on draft changes.
   - Initiate a formal approval process for revised policies, ensuring transparency and broad communication about the updates.

2. Strategic Planning
   - Action Steps:
     - Facilitate workshops and brainstorming sessions involving diverse stakeholders to co-create a vision for the strategic plan for the Culture of Care Framework.
     - Establish clear, measurable goals for culture of care initiatives that reflect feedback from the institutional scan.
     - Outline specific objectives and tactics for achieving strategic goals, including responsible parties and resources needed.
     - Create a timeline for implementation, with regular checkpoints for reassessment and adaptation as needed.

3. Stakeholder Engagement
   - Action Steps:
     - Organize a series of town hall meetings and focus group discussions to gather input from the HCC community, ensuring representation from various groups, including students, faculty, and staff across HCC.
     - Establish a feedback loop where insights gathered can be reported back to stakeholders, demonstrating how their input informs decisions and actions

4. Enhanced Data Collection and Analysis
   - Action Steps:
     - Strengthen data collection mechanisms by enhancing existing surveys and assessments to capture comprehensive demographic information.
     - Collaborate with Planning, Research, and Organizational Development to analyze collected data for trends and areas needing attention.
     - Develop regular reporting protocols to track participation and outcomes, using this data to inform program development and policy adjustments.
     - Ensure data is disaggregated by demographics to identify gaps and adjust strategies for specific populations accurately.

5. Training and Capacity Building
   - Action Steps:
     - Develop a structured training curriculum focused on best practices for fostering a culture of care.
     - Collaborate with Human Resources to schedule regular training sessions for faculty, staff, and administration, including workshops, seminars, and online training modules.
     - Repurpose the existing DEI Committee (e.g., Dragon Advisory Committee)

6. Communications Strategy
- Action Steps:
    - o Develop a communications plan that includes a timeline for regular updates on policy changes, and community engagement opportunities.
    - o Utilize multiple channels for communication (e.g., newsletters, social media, forums) to reach a broad audience with varied preferences.

A progress report on the implementation of the transitions in this report will be prepared for submission to the Maryland Higher Education Commission by September 1, 2025.

2025 Institutional Report on Plan for Program of Cultural Diversity
Howard Community College

Summary of the Institution's Plan to Improve Cultural Diversity

Howard Community College (HCC) has had a plan for diversity, equity, and inclusion (DEI) in place for over 30 years. The plan for DEI sets forth guidelines for ensuring equity and improving cultural diversity in **recruitment, employment, academics, retention of students, and the overall experience at the college**. It mandates that HCC's diversity programs provide opportunities for the college community to engage in understanding, awareness, and respect of differences in age, gender, sexual orientation, race, religion, ethnic background, and ability/disability, as well as the values of equitable rights, access, and treatment. Campus climate studies are conducted annually and shared via the college portal. The results are used by all areas of the college to develop performance improvement plans and guide their individual work plans. To oversee diversity activity, the plan calls for the college to continuously maintain a DEI committee with membership approved by the president. The committee is required to annually review and update the plan as appropriate.

Progress Report on the 2024-2025 Cultural Diversity Plan

HCC remains steadfast in its dedication to fostering an inclusive, equitable, and culturally responsive campus. This report details our status, recent institutional changes, and ongoing initiatives across key strategic areas, highlighting our responses to trends and legal developments, including the Supreme Court decision striking down race-conscious admission practices. The corresponding appendix provides an in-depth explanation of specific programs, trainings and actions HCC has taken to reach and reassess our goals. We continue to prioritize building a campus environment that promotes historically marginalized populations through intentional programming and training, guided by a culture of care and data-informed decisions.

1. Recruitment

In response to shifts in enrollment trends and the Supreme Court decision, HCC has intensified its outreach to underrepresented and marginalized communities by expanding partnerships with local organizations and minority-serving agencies. We introduced new recruitment pipelines focusing on socioeconomic diversity and geographic outreach within underserved areas. Following quarterly trend reviews, we revised our recruitment messaging to emphasize holistic and inclusive values rather than traditional race-based descriptors, aligning with legal standards while maintaining our commitment to diversity. Recruitment efforts and personnel actions are monitored to ensure equal opportunity and non-discrimination, demonstrating our continued commitment to accessibility and inclusivity.

2. Employment

In light of evolving legal and institutional trends, HCC has diversified hiring practices further by prioritizing equitable recruitment processes and expanding diversity in leadership roles. Each budgeted staff member and full-time faculty member is required to participate in a minimum of two diversity educational sessions per year. We enhanced mandatory cultural competence and anti-bias training for all hiring committees. Moreover, all employees are required to take periodic anti-harassment training. After reviewing institutional workforce data, we implemented targeted

professional development programs for faculty and staff, emphasizing inclusive pedagogy and culturally responsive leadership. The Center for Learning Excellence (CLE) made concerted efforts to advance equity, specifically offering sessions that positioned faculty to better understand student-centered learning and culturally sensitive interventions. We also refined job descriptions to focus on skills and experiences aligned with a diverse culture of care and belonging. As of today, the college has increased representation of marginalized groups among faculty and staff, reflecting our proactive, legally compliant efforts to foster an inclusive workplace.

3. Academics

In response to the Supreme Court's ruling and broader societal implications, HCC has further embedded diversity and inclusion into curricula by diversifying reading lists, case studies, and course examples. Faculty receive ongoing support to develop culturally responsive teaching strategies. For example, the CLE designed guides for faulty to follow that address accessibility and inclusive course design (e.g., course materials, assignments). Following trend analyses, several departments revised syllabi to ensure representation of marginalized voices without race-based admissions considerations, focusing instead on equitable access and inclusive content. Additionally, new workshops on implicit bias have been integrated into faculty development programs. As of today, student engagement surveys indicate increased perceptions of inclusivity in classroom environments.

4. Retention of Students

Recognizing ongoing challenges faced by marginalized populations, HCC expanded culturally responsive support services, including mentoring programs, affinity groups, and culturally relevant programming tailored to student needs. Based on institutional trend reviews, we introduced a "Culture of Care" student success framework, emphasizing proactive outreach and personalized support. This included peer mentoring programs specifically aimed at historically marginalized students. As of today, the college continues to refine these programs by incorporating student feedback, ensuring ongoing adaptability and responsiveness.

5. Overall College Experience

In response to legal and societal trends, HCC has intensified campus-wide initiatives promoting understanding, respect, and inclusion. We launched new cultural competency events, training sessions, and community dialogues to foster a supportive campus climate. Following institutional review, the DEI committee expanded its scope and focus to review policies through an equity lens, ensuring that practices support marginalized populations without race-conscious criteria, while remaining committed to equity and inclusion across all of HCC operations. New policies emphasize equity without explicitly referencing race, aligning with current legal standards but maintaining our commitment to historically marginalized groups. As of today, student and staff feedback indicate increased feelings of belonging and safety, with a measurable improvement in campus climate scores.

Montgomery College
Plan for Program of Cultural Diversity
FY26–29

In Fulfillment of Maryland Education Code §11–406

Submitted to:
Maryland Higher Education Commission

Submitted by:
Montgomery College

Submission Date:
July 1, 2025

Montgomery College Plan for Program of Cultural Diversity

This Cultural Diversity Plan is submitted in fulfillment of the requirements set forth in Maryland Education Code §11–406 and the Maryland Higher Education Commission (MHEC) guidance. The plan demonstrates Montgomery College's ongoing commitment to advancing diversity, equity, and inclusion across the institution.

Montgomery College's mission affirms its dedication to empowering students to change their lives, and enriching the life of the community. Montgomery College is focused on creating an environment where all students and employees are valued and supported by embracing cultural diversity in every part of its operations. The College's values—integrity, excellence, equity, and inclusion—are reflected throughout this plan, which outlines the institution's efforts to foster a welcoming environment where individuals of all racial and ethnic backgrounds are supported, respected, and represented.

1. Definition of Cultural Diversity (§11–406(a))

Montgomery College defines cultural diversity as the intentional inclusion and support of racial and ethnic groups that have been historically underrepresented in higher education. This includes, but is not limited to, African American/Black, Hispanic/Latino, Native American, Asian American, Pacific Islander, and multiracial populations. The College also recognizes intersectional identities and the compounding effects of marginalization, affirming its commitment to building a campus culture where every individual is respected, valued, and empowered.

2. Institutional Commitment and Plan Development (§11–406(b)(1))

Montgomery College has cultivated an institutional identity rooted in radical inclusion, grounded in deeply held values that welcome all individuals who seek higher education, with particular attention to advancing opportunities for racial and ethnic groups historically underrepresented in higher education. By intentionally developing its locations as places where cultural diversity and equitable educational opportunity flourish, the College advances its educational mission, contributes to Montgomery County's aspirations, and supports the commitment to inclusive excellence.

Montgomery College is committed to ensuring that every student, regardless of race, ethnicity, ability, background, economic status, or age, has meaningful access to higher education. The institution's primary focus extends beyond access to emphasize equity in successful outcomes, recognizing that students from culturally diverse and historically underrepresented backgrounds often face systemic barriers to college success. The College provides comprehensive assistance, opportunities, and tools that enable all students not merely to attend college, but to effectively achieve their academic and career goals. The institution's responsibility is to eliminate predictable disparities in student outcomes by redesigning institutional practices and support systems.

The faculty and staff of Montgomery College have intentionally created robust, culturally responsive learning environments where all persons feel safe expressing their perspectives and where intellectual rigor serves as the foundation for meaningful engagement across racial, ethnic, and cultural differences. The College actively addresses cultural diversity among its student, faculty, and staff populations through targeted recruitment, retention initiatives, professional development, and campus climate assessment.

The Office of Inclusive Excellence and Belonging at Montgomery College upholds a culture that values civil discourse, a safe environment for sharing, and one that observes, measures, and rewards success so that we can create an extraordinary educational institution. Montgomery College's Board of Trustees adopted an Antiracism Goal, which will "Promote social justice, radical inclusion, and racial equity

within the College and the broader community and continue the Board's focus on the journey to being an antiracist institution."

Montgomery College promotes and creates a working and learning environment grounded in the basic tenets of fairness, diversity, and inclusiveness, and has developed this Cultural Diversity Plan to improve and expand upon its existing efforts in promoting diversity, equity, and inclusion. The plan is structured around four strategic goals focused on belonging, access, engagement, and institutional policy. Each goal includes specific strategies and measurable indicators of success. Implementation is guided by the College's senior leadership, with annual benchmarks to assess progress. The plan reflects a long-term commitment to systemic change and accountability.

3. Description of How the Institution Addresses Cultural Diversity (§11–406(b)(2)(i))

The College addresses cultural diversity across its student, faculty, and staff populations through a variety of programs and practices. For students, the College provides culturally relevant programming, support for multilingual and ESOL learners, and academic mentoring. Faculty and staff benefit from professional development in equity and inclusion, and recruitment strategies aimed at broadening representation. Institutionally, communication strategies promote accessibility and respect, while employee resource groups create supportive networks across identities. Identified gaps in representation, access, and outcomes have been informed by institutional research and disaggregated data analyses, including equity audits and climate survey findings, which help guide ongoing strategies to foster inclusion and belonging.

4. Institutional Plans for Improvement (§11–406(b)(2)(ii))

Montgomery College has identified several areas for enhancement through its ongoing, college-wide strategic planning processes. These include increasing faculty diversity, expanding data collection and analysis, and embedding equity into policy review processes. Planned initiatives include an institutional equity audit, inclusive hiring practices, and the development of DEI dashboards. These actions aim to close gaps in representation and outcomes while reinforcing accountability across the institution.

Montgomery College will continuously monitor and refine its institutional plans for improvement using disaggregated data and regular stakeholder input. The Office of Institutional Research and Effectiveness, in partnership with the Office of Inclusive Excellence and Belonging, will analyze trends across key demographic groups to identify disparities in access, retention, completion, and post-completion success. These findings will inform decision-making at both the programmatic and policy levels. Stakeholder feedback, including input from students, employees, and community partners, will be gathered through climate surveys, listening sessions, and advisory groups. This cycle of analysis, reflection, and responsive action ensures that institutional efforts remain relevant, equity-centered, and accountable to the diverse communities the College serves.

Reflective of its broad-based and institution-level commitment to create an environment where all students and employees experience a sense of belonging and feel respected throughout the College, the following goals from the Strategic Plan align with the College's framework for promoting and assuring inclusivity and cultural diversity. In support of each goal, specific strategies and assessment metrics show how Montgomery College will operationalize this work as part of its institutional plans for improvement.

Goal 1: Cultivate a College Culture of Belonging and Care

Supporting Strategies

Montgomery College will launch a comprehensive belonging campaign that elevates stories of identity and inclusion across our locations; we will strengthen the multilingual communication process for key public-facing materials and move our universal design initiatives to ensure that physical and digital

environments are accessible to all. Also included is a commitment to developing affinity-based resource networks and trauma-informed response protocols to support psychologically healthy and empowering learning and work communities. We will institutionalize identity-conscious mentoring programs across student and employee lifecycles to ensure students, faculty, and staff feel seen, valued, and supported. Illustrative strategies include:

- Launch a dynamic collegewide belonging program campaign that infuses inclusive values into learning and workplaces, physical spaces, events, and communications.
- Implement a comprehensive accessibility initiative (cognitive, physical, digital, and linguistic).
- Develop a trauma-informed care framework in student services and human resources programs.
- Establish structured intergroup dialogue programs and identity-based resource groups.
- Create culturally responsive mentoring networks for students and early-career employees.

Intended Outcomes
We expect to see a demonstrated college-wide climate of belonging and cultural humility, increased psychological safety, and greater inclusive participation. Sustained improvements in accessibility will benefit multilingual, disabled, and neurodivergent communities, while historically underserved students and employees will experience greater retention and satisfaction.

- Students and employees experience belonging and psychologically safe learning and work communities.
- Improved accessibility and inclusion for the diverse range of needs of members of the College community.
- Greater cross-cultural empathy and institutional responsiveness.
- Enhanced opportunities to thrive and express leadership, academic proficiency, and engagement of diverse students, faculty, and staff.

Indicators
The key metrics that will be used to evaluate progress and attainment of Goal 1 will include: climate survey gains disaggregated by identity; participation in belonging campaigns, dialogues, and mentoring networks; multilingual asset creation; and improvements in accessibility and inclusive design across the College.

- Climate survey metrics on inclusion and psychological safety.
- Feedback from participants in dialogue and mentoring programs.
- Disability access ratings and linguistic resource usage.
- Retention data disaggregated by identity group.

Goal 2: Advance Equitable Academic and Holistic Success for Students and Employees

Supporting Strategies
We will embed inclusive excellence-minded practices in curriculum redesign and inclusive pedagogies, ensuring all students have access to high-quality learning experiences. Integrated care centers will combine academic, mental health, career, and wellness support to positively impact students' social determinants of success. Transparent internal mobility pathways for employees, bolstered by coaching and sponsorship, will promote equitable advancement.

- Integrate inclusive excellence-minded practices into teaching, advising, onboarding, and career planning and advancement.
- Continue to strengthen empowering and responsive pedagogies and inclusive learning initiatives.
- Expand wellness and social determinant supports (e.g., food, housing, mental health).
- Establish transparent compensation and promotion systems informed by audits.
- Build holistic student support hubs that include academic, personal, and career guidance.

Intended Outcomes

The intended focus is to facilitate closing opportunity and outcome gaps in student completion, transfer, promotion, and retention. Additionally, we will also address the development of advancement progression practices, and improvement in employee confidence and trust in career progression opportunities and processes. As a result, students, faculty, and staff will feel deeper levels of engagement, responsiveness, and belonging, and will help shape inclusive norms in our learning and work communities and environments.

- Closed performance gaps, and across the board increases, in course success, retention, and graduation.
- Improved employee progression for underrepresented staff and faculty.
- Higher levels of student and employee well-being.
- Strengthened sense of purpose and support among all community members.

Indicators

Planned indicators include the use of disaggregated completion and retention rates, increased availability and use of wellness and academic support, student and employee participation in high-impact growth practices, promotion rates, and exit interview data in appropriate categories.

- Disaggregated student achievement, engagement, and services metrics.
- Outcomes from inclusive excellence audits and HR reports.
- Uptake and impact of integrated student and employee support services.
- Feedback from enhanced faculty and staff on professional development opportunities.

Goal 3: Foster Inclusive Community Through Meaningful Cross-cultural Connections

Supporting Strategies

The College will create shared inclusive excellence and belonging initiatives with nonprofit, civic, and business partners. We will co-create community forums, cultural dialogues, and civic learning experiences that establish protocols for engaging challenging topics, build mutual awareness, and foster authentic engagement. Community-engaged learning will be integrated into general education and workforce programs. We will also launch initiatives or fellowships to support student-led, cross-cultural programming that builds inclusive leadership skills.

- Co-create events and initiatives with local community partners and advocacy groups.
- Expand experiential learning opportunities using community-based research, internships, and service-learning.
- Develop and implement an intercultural and inclusive excellence competency framework for co-curricular activities.
- Launch a *Community Voices* speaker series that informs institutional programming planning.
- Develop a community impact framework that ensures shared investment and understanding in programming outcomes.

Intended Outcomes

The result will be expanded campus-community partnerships producing measurable impact, enhanced intercultural fluency and civic engagement among diverse perspectives and lived experiences of our college community, and strengthened institutional credibility in nurturing belonging and place. Additionally, new pathways will be developed for students, faculty, and staff to meaningfully engage in impactful learning, civic, and workforce opportunities.

- Enhanced community trust and collective impact with the communities we seek to serve.
- Established frameworks for civic engagement, addressing conflict, and effective listening.
- Expanded cultural understanding among students and employees.

- Stronger, more reciprocal partnerships with organizations that reflect our diverse College community.
- Increased student engagement through real-world learning opportunities.

Indicators

Defined metrics will assess the breadth and diversity of community partnerships, assessment of civic and intercultural learning outcomes, student-led cross-cultural events funded or recognized, and participation and satisfaction among external community stakeholders.
- Participation and satisfaction from community partners.
- Intercultural competency assessment data.
- Student, faculty, and staff reflections and artifacts from experiential learning.
- Evidence of co-created projects and community-informed decisions.

Goal 4: Embed Inclusive Excellence and Belonging in Institutional Practices

Supporting Strategies

We continue to analyze all policies through lens of inclusive excellence and conduct biennial, inclusive excellence-centered audits of practices across all areas. Reporting on the progress of inclusive excellence and belonging programming will include accessible, real-time, disaggregated performance metrics published to ensure understanding and reflection. Resource allocation processes will demonstrate progress. Supplier diversity goals and procurement practices will be monitored and reported to advance inclusive economic impact. The bias incident response process will be continually evaluated and enhanced to include restorative practices, peer accountability, and educational opportunities for all involved.
- Conduct regular policy and procedural reviews through an inclusive excellence lens.
- Expand disaggregated data collection and public dashboards for transparency.
- Align employee evaluations and resource allocations to promote progress towards inclusive excellence goals.
- Establish inclusive procurement protocols that elevate community-based and diverse vendors.
- Strengthen the bias response system by incorporating restorative practices, peer accountability, and educational outcomes.

Intended Outcomes

These actions will ensure that inclusive excellence and belonging is explicitly integrated into decision-making structures, visible in participatory governance transparency, and reflected in opportunities to strengthen economic and upward mobility. Our bias response systems will lead to healing, education, and reintegration.
- Institutional decisions consistently reflect equitable analysis.
- Transparent inclusive excellence accountability embedded across governance levels.
- Increased engagement and educational awareness of opportunities for business engagement with diverse suppliers.
- Inclusive excellence practices normalized in budgeting, hiring, and policy-making.

Indicators

The indicators of success and progress will include the development and reporting of quantitative and qualitative inclusive excellence data using visual dashboards in Cabinet and informing decisions by the Board via procurement data showing diverse vendor engagement, resolution outcomes and feedback in bias incident processes, and policies, procedures, and reviewed and revised through an inclusive excellence framing.

- Public progress reports and dashboards.
- Policy changes resulting from inclusive excellence reviews.
- Continuous feedback from students, employees, and community stakeholders.
- Use of DEI dashboards in decision-making.
- Diverse supplier engagement, utilization, and spend metrics.
- Case data and resolution quality from bias reporting systems.

5. Hate Crime Reporting Process (§11–406(b)(2)(iii))

The College's process for reporting "campus–based hate crimes", as defined under Title 10, Subtitle 3 of the Criminal Law Article and consistent with federal requirements under 20 U.S.C. 1092(f), known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act is contained below. Our listed policies focus on hate-based crime reporting, which may have a direct impact on retention and recruiting.

Reporting Hate-Based Crimes

This section contains information concerning the process for reporting hate-based crimes, consistent with federal requirements as under Title 10, Subtitle 3 of the Criminal Law Article and consistent with 20 USC §1092(f) known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (the "Clery Act"). All students and employees are encouraged to report if they are the victim of a crime, observe a crime in progress, or believe a crime may be in progress. If a life-threatening emergency is taking place, call 9-1-1 first, then call the Office of Public Safety and Emergency Management at the appropriate campus. Officers are required to record any crime information reported to them and do not have the authority to maintain complete confidentiality. However, complainants and victims who prefer to remain anonymous are given special consideration. Personal identifying information will not be published and only shared with college officials on a need-to-know basis."

All hate-based crimes reported to Public Safety staff, typically via telephone, in-person, walk-up, or written correspondence, will be assessed to determine if a timely warning or advisory needs to be issued. The report is then forwarded to appropriate personnel such as the dean(s) of student affairs, the Title IX Coordinator, and/or the director of employee and labor relations, and the Vice President for Inclusive Excellence and Belonging. External law enforcement will be notified of the report and coordinate an investigation when appropriate. Public Safety will record and retain the report, and the 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; Office of Compliance, Risk, and Ethics; Human Resources and Strategic Talent Management; under the leadership of the Office of the President. Policies are reviewed and adopted by the Board of Trustees and implemented through corresponding procedures, which are established by the President.

Montgomery College has taken several actions to ensure compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, as amended by the Higher Education Opportunity Act (HEOA), and all implementing regulations issued by the U.S. Department of Education (34 CFR Part 668.46). The College's Annual Security Report is prepared and distributed by the Office of Public Safety and Emergency Management based on crimes reported to its staff, as well as crimes reported to campus officials designated as Campus Security Authorities under the Clery Act and crimes

reported to local law enforcement authorities. By October 1 of each year, the college's report is posted online with a link on the college's homepage and made available to each college community member via email. The Office of Compliance, Risk, and Ethics routinely monitors the College's efforts to fulfill the law's requirements.

In addition, articles, trends, and safety tips are regularly publicized through college media, public service announcements, student newspapers, and targeted messages on radio and television. Crime prevention programs, including reporting procedures and related materials, are made available to students, staff, and faculty by the College's Office of Public Safety, Health, 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.

6. Resources Needed (§11–406(b)(2)(iv))

To fully implement the strategies outlined in this plan, the College requires sustained and expanded resources. Montgomery College plans to leverage a comprehensive portfolio of federal, state, and local grant funding in addition to operating budget resources to support cultural diversity initiatives that recruit and retain underrepresented student populations. These strategic investments will directly address systemic barriers faced by historically underserved communities, including refugees, asylees, first-generation college students, low-income individuals, and underrepresented groups in STEM and allied health fields.

The College's diversified funding approach encompasses workforce development, academic support services, English language learning, and specialized STEM programs. Key initiatives target Montgomery County's most vulnerable populations through culturally responsive programming, wraparound support services, and pathway programs that eliminate traditional barriers to higher education access, completion, and post-completion success.

The table below represents a sample of the funding and grant opportunities that the College intends to leverage to expand its support for diversity initiatives. These resources will enable Montgomery College to serve the student community through targeted diversity and inclusion programming, with particular emphasis on refugees, immigrants, first-generation college students, and underrepresented minorities in high-demand career fields. This funding portfolio demonstrates the College's institutional commitment to equity-driven resource allocation and sustainable programming that advances cultural diversity goals.

Grant and Funding Opportunities

Funding Source	Grant Program	Target Population
Department of Labor	Technical Metro Area Pathways (TechMAP)	Underrepresented groups in IT fields
Department of Labor via PCC	Building an Inclusive Workforce	At-risk communities in Montgomery County
Maryland Department of Human Services - MORA	English for Speakers of Other Languages (ESOL) FY25	Refugees and asylees
Maryland Department of Human Services - MORA	Vocational Training and Employment Services FY25	Refugees and asylees
Maryland Department of Labor	Adult ESOL & Literacy Grant Program	County residents needing English support

Funding Source	Grant Program	Target Population
Maryland State Department of Education	Perkins V Career and Technical Education	Students in CTE programs
National Science Foundation via MSMU	Community College Collaboration in STEM	STEM transfer students
National Science Foundation via UMD	Democratizing Experiential Education for Microelectronics	Underrepresented students in semiconductors

7. Diversity Programming and Sensitivity Training (§11–406(b)(3))

Montgomery College enhances awareness and understanding of cultural diversity through institutional programming and training. This includes heritage month celebrations, cultural fairs, and forums for dialogue. Training is offered in cultural competency, disability inclusion, and inclusive pedagogy. These programs are designed to equip students, faculty, and staff with the skills to navigate a diverse learning and working environment, fostering a culture of respect and inclusion.

8. Review and Reporting Procedures (§11–406(c–d))

The Cultural Diversity Plan is submitted annually to the Montgomery College Board of Trustees by July 1. The annual progress report is then submitted to the Maryland Higher Education Commission (MHEC) by September 1. These reports detail the institution's progress toward stated diversity goals and are aligned with the broader State Plan for Higher Education. The College continually evaluates its implementation of strategies to ensure effectiveness and accountability.

9. Implementation Timeline by Goal

The following table outlines the projected start and end dates, as well as the responsible leads, for key initiatives aligned to each of the four strategic goals outlined in this Cultural Diversity Plan.

Goal 1: Cultivate a College Culture of Belonging and Care

Initiative	Projected Start	Projected End	Responsible Lead
Collegewide belonging campaign	Fall 2025	Spring 2026	Office of Inclusive Excellence and Belonging (OIEB)
Accessibility initiative (cognitive, physical, digital, linguistic)	Summer 2025	Ongoing	Office of Facilities/IT/ Disability Support Services
Trauma-informed care framework	Fall 2025	Summer 2026	Student Affairs/Human Resources and Strategic Talent (HRSTM)
Intergroup dialogue programs and identity-based resource groups	Spring 2026	Ongoing	OIEB/ HRSTM
Culturally responsive mentoring networks	Spring 2026	Fall 2026	Academic Affairs /Student Affairs/HRSTM

Goal 2: Advance Equitable Academic and Holistic Success for Students and Employees

Initiative	Projected Start	Projected End	Responsible Lead
Inclusive excellence-minded practices in curriculum and pedagogy	Fall 2025	Ongoing	Academic Affairs/Student Affairs
Expansion of student wellness and basic needs supports	Fall 2025	Ongoing	Student Affairs
Transparent compensation and promotion systems	Spring 2026	Fall 2026	HRSTM
Integrated student support hubs	Fall 2026	Spring 2027	Student Affairs

Goal 3: Foster Inclusive Community Through Meaningful Cross-Cultural Connections

Initiative	Projected Start	Projected End	Responsible Lead
Community co-created programming and speaker series	Fall 2025	Ongoing	OIEB /OACE
Experiential learning opportunities	Spring 2026	Ongoing	Academic Affairs/Student Affairs
Inclusive excellence competency framework	Spring 2026	Spring 2027	OIEB/Student Affairs
Launch a Community Voices speaker series	Fall 2025	Ongoing	OACE
Develop a community impact framework for understanding program outcomes	Spring 2026	Ongoing	OIEB/OACE

Goal 4: Embed Inclusive Excellence and Belonging in Institutional Practices

Initiative	Projected Start	Projected End	Responsible Lead
Inclusive excellence policy and procedure analyses	Fall 2025	Annual	Office of Policy and Planning / OIEB
Public DEI dashboards and transparency reports	Spring 2026	Ongoing	Office of Institutional Research and Effectiveness (OIRE)
Align employee evaluations and resources	Spring 2026	Ongoing	AFS/OACE
Inclusive procurement protocols	Fall 2025	Ongoing	Procurement / Business Services
Bias response system enhancements	Spring 2026	Fall 2026	Office of Compliance / OIEB

A summary of the institution's Diversity, Equity, and Inclusion (DEI) goals, areas of emphasis, and strategy for implementation. Explain how progress is being evaluated. Indicate where progress has been achieved and areas where continued improvement is needed. If there is a continued improvement needed, describe how we intend to comply by July 1, 2025.

Montgomery College continues its final year of implementing the five-year Equity and Inclusion Roadmap to Success. This plan provides a blueprint for building an inclusive, antiracist institution by embedding DEI values across six core areas: student equity, college workforce, college culture, multicultural learning, community-wide engagement, and antiracism strategy. For the 2024–2025 academic year, the College focused on the following three goals of the roadmap:

Goal 1 – Improve the persistence, retention, and completion/graduation/transfer of all students, particularly African American males and Latinx students.

Montgomery College remains deeply committed to closing equity gaps for historically underserved student populations, particularly African American male and Latinx students. This commitment is reflected in various high-impact programs and initiatives across the College. The Presidential Scholars Program (PSP) continues to offer transformative support for men of color through individualized coaching, leadership development, and opportunities such as AfroTech and internships with major employers like Apple. Similarly, the Achieving the Promise Academy (ATPA) provides culturally responsive coaching and targeted outreach through its Latinx Subcommittee to support course completion and student success. ASCEND addresses the needs of parenting students, many of whom are Black or Hispanic, by offering academic, financial, and wellness support while embedding equity-focused policy reforms.

Academic departments have also contributed through curriculum-integrated programming exploring race, justice, and civic engagement themes. The biology department offered review sessions in multiple languages. At the same time, Counseling and Advising initiatives such as Men of Color, the Pre-Transfer Academy, and culturally responsive First Year Seminar courses provided targeted support to first-time students and student-athletes. Student Affairs advanced equity goals through TRIO and the Student Resource Program, which supported over 1,000 students, many of whom identified as Black or Latinx. The Student Wellness Center addressed basic needs insecurity for more than 2,400 students, with 70 percent reporting that access to food and other resources helped them stay enrolled.

Student Life programs, including MC LEADS, Alternative Spring Break, and cultural heritage events, created inclusive environments that foster leadership and belonging. Events like Islam 101, MC's Got Talent, and programs for first-generation and international students promoted academic engagement and cultural affirmation. To build early pipelines, Student Affairs hosted culturally affirming events like Cafecito, an information session for parents of potential MC students, conducted in Spanish, and expanded outreach to Emergent Multilingual Learners. MCTV's Eleva Tu Futuro, a Spanish-language podcast, highlighted immigrant and Latinx student stories to inspire persistence and reinforce the power of education.

Goal 2 – Improve employee recruitment, hiring, onboarding, development, and training procedures and practices to attract and retain a diverse workforce that includes leaders, managers, faculty, and staff reflective of the College's diverse student population.

Montgomery College continues to advance its commitment to cultivating a diverse, equity-minded workforce through intentional professional development, inclusive leadership programming, and systemic alignment with its institutional equity goals.

The Office of Equity and Inclusion (OEI) was pivotal in advancing workforce capacity through robust professional learning offerings. OEI introduced "The Journey Towards Becoming an Antiracist Institution," a self-paced, asynchronous training. This tool equips employees with foundational knowledge in racial equity and supports antiracist decision-making in service delivery and leadership practice. In fall 2024, the Nested Hierarchy of Civility Workshop, led by national experts, guided faculty and staff through a framework of individual, interpersonal, and institutional engagement, deepening civil discourse and inclusive communication practices. During Equity Week 2025, OEI delivered high-impact workshops, including the Inclusion by Design Summit, Leadership and Advocacy

for Inclusive Practices, and Effective Communication Across Cultures and Generations, offering actionable frameworks for fostering inclusive classroom and workplace environments.

Montgomery College has advanced several initiatives to promote inclusive hiring practices and support equitable workforce development. A new online training module for search committee members was developed and implemented, equipping participants with strategies to recognize and mitigate implicit bias, apply inclusive interviewing techniques, and ensure fair evaluation processes. Looking ahead to FY26, a companion module is being designed for hiring managers and search committee chairs, offering advanced guidance on equitable recruitment strategies, culturally responsive leadership, and legal compliance. Recruitment outreach efforts have also expanded to better engage underrepresented groups, with targeted advertising on disability-focused job boards, job fairs, and within affinity networks and organizations. To further support accessibility, a specialized training and consulting initiative was launched for teams working with deaf and hard-of-hearing employees, addressing cultural awareness, communication access, workplace accommodations, and inclusive team norms. Additionally, improvements to the internal recruitment process now include developmental feedback for internal applicants, fostering transparency, professional growth, and the retention of diverse internal talent.

The College further demonstrated its investment in employee development by supporting staff participation in various professional development opportunities, preparing employees for leadership roles within a diverse higher education environment. These efforts were complemented by policy reviews and internal equity consultations that informed broader collegewide inclusion strategies and recruitment practices. These initiatives were bolstered by participation in equity-focused workshops on inclusive pedagogy and advising.

Goal 3 – Foster a college culture of equity, inclusion, civility, accessibility, kindness, trust, and respect for human dignity through targeted programs, activities, and educational opportunities.

In fall 2024, the Office of Equity and Inclusion (OEI) hosted *Let's Talk: Pre-Election Dialogue*, creating a supportive space for students to express concerns and access resources. The College also piloted BRIDGE, a cross-divisional initiative in partnership with the Constructive Dialogue Institute, to train employees in leading inclusive conversations across campuses. OEI's Spring 2025 Dialogue Series addressed bias, antisemitism, and Islamophobia through community conversations that encouraged reflection and allyship. In partnership with the Interfaith Council of Metropolitan Washington, the *Ask Me Anything* Interfaith Dinner fostered small-group discussions that deepened understanding across faiths.

Equity Week 2025 featured over a dozen hybrid programs exploring LGBTQIA+ allyship, empathy, cultural pride, and storytelling. The Spring Equity Dialogue centered on the power of connection. Cultural arts events featured Grammy-nominated Fyütch and the American Patchwork Quartet, using music and spoken word to explore themes of race, resilience, and shared traditions.

Throughout the year, Student Engagement hosted identity-affirming programs, including Heritage Months, Trans Day of Visibility, the Multicultural Fair, and mental health initiatives, all promoting representation and belonging. Academic departments embedded cultural inclusion into instruction and co-curricular programming, such as Counseling and Advising's Day of the Dead observance and events by Liberal Arts and Education focused on Holocaust education and civic dialogue. Student Employment Services promoted inclusive hiring practices and prepared students for diverse workplaces. Programs like MC LEADS and the EIFFEL Emotional Intelligence program offered students professional development and leadership training.

The Office of Community Engagement extended these efforts through youth programs and culturally affirming events. In March 2025, an Iftar dinner with the Muslim Student Association welcomed students, employees, and community members in observance of Ramadan. The Newcomer Conference at the Takoma Park/Silver Spring Campus connected immigrant high school students to campus resources and peer mentors. The Latina Legacy Conference series brought high school and middle school students to campus for workshops, performances, and student panels centered on cultural pride and aspiration.

International student orientation featured engaging cultural transitions, while Records and Registration supported undocumented students through Dream Act outreach. Offices such as Disability Support Services, Health and Wellness, and Combat2College reinforced identity affirmation across ability, mental health, and veteran status.

CULTURAL DIVERSITY PLAN
FY2019-2021
(Extended to 2025)

A Roadmap for Ensuring and Sustaining
Diversity in Our Community

*Board that approved the plan.

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INTRODUCTION

Prince George's Community College is one of only two community colleges in the state of Maryland that services a credit student body made up primarily of minority students. However, the College continues to focus on those areas that require attention to ensure that our diversity mirrors that of the county and continues to educate students to be fully engaged in a diverse nation and world. PGCC has long recognized the importance of equal opportunity and diversity in education and includes diversity as one of the College's core values. This means that the College promotes opportunities to expand the worldview of students and employees through exposure to and a greater understanding of all peoples, cultures, and lifestyles. This also means that members of the College community collaborate across the College while understanding that everyone brings something to the table.

MISSION STATEMENT

The college's current vision and mission are as follows.

Vision

Prince George's Community College is the region's premier center for innovations in learning, community engagement, and strategic partnerships that inspire educational, career, and personal success.

Mission

Prince George's Community College provides affordable, high-quality learning experiences that support personal, professional, and educational development for diverse populations contributing to the economic equity and cultural vibrancy of our community.

Values

- **Excellence** - We strive to ensure quality outcomes through rigorous learning experiences designed to develop the mind and build character through civic engagement and service learning.
- **Success** - We believe all individuals have the potential to realize their goals.
- **Diversity** - We promote opportunities to expand our worldview through exposure to and greater understanding of all peoples, cultures and lifestyles.
- **Respect** - We treat every person with the same humanity, courtesy, and civility that we expect for ourselves.
- **Professionalism** - We believe all individuals will approach their responsibilities ethically, fairly and with high standards.
- **Lifelong Learning** - We promote learning and development at all stages of life. We believe learning takes place at all times both inside and outside of the classroom. We honor and embrace all forms of learning, both formal and informal.

COMMITTEE ON CULTURAL DIVERSITY AND DEFINITION OF DIVERSITY

The Committee on Cultural Diversity oversees the institutional cultural diversity plan that coincides with the College's strategic plan and provides a framework for achieving diversity goals with specific strategies to create a climate that embraces diversity beyond culture. The plan has mission-driven goals for improving diversity with specific areas of emphasis that include diversity training and education, infusing diversity into the curriculum, recruitment and retention of underrepresented groups in the workforce and the student population, and programmatic efforts focused on creating an inclusive environment.

During the 2013-2014 academic year, the Committee on Cultural Diversity developed the following definition of diversity:

> Prince George's Community College supports and embraces cultural diversity, understood as the creation and promotion of an inclusive, non-discriminatory environment for everyone. We accept and value differences, including differences in age, race, national origin, ethnicity, religious affiliation, political beliefs, sexual orientation, gender identity, socioeconomic background, and ability/disability. We strive for growth and success for all of our students, employees, business partners, and the community.

This definition was shared with the college community in multiple venues and was ultimately approved by the Board of Trustees.

INSTITUTIONAL PLAN TO IMPROVE CULTURAL DIVERSITY FY2019-2021 (EXTENDED THROUGH FY2025)

The development of the current diversity plan was written in concert with the College's FY 2019-2021 strategic plan and falls under the Regional Impact goal. The college's strategic goals are intended to focus the institution in a manner that will facilitate its ability to leverage strengths and resources that best serve its mission for the period defined by this strategic plan. Prince George's Community College will focus on:

- Student Success: Creating and sustaining optimal conditions for students to design and achieve academic, career, and personal goals.
- Regional Impact: Driving strategic partnerships to identify and respond to the region's present and future priorities.
- Organizational Excellence: Creating and sustaining agile, effective, and efficient institutional synergies.

This Diversity Plan provides a framework for achieving our goals, focuses on specific strategies to create a climate that embraces diversity beyond culture, and builds on the goals established for

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the FY2014-FY2017 Diversity Plan. The four goals with the associated objectives are detailed in this document. All of the measures will be determined in FY2020.

RECRUITMENT AND RETENTION

Goal 1: *tt ct ec uit n et in i y u i ie c n i tes n stu ents to c e te cu tu y i e se co e e community*

Objective 1 (FY2019 – FY2024): Identify targeted outlets and forums dedicated to minority groups and underserved populations.

Action Steps:

- Analyze past recruitment numbers to identify trends and significant changes to the surrounding demographics over the last three years.

- Increase advertisement in diversity and inclusion publications, providing information on Prince George's Community College being the college and employer of choice.

Office Responsible: Human Resources and Organization Development

Objective 2 (FY2020 – FY2024): Increase the number of underrepresented groups identified in most recent demographic reports.

Action Steps:

- Work collaboratively with Communications and Marketing to increase the college's social media presence, which highlights the college's position on diversity.

- Work with suppliers and vendors who are committed to diversity and diverse work force.

- Work within the county to further expand recruitment capabilities to target audiences in an effort to increase diverse student recruitment, i.e. targeted marketing for identified populations (DACA, International, Undocumented) Owl scholarship and other relevant programming.

Offices Responsible: Human Resources and Organization Development, Communications and Marketing, Student Recruitment

Objective 3 (FY2021 and FY2024): Reexamine recruitment and retention trends to celebrate and capitalize on successes.

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Action Steps:

- Work collaboratively with Research, Assessment, Effectiveness to gather data on the college's hiring trends and student enrollment related to diversity and inclusion

Offices Responsible: Human Resources and Organization Development, Research, Assessment and Effectiveness.

TRAINING AND EDUCATION

GOAL 1:   *in n e uc te   cu ty st   n stu ents to c e te   cu tu   y com etent co e e community*

Objective 1 (FY2019, FY2024): Identify a series of diversity trainings and workshops for faculty, staff, and students on Cornerstone and/or in-person.

Action Steps:

- Coordinate an internal diversity stakeholder's meeting to identify diversity trainings being offered in spring 2019.
- Identify the diversity trainings offered in Cornerstone and/or in-person at PGCC.
- Work with the Professional and Organizational Development department to catalog or organize online and in-person diversity training.

Offices/Committees Responsible: Professional and Organizational Development, Governance and Diversity, Diversity Training and Education Subcommittee

Objective 2 (FY2020-2024): Increase the number of faculty, staff, and students participating in diversity training/workshops.

Action Steps:

- Collect data on the number of faculty, staff, and students attending both online and/or in-person diversity training/workshops.
- Create a diversity training series (online and in-person).
- Promote diversity training/workshops offered in Cornerstone/and or in-person at PGCC.
- Convene and facilitate another internal diversity stakeholder's meeting to identify leaders that are committed to establishing a diversity week at PGCC.
- Develop a timeline and project plan for "Diversity Week."

Offices/Committees Responsible: Professional and Organizational Development, Governance and Diversity, Diversity Training and Education Subcommittee

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Objective 3 (FY2021 and FY2024): Facilitate with key internal stakeholders "Diversity Week" for faculty, staff, and students.

Action Step:

- Convene and facilitate diversity leadership team meetings to do the following:
    - Identify the month and week to launch "Diversity Week."
    - Identify areas and departments that would coordinate a variety of diversity events and/activities for faculty, staff, and students.
    - Promote "Diversity Week."

Offices/Committees Responsible: Diversity Committee, Governance and Diversity, Diversity Training and Education Subcommittee

INCLUSIVE ENVIRONMENT

Goal 1: *enti y e nin e e iences t t e consistent y o e e to e e s e e i e sity n inc usion c n e t o t e con e s tion n me su e outcome*

Objective 1 (FY2019, FY2024): Identify internal programs where institutional leaders are trained/developed and determine what diversity/inclusion activities are offered.

Action Step:

- Work with the Professional and Organizational Development department to ensure that there are conversations/learning exercises that focus on diversity and inclusion for all leadership programs.

Office Responsible: Professional and Organizational Development

Objective 2 (FY2020-2024): Support and create community engagements that will enhance and develop the combination of knowledge, skills, values and motivation based on diversity/inclusion to build community synergies.

Action Steps:

- Create opportunities for the college community to learn to value differences in new innovative ways and also engage community partners for resources to support current initiatives. This could include volunteer opportunities that reflect diversity and the need for inclusion to enhance students, faculty and staff.

- Expand access to inclusive learning opportunities for students/faculty/staff that occur outside the traditional classroom/workplace.

- Hold regular forums highlighting diversity in our local community and discussion issues of global concern.

- Promote upcoming community events to the college community.

Offices/Committees Responsible: Professional and Organizational Development, Governance and Diversity, Diversity Inclusive Environment Subcommittee, Communications and Marketing

Objective 3 (FY2021 - FY2024): Continue to support the actions from years 1 and 2. Enhance the programs that have been successful and begin to plan for the analysis of data and working on the new diversity plan.

Action Steps:

- Expand access to inclusive learning opportunities for students/faculty/staff that occur outside the traditional classroom/workplace.

- Hold regular forums/learning experiences highlighting diversity and inclusion in the local community and discussion of issues of global concern.

- Analyze the data collected over the four years and implications for creation of the new diversity plan.

Offices/Committees Responsible: Professional and Organizational Development, Governance and Diversity, Diversity Inclusive Environment Subcommittee, Research, Assessment, and Effectiveness.

<div align="center">

CURRICULUM

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Goal 1: *mine i nment o t e co e e s e inition o i e sity it in c emic cou se o e in s*

 Objective 1 (FY201-2024): Identify at least five courses where faculty are teaching components of the college's definition of diversity.

Action steps:

- Review course catalog to ensure course description alignment.
- Identify a list of courses that encompass diversity.
- Solicit faculty buy-in in order to start evaluating students' experiences in these courses.

Committee Responsible: Diversity Curriculum Subcommittee

Objective 2 (FY2020-2024): Develop a diversity survey to distribute in each section.

Action Steps:

- Work with faculty to understand how diversity is taught within the class.
- Conduct a sample test of 1- 2 classes.

Offices/Committee Responsible: Research, Assessment, and Effectiveness, Diversity Curriculum Subcommittee

Objective 3 (FY2021-2024): Assess the diversity survey in each section.

Action Step:

- Analyze the data to establish a baseline.

Office Responsible: Research, Assessment and Effectiveness

No additional objective for FY2024.

Maryland Higher Education Commission Report FY2025

A Roadmap for Ensuring and Sustaining
Diversity in Our Community

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Diversity, Equity and Inclusion Committee
Academic Year 2024 – 2025

Derek Anderson
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Dr. Korey Brown
Department Chair, Social Sciences

Dr. Audrey C. Davis
Senior Director, Professional and
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Mirian Machado-Luces
Senior Producer – PGCC TV

Paulette D. McIntosh
Program Director, Student Engagement &
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Dr. Wanda V. Parham-Payne
Associate Professor, Sociology
Co-Coordinator, Social Sciences

Ava Richardson
Student Representative –College-wide Forum

Paul Van Cleef
Academic and Career Advisor

Institutional Progress Toward Implementation of Plan for Cultural Diversity

Prince George's Community College (PGCC) continues to uphold its commitment to cultivating an inclusive, equitable, and culturally responsive academic environment. As part of its obligations under Education Article §11–406, PGCC is pleased to submit this progress report to the Maryland Higher Education Commission (MHEC). The report details the institution's efforts to improve diversity, equity, and belonging across its workforce, curriculum, and student experiences, as well as measurable progress toward the goals outlined in the College's 2019–2024 Cultural Diversity Plan.

The Cultural Diversity Plan identified four key goals: (1) attract, recruit, and retain highly qualified candidates and students to create a culturally diverse college community; (2) train and educate faculty, staff, and students to develop a culturally competent college community; (3) provide consistent learning experiences that integrate diversity and inclusion into leadership development; and (4) ensure the College's academic offerings align with its definition and understanding of diversity.

Since July 1, 2024, PGCC has made tangible progress across all four goals.

Under **Goal 1**, PGCC has strengthened the diversity of its workforce through targeted recruitment and retention efforts. The College marked a significant milestone by employing its first American Indian staff member in academic year 2024-2025. It also maintained representation among its Asian and Hawaiian/Pacific Islander employees, while increasing the number of employees who identify as Hispanic and those who report two or more races. These developments reflect the College's ongoing commitment to building a workforce that mirrors the diversity of its student population and local community.

Progress on **Goal 2** is evident through PGCC's broad investment in both professional development and curriculum. The College hosted six Community Healing Circle sessions in partnership with the Truth, Community Healing and Transformation Center. These gatherings created safe, inclusive spaces for students, faculty, and staff to engage in meaningful dialogue around race, equity, and healing. Further reinforcing this commitment, PGCC's annual Skills Enhancement and Employee Development Day drew participation from approximately 150 faculty and staff. A keynote presentation on "Creating a Culture of Inclusivity" helped set the tone for a day of reflection, learning, and institutional growth.

In addition to these co-curricular initiatives, PGCC has made significant strides in embedding cultural competency into its academic programming. Through the leadership of Teaching, Learning, and Student Success, several courses have been intentionally designed to build student awareness and understanding of diverse cultures and perspectives. For example:

- **COM 1090 –** Interpersonal Communication challenges students to enhance their multicultural communication skills.

- **COM 2230 –** Intercultural Communication explores communication across various dimensions of difference, including race, ethnicity, nationality, and gender.

- **WMS 1010 – Women's Studies** examines the intersectionality of gender, race, sexuality, and class.

These academic offerings complement the College's broader training and development strategy and ensure that cultural competency is deeply integrated into the student learning experience.

In support of **Goal 3**, Prince George's Community College (PGCC) has expanded access to learning opportunities focused on inclusive leadership, equity, and institutional culture. Faculty and staff have engaged in sessions such as "LGBTQ+ Crash Course," "Neurodiversity in the Workplace," and "Cultural Transformation: Creating an Inclusive Workplace That Enhances Performance." These sessions are designed to equip faculty and staff with tools to foster inclusive classrooms, departments, and campus spaces.

Leadership development efforts were enhanced through the Emerging Leaders Program and external professional learning opportunities. Notably, aspiring College leaders completed an American Association of Community College leadership competency training module focused on responding to microaggressions targeting marginalized students and employees. Such initiatives reflect PGCC's intentional integration of diversity and inclusion into its leadership development framework.

Efforts related to **Goal 4** have focused on aligning professional learning and academic offerings with the College's access, belonging and inclusive excellence mission. A robust catalog of professional development courses is available to faculty and staff, covering a range of topics, such as:

- Advancing Meaningful Diversity in the Workplace

- Expert Insights on Diversity & Inclusion

- Neurodiversity in the Workplace

As of Fall 2024, PGCC continues to serve a richly diverse student population. More than 26,000 students are enrolled at the institution, with 95.8% of credit-seeking students identifying as students of color and 63% identifying as female. The student body represents 31 countries of origin, underscoring PGCC's global reach and local diversity. Additionally, 50.9% of students enrolled in Fall 2024 are first-generation college students—a statistic that speaks to the College's pivotal role in educational access and opportunity. Furthermore, 42.5% of students utilized financial aid during the Fall 2024 term. In terms of military affiliation, 1.67% of students identify as veterans, active-duty military, dependents, or retirees, including 162 veterans, 28 active duty military personnel, 2 active dependents, and 2 retirees.

In conclusion, Prince George's Community College remains deeply committed to building an inclusive academic community that meets the diverse needs of its students, faculty, and staff. Through intentional programming, training, curriculum design, and strategic hiring, the College continues to make meaningful progress in advancing access, belonging, and inclusive excellence.

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A Plan for Cultural Diversity
Wor-Wic Community College
FY 2022-2027

Wor-Wic Community College is committed to fostering a campus environment of inclusion, equity, belonging, and understanding in which faculty, staff, and students learn to value diversity, facilitate inclusion, promote equity, and respect individuality in a manner that enriches not only the college but the local community as well. Wor-Wic has integrated into its board-approved 2022-2027 strategic plan a new vision statement that seeks community partnering with diverse communities: "Wor-Wic will be a dynamic leader partnering with the diverse communities of the Lower Eastern Shore to develop a world-class workforce and deliver excellence in education and training." Further, the strategic plan identities four strategic priorities which include a priority promoting diversity. "Nurture and actively promote diversity, equity, and inclusion among students and employees." In addition, the strategic plan includes seven institutional values, and one value defines diversity as "embracing all people, ideas, and experiences by creating an inclusive, equitable, safe, and supportive environment." This plan of cultural diversity is an important step to identify the education and training needs, environmental improvements, and institutional changes necessary to advance our development and truly prepare our students and employees for the future.

I.   Implementation Strategy and Timeline for Meeting Goals

Wor-Wic's cultural diversity committee conducts an annual review of the college's cultural diversity plan and organizes events that promote an awareness, understanding, and appreciation of the diverse racial, ethnic and cultural groups, and forwards its recommendations to the vice president for academic affairs. Upon completion of the annual review of the cultural diversity plan, the plan is reviewed by the board of trustees and sent to MHEC. To do this more effectively, the cultural diversity committee must strengthen its organizational structure, generate a commitment to deepening cultural competence among committee members, and obtain increased fiscal support to provide programming (lectures, movies, dramatic presentations, music, etc.) to broaden the college's cultural dialogue. The cultural diversity committee coordinates events to broaden the cultural competence of the college's students, faculty, and staff. Below are annual activities proposed during the five-year cultural diversity plan:

Cu tu   i e sity Committee   ents o

September	International Festival
October	Latin American Book Discussion
November	International Student Presentation
December	International Holiday Celebration
January	Updating International Flags in the Student Center
	International Student Presentation
February	African American History Month Book Discussion
	African American Lecture Presentations

March	Women's History Month Presentation
	Irish-American Heritage Presentation
April	National Poetry Month Presentation with a Minority Writer
	LGTBQI Presentation
June	Juneteenth Presentation

The cultural diversity committee's events are subject to change and will adopt a degree of flexibility to adjust to issues pertaining to the college's financial resources, student enrollment, an overall operational status. Further, the committee will host events that are topical that may reflect regional, national, and international importance impacting college's culture.

Upon receipt of the cultural diversity plan and annual update of the plan, the board of trustees will adopt the following timeline unless changed by MHEC:

ctions y t e o o ustees

May 2022-2027	Report of activities and actions from plan submitted to Board for review
June 2021-2027	Board of Trustees' approval of plan and report
August 2022-2027	Submit reports and updates to MHEC

II.   Addressing Cultural Diversity Among Students, Faculty, and Staff

In many instances when diversity is discussed, the term "cultural competence" is also referenced. Cultural competence refers to the ability to effectively communicate and interact with people from other cultures. Additionally, cultural competence involves being aware of one's own world views as well as one's attitudes and knowledge of the world views of others. Cultural competence is vital for creating and strengthening intercultural connections and collaboration between individuals and groups because it encourages honest and open dialogue and develops opportunities to show respect for the world views of others.

In addition to cultural competence, another concern about cultural diversity is that many people often feel it is solely based on race and ethnicity. Many sub-cultures—e.g., LGBTQI--within the college community are not included as such in certain reporting, yet these cultural sub-groups seek inclusivity and deserve awareness. As a result, the college should seek opportunities to inform its stakeholders about the rich diversity of its students, staff, and faculty by creating forums for presentations and discussions about issues of importance.

The following are institutional goals for the college to implement during 2022-2027:

Goal 1: Formalize the college's commitment to cultural diversity through enhancing the cultural diversity committee's membership and competencies to strengthen its advisory capacity to the college.

> Strategy A: Request additional committee representation of a dean and administrators.

> Strategy B: Adopt and communicate a foundational set of definitions to establish a college-wide understanding of diversity terms.

Strategy C: Determine the need for new or revised organizational policies and procedures to support the desired diversity outcomes and ensure continuing organizational commitment.

Strategy D: Increase the diversity among the faculty.

Goal 2: Demonstrate cultural competence of students and staff through appropriate institutional assessment instruments.

Strategy A: Provide support for support staff, faculty, or administrators to become DEI certified and become training leaders.

Strategy B: Schedule presentations and workshops relating to cultural competence for staff and students.

Strategy C: Utilize the cultural diversity committee to conduct an annual review of the college's cultural competence related events and share outcomes with president's staff.

Strategy D: Require professional development for college staff on cultural diversity, customer service, and cultural competence that aligns strategic priority #2.

Goal 3: Provide a safe, nurturing, and open campus environment for the LGBTQI community.

Strategy A: Review the college's written communication so that staff and students are not misgendered; ensure appropriate pronouns are used; and ensure preferred names are identified.

Strategy B: Conduct safe space and other trainings to promote an open and supportive campus community.

Strategy C: Explore the feasibility of an LGBTQI student lounge.

Strategy D: Conduct online events using recommended cybersecurity guidelines to minimize external hijacking by hate groups.

III.   Enhancing Cultural Diversity

Human resources and the cultural diversity committee will develop a comprehensive training plan for college employees and students. Initially, a process will have to be implemented to identify best practices related to employee training, i.e., as to a blend of video and in-person training. In addition, the training needs and interests of employees and supervisors may be determined through assessment during regular intervals. Once the training process and training needs have been established, a comprehensive plan that addresses the training topics, training formats, timing and frequency of training, generalized versus specialized needs of participants, resources, communication strategies, and evaluation efforts should be completed. In addition, there are opportunities within these goals to broaden cultural enrichment opportunities for students, staff, and community members. The college will develop the following staff training and student learning opportunities to enhance cultural diversity awareness through June 2027:

Goal 1: Develop diversity and cultural competence among college employees through comprehensive and sustained education and training.

Strategy A: The human resources office will coordinate annual cultural diversity, equity, inclusion, and cultural competence training using an option of modalities (in-person, virtual, web-based, and video) for all employees.

Goal 2: Develop diversity and cultural competence among students in courses, student engagement programming, and other learning opportunities.

Strategy A: The enrollment management and student services division will coordinate annual diversity, equity, inclusion, and cultural competence workshops through counseling, disability services, and student success programs using an option of modalities (in-person, virtual, web-based, and video) for students.

Strategy B: The academic deans and department heads will coordinate the development of learning goals related to cultural diversity across the curriculum with specific inclusion in all applicable course syllabi as distinct course objectives that are reflected in course and program assessments and offered in a variety of learning modalities.

Strategy C: Faculty responsible for internships and practicums will seek external learning opportunities for students to work with diverse populations.

Goal 3: Increase staff and faculty participation in cultural diversity events.

Strategy A: Share opportunities for faculty and staff to attend or participate in student events by posting announcements in email, faculty/staff meetings, and the college's Communicator newsletter.

Strategy B: Publish cultural diversity events that are open to faculty and staff in the calendar of events.

Strategy C: Promote staff attendance at cultural diversity events to increase institutional support and inclusivity.

Strategy D: Promote and encourage faculty attendance and participation (as presenters, advisors to student clubs, planning teams, etc.) at cultural events and encourage documentation of their participation in promotional plans, and professional development activities.

Goal 4: Investigate partnership models to support mentoring opportunities for current and future students from underrepresented groups.

Strategy A: Explore through a committee of faculty and staff researched best practices for implementing student mentoring programs.

Strategy B: Consider the development a faculty-student mentor program.

Strategy C: Propose an annual process for evaluating the mentor program.

Strategy D: Continue support of successful mentoring programming based on evaluation and data analysis.

Goal 5: Explore educational experiences for youth in the college's service area to visit the college and participate in diversity, equity, and inclusion experiences.

Strategy A: Investigate diversity, equity, and inclusion grant opportunities to fund summer camps and workshops aimed at high school students in the service area to expose them to the college.

Goal 6: Increase outreach and community engagement in diversity, equity, and inclusion events at the college.

Strategy A: Increase social media (Facebook, Instagram, etc.) marketing about Wor-Wic events to increase visibility of programs and events of interest at the college.

Strategy B: Invite high school students and dual enrollment students to Wor-Wic events and programs at the college.

IV. Resources Needed by the Institution to Effectively Recruit and Retain Culturally Diverse Students

The college continues to seek state, local, and private grant-funding sources to enhance all institutional initiatives, specifically support that will strengthen instructional services, equipment, and programs for underrepresented student populations, such as learning disabled, first-generation college, racial and ethnic minorities. Wor-Wic has been awarded U.S. Department of Education grants that focus on student success and retention. Currently, the college has two Title IV funded educational programs, TRIO Student Support Services and Veterans Upward Bound (VUB), to serve its first-generation, economically disadvantaged, learning-disabled students, and veterans.

Goal 1: Examine the numerical representation of traditionally underrepresented groups.

Strategy A: Re-examine the responsibilities of current staff positions and determine if a stronger focus is needed on the recruitment and retention of culturally diverse students.

Strategy B: Explore the need for new personnel to focus on the recruitment and retention of culturally diverse students.

Goal 2: Identify best practices to improve the academic success and retention of culturally diverse students.

Strategy A: Utilize annual outcome data from the TRIO Student Support Services and Veterans Upward Bound (VUB) to inform academic departments of the successful program strategies used to retain culturally diverse students.

Strategy B: Provide professional development funding and/or course-release opportunities for faculty in STEM programs to expand learning opportunities for culturally diverse students within their academic programs.

V.   **Process for Reporting Camus-Based Hate Crimes**

The college publicizes the annual campus-based hate crimes report in response to the Jeanne Cleary Disclosure of Campus Security Policy and Campus Crime Statistics Act. The college's hate crime policy and procedures for reporting a crime is found in the safety and security section of the college's policy and procedures manual (PPM). In addition, hate crime statistics can be found in the college's annual security report which is prepared, published, and distributed by the director of public safety. The annual security report is updated and posted by October 1, and a copy of the report can be accessed on the college website at https://www.worwic.edu/WorWic/media/ServicesSupport/PublicSafety/AnnSecRpt.pdf, or a copy can be obtained by contacting the director of public safety at (410) 334-2936. Further, the policy is defined in the Public Safety appendix (appendix F) of the college's catalog and the safety and security section of the catalog's appendix includes the hate crime policy and procedures for reporting the crime.

SDV 100 Fundamentals of College Study is a one-credit new student experience course required in every program of study at the college. The course reviews study skills, time management, college policies, and strategies for student success. In addition, the course encompasses information on Title IX sexual assault and campus hate-based crime is included in the course content. Annual course data is reported as to the percentage of students in the course indicate knowledge of campus hate-based crimes.

Conclusion

This plan of diversity provides the college a road map to create an inclusive learning institution that endorses not only inclusion, diversity, equity, and acceptance in the campus environment but creates wider, proactive influences in the broader local communities. The prospect of producing any form of cultural change is daunting, owing to the human tendency to be wary and resist change. The aforementioned goals are created to generate more open-minded modifications to the very cultural foundations upon which many in the college environment and the local community almost unconsciously base their very identity. Realistically, some of the goals laid out herein are difficult to achieve, as there are many internal and external barriers that combine to slow cultural change within the institution. The barriers range from faculty and staff time demands and time management, resistance to change on the part of faculty and students alike, limited financial resources and other resource constraints, and requirements established by external and internal entities that divert goal progress.

To achieve the outlined goals, the college calls upon every employee and student to understand the need to work together, listen, learn, and be open to change. Ultimately, the college desires to create a work environment where employees are provided training and seminars to discuss differences and challenge outdated mindsets about race and culture. To that end, the hope is that the more we collaborate as employees and value difference, the closer we, as employees, are to building a stronger college to address the needs of current and future students. As for our students, the college seeks opportunities for students to learn in and outside the classroom, a

welcoming college classroom and external class environment valuing the free flow of ideas yet remaining respectful of personal choices and differences. Further, the college wishes to support students who are able to enter the surrounding community through internships, practicums, observations, and mentoring opportunities whereby students are respectful of others in their temporary workplaces while building upon their classroom experiences. Moreover, the college seeks to graduate and transfer students who will be responsible global citizens, both professionally and personally, who recognize the importance of diversity, and embody the values and practices of inclusion, diversity, equity, and acceptance.

Wor-Wic Community College - 2025 Cultural Diversity Report

This report will apprise the Maryland Higher Education Commission (MHEC) of Wor-Wic Community College's implementation of its cultural diversity plan. Under section 11-406 of the Education Article, the governing body of each Maryland public college and university is required to develop and implement a plan for a program of cultural diversity. Wor-Wic Community College's plan is a five-year plan and was approved by its Board of Trustees in June 2022.

Wor-Wic Community College's 2022–2027 strategic plan outlines four key priorities, with Strategic Priority 2 focusing on nurturing and actively promoting a sense of feeling welcomed and valued among students and employees. This goal underscores the institution's commitment to fostering an inclusive and supportive environment that is reflective of the diverse communities we serve. The college's cultural diversity plan is implemented through inclusive policies, cultural awareness programs, and traditions and perspectives fostering understanding and respect for the rich tapestry of cultures comprising the lower Eastern Shore of Maryland.

Wor-Wic's team addresses the commitment to the vast make-up of the student population ensuring support to the varied backgrounds of our students in the current iteration of the college's Strategic Plan. Following the recent Middle States Reaffirmation, the participation in Achieving the Dream, the recent Economic impact study, and other initiatives, the current Strategic Plan will conclude in fall 2026 and lay the groundwork for the new strategic plan to be more responsive and forward thinking for the needs of our service area. The Planning Team for Strategic Priority 2 and the Cultural Diversity Committee were merged into one unit in 2023 to form a team that meets to align the cultural diversity action plan with the college's Big Three goals and strategic priorities. In the pursuit of such alignment, the team conducts an annual review of the college's plan and organizes events that promote awareness, understanding and appreciation of diverse racial, ethnic, and cultural groups that make up the Wor-Wic community.

Moreover, the commitment to serving the diverse community is embodied in the motto of, "Students First, Excellence Always." The intention is to create programs and processes that focus on the unique and various needs of the campus community. Decisions are made through a "Students First" lens focusing on the individual success of each student, their unique needs and their goals. "Excellence Always" reflects the high standards of performance and achievement expected from both employees and students. Support for students reflects the needs of the student body representing multiple demographics, including learners who identify as veterans, parents, dually enrolled high school students, disabled, low-income, first-generation, and much more.

The college is committed to analyzing the current policies and procedures manual to ensure that the language is inclusive and communicates a message of belonging and inclusivity, including review of HR recruitment and exit interview materials for inclusive language. The college reviewed services in order to remove or lessen barriers that would prevent students from being successful. Areas that revised services include: expanding the use of the Language Line to provide telephonic interpretation; offer programming in the areas of English as a Second Language, Adult Basic Education (GED/NEDP); and developmental coursework in mathematics and English to support students with varied academic and educational backgrounds; extended hours were added

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for offices such as Admissions, Academic Advising Math Lab, and Reading & Writing Center to support students with a variety of schedules; at most campus-wide events, an ASL interpreter is available to ensure the members of the hearing-impaired community can understand and participate; the Admissions team strategically held events at local fairs, high schools, churches, and community centers to highlight the services and academic programs and explain resources to make education affordable to students.

Since November 2024, the campus food pantry has served over 150 students. New food lockers have been installed which allow for access to goods beyond the pantry's regularly scheduled hours. The pantry also implemented more flexible hours to better serve the needs of the campus community. Additionally, more variety of foods have been made available to support dietary preferences and needs of our community.

The college held events to broaden the cultural awareness of the college's students, faculty, and staff with a goal of at least ten culturally relevant events per semester. Several events were held this year including a Hispanic Heritage Month Lunch and Learn, a presentation by Chief Donna Wolf on local Native Americans, the history of gospel music, a poetry contest based on accomplished African Americans, a showing and panel discussion of the movie 13th and Onboard, the Women's History Month Luncheon, LGBQT Safe Space Training, Irish Heritage Month Movie Night, and eight readings from a diverse group of poets as part of the Echoes and Visions reading series.

The college is also examining how to assist students with completing their degrees in more timely matters as we focus on one of our Big Three college-wide goals: Moving 26% of our students from part- to full-time status. Wor-Wic's participation in the MHEC SUCCESS grant program will allow up to 75 students each year to move from part-time to full-time status by providing financial incentives for staying enrolled and completing academic success meetings.

The college implemented seven-week courses designed to attract students with challenging schedules and tends to fit more easily into the hectic schedules that Wor-Wic students tend to have to balance parenting, work, and other life obligations. In addition, two new courses were created and approved by the curriculum committee in June. ENG 209: Native American Writers and HIS 200: History of Maryland will be offered in the Fall 2025 semester for the first time.

The college has a distance education committee in place to address potential accessibility issues. Faculty and staff can also reach out to the instructional design team if they require assistance in formatting their materials to comply with the accessibility checkers. A small cohort of faculty is participating in a MOST grant experience which is supporting instructors who are implementing OERs while also making efforts to improve accessibility.

Wor-Wic continues to strive to be an inclusive, welcoming campus where potential students and employees of all backgrounds can envision themselves thriving and will continue to champion procedures, supports, and decision-making that allow each member of our campus to feel represented and valued.

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To Whom it May Concern:

As is indicated in the Governing Board Certification linked via this form, the USM Board of Regents approved our institutions' Cultural Diversity Plans. However, via conversations this spring, I believed that since the statute does not require submission of the institutions' plans to MHEC, we would not have to submit the institutions' plans.

Therefore, this submission includes the progress reports as noted in a memo from MHEC, "Further, statute requires that each institution submit, by September 1 of each year, a report to the Maryland Higher Education Commission (MHEC) summarizing institutional progress toward the implementation of its plan for a program of cultural diversity. According to statute, the Commission must monitor each institution's progress toward achieving the goals outlined in its plan and ensure compliance with the State's goals for higher education."

Please contact me if you have any questions.

Zakiya Lee
University System of Maryland
Associate Vice Chancellor for Student Affairs
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Bowie State University 2025 Cultural Diversity Report: Narrative of Activities in Furtherance of Current Draft Diversity Plan (Submitted August 28, 2025)

Bowie State University submits the following overview of its continual efforts to support cultural diversity on our campus through impactful and educational programming, extension of support services to its community, and ongoing review of its draft Diversity and Belonging Plan.

One of the greatest tools for retention on our campus, and investment in cultural diversity, is a focus on successful campus collaborations. The University's Office of Multicultural Programs and Civic Engagement (OMPCE), housed within our Division of Enrollment and Student Management, continues to operate as a change agent in partnership with several University partners. As of April 1, 2025, OMPCE accomplished over 2,404 touchpoints with students through a total of 52 programs. Outreach included coordinating with University stakeholders to host 21 programs and initiatives fostering intercultural dialogue, celebrating rich intersectional social identities each month, in compliance with requirements of collaboration outlined by the Council of Advancement of Standards in Higher Education (CAS) and Guidelines for Multicultural Student Programs and Services (MSPS). These collaborative efforts were not only successful for furthering cultural education, but also evidence of the University's continual increase campus wide in committing to these efforts; specifically, collaboration efforts increased to 40%, compared to the 2023-2024 academic year at 25%.

During the 2024-2025 academic year, the Division of Enrollment Management and Student Affairs evaluated multicultural traditions to ensure that inclusiveness goals as established were met through programming and organizing. At the end of each program or workshop, all units within Student Affairs collect an evaluation to capture inclusivity metrics. During the 2024-2025 academic year, program evaluation data indicates that 92% of BSU community respondents rated program content as "excellent" or "good." OMPCE program evaluation surveys explore whether students, faculty, and staff believe that participating in the program increases cultural sensitivity and inclusion among our campus community members. This data point alone saw a 14% increase over the 86% positive ratings reported during the 2023-2024 academic year. The percent of BSU community members that would recommend other programs hosted by OMPCE also increased from 90% to 92%.

 Based on the campus climate survey, the Bowie State University Office of New Experiences and Student Engagement hosted monthly student forums as a central touchpoint to augment programming, belongingness, and evaluating effectiveness. Additionally, in August 2024 and January 2025, the Office of New Student Experiences and Student Engagement hosted the annual Club and Student Organizations Resource Summit for all 50+ clubs to be trained in multicultural traditions, such as each organization serving as active participants at the fall homecoming parade. Following 2023-2024 Summit training, students formed both the Hispanic Student Association

and the Brown Excellence club based on an expressed interest to expand Latino student affinity clubs.

In addition to celebrations of annual Heritage Months (i.e. Women's History Month, Disability Employee Awareness Month), BSU uses data to develop and support repeat initiatives that create positive interactions and enhance cultural awareness. The following is not an exhaustive list.

BSU MLK Day of Service: Servant Leadership Luncheon: In January 2025 OMPCE in collaboration several University partners secured a $5,000 AmeriCorps 2025 MLK Day of Service Grant. As a result, University community members packed 400 lunch bags for the Washington, D.C. Central Union Mission homeless shelter. BSU alum and event keynote speaker Marcus Ponder ('12) highlighted the importance of civic engagement and social justice.

BSU Safe Space Training Program: Safe Space training is an opportunity to learn about LGBT+ (Lesbian, Gay, Bisexual, Transgender, and related communities) identities, gender, sexuality, prejudice, assumptions, and privilege. As of March 30, 2025, over 350 BSU community members are Safe Space trained and assist with ongoing LGBT+ programming during the academic year.

BSU Diversity and Belonging Welcome Reception (ongoing): As a result of this annual Welcome Week activity, more than 1200 students have participated in ongoing social justice and student advocacy programs and events on campus. The Social Justice and Student Advocacy ongoing co-curricular programs have included the Presidential Watch Party and Discussion, Shirley Chisholm Movie, Discussion and Voter Registration Night, Affirmations Ball, MLK Day of Service, and Color of Care Movie and Discussion.

BSU 3rd Annual Affirmations Ball (ongoing): This year's Affirmations Ball highlighted the importance of loving oneself and that the best way to honor the ancestors is by starting with uplifting heroes around us daily at BSU. The event itself is designed to offer closure in a form or celebration for current students, some of whom experienced a truncated developmental period in the way of traditional markers for celebration, engagement, and self-expression due to the global pandemic.

BSU Who Am I: Social Identity and Ancestry Pathway (ongoing): In October 2024, the Office of Multicultural Programs and Services, in partnership with Ancestry, the largest genealogy company in the world, hosted Diversity in Genealogy Student Opportunities Day. Specifically, Ancestry highlighted student diversity scholarships and internships available to HBCU students with more than 250 participants.

INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY REPORT

Prepared for the University System of Maryland

Submitted June 06, 2025

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Nurturing Potential. Transfoming Lives.

Institutional Programs of Cultural Diversity Report, 2024 - 2025
Prepared for the University System of Maryland Board of Regents
Committee on Education Policy and Student Life

June 06, 2025

INTRODUCTION

Coppin State University (CSU) is committed to fostering an inclusive and welcoming environment where individuals from varied backgrounds, experiences, and perspectives are supported in their pursuit of academic and professional success. Since its founding in 1900, the university has benefited from the broad array of backgrounds, lived experiences, and perspectives represented among its students, faculty, and staff. The wide range of experiences, perspectives, and personal backgrounds within the Coppin community, including differences in culture, identity, language, ability, and socioeconomic context, enrich the academic environment and contribute meaningfully to innovation, student achievement, and institutional excellence.

As an urban public institution and Historically Black College/University (HBCU), Coppin State University is committed to advancing educational opportunity for all individuals, consistent with applicable federal and state laws. The university fosters a campus climate that promotes equal opportunity, removes barriers to access and success, and supports the full participation of all members of the campus community. In alignment with federal directives and executive guidance, Coppin emphasizes inclusive outreach, evidence-based retention strategies, and student support initiatives that affirm its commitment to fairness, transparency, and compliance. The university's efforts are designed to ensure that all individuals, regardless of background, have equitable access to the resources and opportunities necessary to thrive.

The leadership of Coppin State University affirms its commitment to fostering an inclusive academic environment by embracing the following principles that support institutional excellence and equitable opportunity for all:

- A university's commitment to inclusive excellence enhances its ability to fulfill its academic mission by fostering a learning environment that supports a wide range of perspectives and experiences.
- Exposure to varied viewpoints, cultural contexts, and lived experiences broadens and deepens both the educational and scholarly environment, preparing students and faculty to engage effectively in an increasingly complex and interconnected world.
- Ideas and practices benefit from being shaped within inclusive academic communities where respectful dialogue, civic engagement, and intellectual inquiry are encouraged and valued.
- Promoting an environment that supports equitable participation, and access

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enables the full use of individual talents and capabilities, advancing institutional innovation and preparing future leaders to meet society's evolving challenges.

Through the ongoing efforts of the Coppin Inclusive Community Committee (CICC), Coppin State University reaffirms its commitment to recognizing and supporting merit, talent, and achievement by promoting equal opportunity and fostering an inclusive academic and professional environment. The University continuously evaluates the effectiveness of its programs and strategies to ensure that awareness of inclusion and equitable access remains central to its efforts. These efforts aim to reduce barriers to recruitment, retention, and advancement for students, faculty, and staff from a wide range of personal and professional backgrounds. These initiatives are integrated into the University's broader strategic goals across all academic and administrative units. As stated in the University's mission (approved in 2019), "Coppin State University, a historically black institution in a dynamic urban setting, serves a multigenerational student population, provides innovative educational opportunities, and promotes lifelong learning. The University fosters leadership, social responsibility, civic and community engagement, cultural diversity and inclusion, and economic development."

SECTION 1: FRAMEWORK FOR SUSTAINED IMPROVEMENT IN CULTURAL INCLUSION

Coppin State University has long drawn strength from the wide range of experiences, perspectives, and backgrounds represented within its student body, faculty, and staff. Since its founding in 1900, this richness of viewpoints has contributed to the institution's culture of innovation, academic achievement, and service. The University values the educational benefits that emerge from engagement with individuals whose lives reflect differences shaped by culture, geography, socioeconomic context, personal identity, and lived experience. As an urban public institution and Historically Black College/University (HBCU), Coppin State is committed to advancing inclusive excellence and equal opportunity in accordance with federal and state law. Consistent with its mission to serve the citizens of Maryland, the University supports practices that remove barriers to access, foster a welcoming campus environment, and ensure that all individuals are positioned to thrive and contribute meaningfully to the University community.

Coppin State University enrolls a total of 2,210 students, including 1,907 undergraduates and 303 graduate students. The institution maintains a second-year retention rate of 66% and a six-year graduation rate of 26%. The average age of Coppin students is 27.

Geographically, 36% of students are from Baltimore City, while 58% are from both Baltimore City and Baltimore County combined. The remaining student population represents a broad regional and national reach, with students coming from states such as Delaware, New York, New Jersey, North Carolina, Pennsylvania, Virginia, and the

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District of Columbia - as well as from farther locations, including California. Coppin also enrolls a notable number of international students.

Academically, Coppin offers 63 programs: 31 bachelor's degrees, 13 master's degrees, 18 certificate programs, and one doctoral degree. The university competes in NCAA Division I athletics as a member of the Mid-Eastern Athletic Conference (MEAC), with baseball participating in the Northeast Conference (NEC). Coppin sponsors teams in baseball, basketball, track and field, bowling, tennis, volleyball, softball, and eSports.

Coppin is accredited by the Middle States Commission on Higher Education and holds additional accreditations from six specialized accrediting bodies, reflecting its commitment to academic quality and institutional excellence.

Coppin State University advances inclusive excellence through strategic programs that broaden access and support the success of individuals historically underserved in higher education. The university fosters a welcoming academic community that values individuals of all backgrounds and is committed to ensuring equitable access and participation regardless of race, color, religion, gender, gender identity or expression, age, national origin, disability status, marital status, sexual orientation, or military affiliation. These principles are integral to Coppin's mission, which promotes leadership, civic and community engagement, social responsibility, inclusive academic environments, and economic development.

Strategic Alignment with Inclusive Excellence

The University's Inclusive Excellence and Access Plan is a dynamic framework that aligns with institutional priorities, including efforts to increase enrollment, enhance the student experience, and support academic success for all learners. This plan complements the broader university strategic goals. Each academic and administrative unit provides annual updates reflecting progress toward institutional priorities, including those that promote a welcoming, equitable, and supportive environment for all members of the campus community. Strategic goals that reinforce these commitments include the following:

Vision - Become a University of Choice

- ✓ **Goal 1** - *Improve the Holistic Development and Completion Rates of Our Students*
- ✓ **Goal 2** - *Strengthen Our Brand and Reputation as a Leader in Urban Higher Education*
- ✓ **Goal 3** - *Become a Greater University at Which to Work*
- ✓ **Goal 4** - *Enhance Our Teaching and Research Excellence*

As Coppin State University advances the implementation of its new Strategic Plan, it is integrating institution-wide measures that promote inclusive excellence, student engagement, and equitable access to support services. Current efforts focus on

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improving key outcomes such as enrollment, retention, and graduation rates through data-informed strategies and student-centered initiatives.

The university has sustained a strong two-year retention rate and has stabilized its six-year graduation rate, with targeted efforts underway to achieve further gains. The alignment of strategic initiatives is expected to yield positive outcomes in advancing access, improving academic success, and increasing degree attainment - contributing to Coppin's mission and the broader goals of the University System of Maryland (USM) and the State.

SECTION 2: IMPACT OF THE SUPREME COURT'S DECISION AND PRESIDENTIAL EXECUTIVE ORDERS

The U.S. Supreme Court's decision in *Students for Fair Admissions v. Harvard* (2023), along with current Presidential Executive Orders, has significantly influenced the legal and policy framework governing how institutions of higher education advance access and opportunity. The Court's decision invalidated the longstanding practice of considering race as a factor in admissions decisions, citing incompatibility with the Equal Protection Clause of the Fourteenth Amendment. As a result, all colleges and universities, including Coppin State University, must ensure that admissions and related policies are race-neutral and comply with constitutional and statutory requirements.

In tandem, current Presidential Executive Orders reaffirm the federal government's commitment to advancing equity and ensuring that all individuals - regardless of background - have access to opportunities without unlawful discrimination. These directives emphasize the importance of removing systemic barriers, increasing transparency, and promoting fair and inclusive practices in education and employment.

Coppin State University remains firmly committed to the principles of equity, inclusion, and educational access. Its admissions practices are and have been race-neutral, grounded in a holistic review of applicants based on academic preparation, personal achievement, and the potential for success. Likewise, the University carefully administers its scholarship programs to ensure compliance with federal and state laws, offering opportunities to students from a wide range of socioeconomic and educational backgrounds without regard to race or ethnicity.

The impact of the Supreme Court ruling on Coppin's existing policies and practices has been minimal. The institution's outreach, support services, and retention initiatives remain inclusive and accessible to all students. These programs are designed to address barriers to student success through evidence-based strategies, and to foster a welcoming environment that supports the achievement of all individuals, consistent with Coppin's mission and legal obligations.

SECTION 3: INCLUSIVE EXCELLENCE INITIATIVES AND CAMPUS ENGAGEMENT

Coppin State University continues to advance its mission of fostering a welcoming and

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respectful environment by implementing a series of initiatives designed to support inclusion, equitable access, and student success. These efforts are aligned with federal priorities, the University System of Maryland's strategic priorities, and Coppin's institutional values. The following programs and activities illustrate how Coppin promotes an inclusive campus culture where individuals from a broad range of backgrounds, perspectives, and experiences can thrive.

I. Coppin Inclusive Community Committee (CICC)

The Coppin Inclusive Community Committee (CICC) leads institutional efforts to promote understanding, dialogue, and belonging across the campus. The CICC's mission is to foster an environment in which all individuals feel valued, supported, and empowered to achieve their full potential - regardless of their background or identity. Through advocacy, inclusive education, and community engagement, the Committee contributes to institutional planning that prioritizes student and employee well-being.

In support of this mission, the CICC has hosted and co-sponsored several events that encourage campus-wide participation in training and educational opportunities. These events are structured to promote awareness and cultivate a campus climate grounded in mutual respect and inclusion.

II. Campus Climate Survey for Students (2025–2026)

To further inform institutional planning and continuous improvement, the CICC is leading the implementation of a Campus Climate Survey for Students in collaboration with Rankin Climate. The survey will assess student perceptions and experiences related to the campus environment, inclusion, and equity. The resulting data will be analyzed and used to develop actionable recommendations to enhance institutional practices. The survey is scheduled to launch during the Spring 2026 semester and aligns with the university's broader efforts to monitor and improve campus climate.

III. Expand Eagle Nation In-State Tuition Incentive and Transfer Expansion

Coppin State University continues to broaden educational access through its Expand Eagle Nation In-State Tuition Incentive, which offers in-state tuition rates to eligible new undergraduate and transfer students from over 40 states and U.S. territories outside of Maryland. This initiative reduces geographic cost barriers and expands Coppin's national presence as a university of choice.

As part of its transfer expansion strategy, Coppin has established key partnerships that streamline pathways for degree completion and support workforce readiness. In February 2024, Coppin formalized a transfer agreement with the California Community Colleges system, creating a clear route for California students to pursue four-year degrees at Coppin in high-demand fields such as healthcare, STEM, social sciences, and business.

Additionally, Coppin signed a Memorandum of Understanding (MOU) with the

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Colorado Community College System (CCCS). This agreement ensures guaranteed admissions and academic articulation for eligible Colorado students seeking to complete their undergraduate studies at Coppin. The MOU reflects Coppin's continued commitment to expanding access through structured partnerships that promote academic mobility and equitable opportunity.

President Anthony L. Jenkins emphasized that these partnerships are essential to Coppin's mission: "Students from across the country now have the opportunity to experience our nationally ranked academic programs and be part of a supportive, inclusive campus community."

IV. Educator's Day at Coppin State University

On September 10, 2024, Coppin hosted Educator's Day, a university-sponsored event that welcomed K–8 students from local public schools. The program included a visit to the Lady Eagles volleyball match against the University of Pennsylvania, meet-and-greet opportunities with the student-athletes, and interactive campus engagement. This event supports early college awareness and engagement, helping cultivate a college-going culture among young learners from the surrounding community.

V. Destination Coppin – Campus Tours and Recruitment

As part of its ongoing recruitment strategy, Destination Coppin provides in-person campus tours for prospective students and their families. Led by student ambassadors known as The Soar Squad, the tours offer immersive experience highlighting academic programs, campus history, and student life.

Special requests - such as meetings with faculty, step show demonstrations, or mascot appearances - can be accommodated when possible. All tours must be booked in advance, and visitors are provided with key information to make their experience as informative and engaging as possible. The program helps prospective students gain a better understanding of Coppin's inclusive campus culture and academic opportunities.

VI. Technology Platforms Supporting Student Access – SLATE and Common App

Coppin State University has enhanced its admissions and recruitment infrastructure by integrating SLATE and the Common App. These platforms streamline the application process for prospective students, enabling broader access, simplifying submission procedures, and providing tools to communicate more effectively with applicants. The use of these systems demonstrates Coppin's commitment to accessibility and technological innovation in support of enrollment equity.

Affirming Our Inclusive Path Forward

These initiatives underscore Coppin State University's intentional efforts to uphold its values of inclusion, respect, and opportunity. Through strategic programs, community engagement, and institutional transparency, Coppin affirms its commitment to

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cultivating a learning environment where all individuals can succeed.

SECTION 4: MEASURES AND PROJECTED OUTCOMES FOR ENROLLMENT AND INCLUSION

Coppin State University continues to implement strategic initiatives designed to support inclusive enrollment growth, retention, and student success, consistent with federal guidance on nondiscrimination and equal opportunity. As part of the University's ongoing strategic planning process, a comprehensive set of measures is in place to ensure that efforts to promote inclusive excellence are evidence-based, outcome-driven, and compliant with applicable laws.

In recent years, Coppin has demonstrated positive progress. The University has maintained a strong two-year retention rate and achieved a six-percentage-point increase in its six-year graduation rate. These improvements reflect deliberate, student-centered strategies that address barriers to persistence and completion.

To accelerate this progress, the University has launched the President's Six-Point Enrollment Plan, a multi-year strategy informed by a detailed analysis of enrollment trends across undergraduate, graduate, and transfer populations. The plan is designed to expand access, support student success, and align institutional resources in support of equitable outcomes. The University continues to operationalize and evaluate the plan through the following actions:

Expanding Enrollment Goals Across Geographic and Academic Markets: Coppin is increasing outreach to in-state and out-of-state markets through partnerships with school districts, community colleges, and formal Memoranda of Understanding (MOUs). Special attention is given to removing procedural and financial barriers to enrollment, ensuring that all qualified students - regardless of background - can pursue higher education.

Strategic Use of Financial Resources: The University is leveraging HBCU settlement funds and CSU need-based institutional aid to offer scholarships and financial support. These efforts are designed to reduce affordability gaps and ensure financial accessibility for all students, in accordance with federal and state regulations.

Technology-Driven Recruitment and Support: Collaborating with the Information Technology Division, Coppin is enhancing the use of digital platforms to streamline the application process, improve communications, and deliver tailored outreach through systems like SLATE and the Common App.

Retention and student success remain central to the University's inclusion efforts. In support of this, Coppin has completed the full launch of the Eagle Achievement Center (EAC) - a centralized student success hub that integrates key services critical to academic persistence and completion. The EAC provides coordinated support in the

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following areas:

- o Academic advisement and intrusive advising
- o Veterans' services and benefits navigation
- o Accessibility services for students with disabilities
- o Career development and experiential learning opportunities
- o Equity and inclusion programming
- o Counseling and wellness support

The EAC is a cornerstone of Coppin's commitment to creating an inclusive and supportive campus climate. By centralizing these essential functions, the University ensures that all students, regardless of their personal circumstances or educational background, receive the tools and support necessary to thrive.

These coordinated efforts are tied directly to Coppin State University's broader strategic objectives to increase access, promote student achievement, and strengthen institutional accountability. All initiatives are reviewed annually to assess their impact and ensure continuous improvement in alignment with the University's mission.

SECTION 5: ALIGNMENT TO THE UNIVERSITY SYSTEM OF MARYLAND STRATEGIC PLAN

Coppin State University's efforts to advance access, student success, and inclusive excellence are directly aligned with the University System of Maryland (USM) Strategic Plan. Through the implementation of race-neutral, evidence-based strategies, Coppin supports the statewide goal of expanding opportunity, improving educational outcomes, and contributing to Maryland's workforce and civic life. The initiatives described below are structured to comply with applicable federal and state laws, including recent guidance related to nondiscrimination in admissions, recruitment, and support services.

USM Goal 1.1 – Attracting, Retaining, and Graduating More Maryland Students

Coppin is actively implementing data-informed strategies to increase enrollment among academically qualified students from Maryland and beyond. These strategies emphasize equitable access to higher education by reducing financial, geographic, and informational barriers. Efforts to improve retention and graduation rates include enhanced academic support services, improved advising systems, and targeted outreach to prospective students - ensuring that all individuals, regardless of background, could enroll and succeed.

USM Goals 2.1 and 2.2 – Increasing Enrollment and Improving Transfer Pathways

Coppin continues to strengthen its transfer student pipeline by expanding articulation agreements with community colleges and removing procedural barriers to enrollment. For example, Coppin's guaranteed admissions agreement with the Community College of Baltimore County (CCBC) ensures a clear and consistent pathway for eligible associate degree graduates. Additionally, the University utilizes platforms like **Quottly** to simplify course

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transferability and help students make informed decisions. These actions are part of a broader commitment to support all transfer students equitably and transparently, regardless of their point of entry into higher education.

USM Goals 3.2 and 3.3 – Expanding Graduates in High-Demand Fields and Building Maryland's Workforce

Coppin's academic offerings are strategically aligned with Maryland's workforce needs. Through program development in fields such as health care, education, STEM, and cybersecurity, the University prepares graduates with the skills required for success in a modern economy. The Bachelor of Science in Cybersecurity Engineering, approved by the USM Board of Regents and launched in Fall 2023, is one example of how Coppin responds to labor market demand while ensuring all students are supported in these critical fields through inclusive advising, experiential learning, and access to professional development opportunities.

USM Goals 5.1 and 5.6 – Supporting HBCUs and Advancing Inclusive Excellence

Coppin, as a public Historically Black University, embraces its mission to serve a broad population through inclusive, race-neutral outreach and support practices. The University's enrollment projections emphasize growth among first-generation students, adult learners, and individuals from underserved geographic and economic communities. These strategies reflect a legally compliant approach to expanding opportunity while ensuring that all students are treated equitably throughout the recruitment, admissions, and enrollment process.

Furthermore, the University is exploring the development of a Center for Equity and Inclusion to coordinate initiatives that support belonging, intercultural understanding, and campus climate improvement. The Center would provide training, research support, and strategic guidance consistent with advancing equity for underserved communities - without relying on race or identity-based preferences.

Coppin State University's alignment with the USM Strategic Plan reinforces its institutional commitment to student achievement and public service. Through transparent, data-driven, and inclusive strategies, the University is positioned to contribute meaningfully to Maryland's higher education landscape while upholding the values of equal opportunity and academic excellence for all.

LOOKING AHEAD

Coppin State University remains committed to cultivating an inclusive, equitable, and student-centered academic environment. Through intentional planning, campus-wide engagement, and compliance state and federal guidance, the university has implemented measurable strategies that broaden access, support student success, and enrich the educational experience. As Coppin advances its Inclusive Excellence and Access Plan, it will continue to assess institutional progress, expand outreach through innovative partnerships, and align resources to remove barriers to participation and achievement. With a renewed focus on

data-informed planning and a campus culture rooted in mutual respect, Coppin is well-positioned to lead as a model for inclusive urban higher education in the years ahead.

Narrative Progress Report on the Implementation of the Cultural Diversity Plan
Institution: Coppin State University
Reporting Period: Academic Year 2024–2025

Prepared for the University System of Maryland
Submitted June 06, 2025

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Narrative Progress Report on the Implementation of the Cultural Diversity Plan

Institution: Coppin State University
Reporting Period: Academic Year 2024–2025

Overview

Coppin State University continues to implement its Cultural Diversity and Inclusive Excellence Plan with fidelity to its mission, alignment with federal and state legal guidance, and a deep commitment to fostering a welcoming and equitable academic environment. The institution's diversity-related initiatives are informed by the strategic goals of increasing student success, improving campus climate, and ensuring equitable access to educational opportunity for all.

Key Implementation Activities and Progress

1. Structural Coordination and Leadership

The Coppin Inclusive Community Committee (CICC) remains central to diversity-related coordination. The CICC co-sponsors training, dialogues, and awareness events and is leading implementation of the **Campus Climate Survey for Students (2025–2026)** in partnership with Rankin Climate. The survey results will inform future policy, programming, and support structures.

2. Inclusive Recruitment and Enrollment Growth

Through the **President's Six-Point Enrollment Plan**, Coppin has expanded outreach across geographic and academic markets, enhanced digital recruitment via SLATE and the Common App, and aligned scholarships with need-based, race-neutral criteria. Partnerships with the **California** and **Colorado Community College Systems** have created guaranteed transfer pathways that promote affordability, mobility, and access to nationally ranked programs.

The **Expand Eagle Nation In-State Tuition Incentive** continues to provide in-state tuition to students from over 40 states and territories; broadening enrollment reach and eliminating financial barriers for out-of-state applicants.

3. Student Retention and Support Services

The **Eagle Achievement Center (EAC)**, now fully operational, integrates essential student services including academic advising, accessibility support, veterans' services, career readiness, and inclusion-related engagement. This holistic model supports

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persistence and degree attainment for all students, particularly those historically underrepresented in higher education.

4. Campus Engagement and Pipeline Programs

Events such as **Educator's Day** and **Destination Coppin** continue to promote early college awareness and community connections. These programs expose local K–8 students and prospective college students to Coppin's inclusive environment and educational opportunities.

Compliance and Continuous Improvement

Coppin's implementation efforts are fully compliant with the 2023 *Students for Fair Admissions v. Harvard* ruling and aligned with Presidential Executive Orders promoting equity through lawful, race-neutral practices. Key metrics - such as retention, graduation, and student engagement - are tracked through the university's strategic planning framework and reviewed annually for continuous improvement.

Looking Ahead

The university will continue to strengthen its institutional capacity for inclusive excellence by analyzing climate data, expanding outreach partnerships, and integrating evidence-based strategies across academic and administrative units. Planning is underway for a potential **Center for Equity and Inclusion** to serve as a campus-wide hub for compliance and innovation in this space.

Frostburg State University's Cultural Diversity Progress Report FY 2025

Prepared by the Division of Academic and Student Affairs

Frostburg State University continues to provide exceptional academic and co-curricular experiences for all students. During FY 2025, FSU's priorities regarding cultural diversity have been informed by contemporary student needs, university resources, community constituencies, current trends, and a philosophy of equality of opportunity for all. Our institutional focus has been in support of our two FSU Strategic Goals:

1. Strategic Enrollment Management
2. Campus Environment and External Messaging

As a significant level of our cultural diversity work is initiated by the Office of Student Affairs, we have aligned our efforts with the following action priorities:

1. Develop programs and services to engage students and provide opportunities for experiential learning.
2. Facilitate the successful recruitment, transition, and retention of students by providing guidance, knowledge, and access to experiences, programs, and services.
3. Create a safe, inclusive, and supportive campus community to foster student growth and education.
4. Provide facilities, technology, and services, which enhance students' educational experiences.
5. Provide campus environments that foster student wellness and development.
6. Recruit, develop, and support employees who are well-prepared to meet the increasingly complex challenges that face today's student.

Evaluations and results of our plan were assessed by:

1. SAFE Zone workshops were delivered to all First-year Experience students, and all new students were required to complete an online educational module on Harassment and Sexual Assault Prevention.
2. All new employees were required to participate in Workplace Harassment online training as well as the Reporting Requirements for Essential Employees.
3. The Adams/Wyche Multicultural Center hosted numerous events on campus and created a space for multiple student affinity groups to hold meetings and events.
4. The Times Talk monthly series through the Office of Civic Engagement held regular sessions for students and employees to participate in discussions regarding contemporary issues, civility, and democratic engagement.
5. The Office of Student Affairs hosted annual Leadership and Social Justice Retreats in September and October to provide opportunities for students to engage with campus stakeholders regarding leadership, cultural competencies, and the appreciation of different perspectives.

Salisbury
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SALISBURY UNIVERSITY

SPRING 2024 INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY REPORT

Progress report for the 2024 Spring Cultural Diversity Report

Salisbury University (SU) submits this report of Institutional Programs of Cultural Diversity to the University System of Maryland in accordance with §11-406 of the Education Article.

On July 15, 2024, Mr. Zebadiah Hall was appointed Vice President of Inclusion, Access, and Belonging (IAB), to lead the continuing implementation of SU's high impact practice in which all members of the SU community are ensured equal access and inclusion in the SU community, as well as experiencing a sense of belonging in all aspects of life and work at SU.

As SU's inaugural vice president of IAB, Mr. Hall is responsible for the new division of IAB, which includes SU's Office of Diversity and Inclusion, Disability Resource Center, and the Office of Institutional Equity. These vital departments are responsible for providing services in the areas of student success, faculty and staff support, equal access, accommodations, non-discrimination, and compliance in order to meet the needs of the SU Sea Gull community. Salisbury University's core values include diversity and inclusion because we recognize and value the considerable educational benefits that can be gained from engaging with people and ideas from a wide range of backgrounds and experiences. IAB commits to providing the campus with the tools and resources necessary to ensure that SU is a welcoming and inclusive living and learning environment that prepares students to excel in a global workplace and in diverse communities. IAB works closely with SU's shared governance groups to collaborate with campus partners in developing and implementing university-wide efforts to continuously improve the SU experience for all.

During the coming year, the division of IAB will create a strategic plan that is informed by the launch of SU's 2026 strategic plan.

Opportunity to improve Maryland Annotated Code, Education Article §11-406

The definition of "cultural diversity" in Education Article §11-406 should be rooted in Maryland's Constitution, as well as federal and Maryland laws for protected classes. With the support of legal regulation, this approach enables universities to create environments where all humanity can thrive. The current definition reads that "cultural diversity" means the inclusion of those racial and ethnic groups and individuals that are or have been underrepresented in higher education. There is a direct correlation between individuals who fall under protected classes and the individuals who are defined in the definition of cultural diversity. The current definition lacks the foundation of laws, regulation, and compliance that ensures protected classes have access to participate in our programs and activities.

Laws, regulations, and compliance should not diminish the work but rather serve as the foundation of support that lets people know they are safe to learn and fully participate regardless of their identities. This ensures compliance with the law while providing protections to individuals and the work so everyone knows they belong and matter within our universities.

Examples of other aspects of cultural diversity that could be included in the definition:

- HB678 Community of Interest
- Section 504 and ADA
- Title II Digital Accessibility
- Title IX, Title VI and other applicable titles
- Religious Accommodation
- Not an exhaustive list

2025 Institutional Programs of Diversity Annual Progress Report

Towson University

Submitted June 2, 2025

Point of Contact: Dr. Patricia Corey Bradley, Vice President of Inclusion & Institutional Equity.
pbradley@towson.edu

A summary of the institution's progress.

Towson University fosters intellectual inquiry and critical thinking, preparing graduates who will serve as effective leaders for the public good. Through a foundation in the liberal arts and a commitment to academic excellence, interdisciplinary study, research and public service, Towson University prepares students for careers in high demand today and in the future. TU is recognized as a leader in community engagement, including entrepreneurial efforts that provide collaborative opportunities between the campus and the larger Maryland community. Our graduates leave with the vision, creativity and adaptability to craft solutions that enrich the culture, society, economy and environment of the state, the region and beyond.

TU's academic excellence and innovative research and creative activities happen within a community where all students achieve inclusively. The diversity of our student body is a strength that not only enriches the learning environment with varied backgrounds, it also prepares our students to better lead in a global environment. TU's ongoing success is dependent on our capacity to shift perspectives and approaches and strategically place diversity, equity and inclusion at the core of our mission. We offer a transformative student experience that creates a foundation for social and economic mobility grounded in a profound respect for civic responsibility.

For Towson University to make a greater difference, we must remain unapologetically persistent and clearly focused on our goals above all else. Our University Strategic Plan https://www.towson.edu/about/mission/strategic-plan/ focuses on six major goals, defined with input from across our university and greater communities. These goals serve as guiding intentions at the center of every decision we make and every action we take.

Goal 4: **INCLUDE** states: We will build an even more inclusive, equitable, and collaborative community where people from all backgrounds, identities, abilities and life experiences are welcomed, valued and supported. In his second year at TU, President Ginsberg developed 10 priorities that are in direct alignment with the six goals outlined in the university's current strategic plan. One of the Presidential priorities focuses on *Raising the Bar for Belonging*. It is essential that TU recruits, retains and serves individuals from all backgrounds and continually works to eliminate systemic barriers to success. In furtherance of Maryland Education

Article §11–406 and in compliance with state and federal anti-discrimination laws, Towson University plans to implement these goals and priorities by 1) Ensuring an accessible education for all learners, 2) Educating the campus and community about the importance of belonging, 3) Uplifting alumni engagement; and 4) Affirming TU's higher performance in upward social mobility.

Towson University's progress in all of these areas are highlighted in our most recent rankings and achievements:

U.S. News and World Report
2025 Best College Rankings placed TU:
- No. 5 in Best Public Universities in the North
- No. 15 in Best Universities in the North, public or private
- No. 5 in Best Colleges for Veterans in the North, public or private
- No. 54 in Social Mobility in the North, public or private

The Wall Street Journal
The 2025 College Rankings named TU:
- No. 1 public university in Maryland and second overall, public or private
- No. 15 among public universities nationwide
- No. 37 in social mobility in the U.S.
- No. 40 among all U.S. institutions, public or private

Inclusive Excellence
- TU was ranked as the sixth-best in the world and the top among all U.S. institutions in gender equality in the 2024 Times Higher Education Impact Rankings.
- TU has been recognized by *Insight into Diversity* with a Higher Education Excellence in Diversity (HEED) Award for four consecutive years dating back to 2020.
- TU boasts a five-star ranking from *Campus Pride Index,* which scores universities on their efforts to create a safe, inclusive environment for LGBTQIA+ students.
- No. 5 in Best Colleges for Veterans in the North, public or private, 2025 U.S. News and World Report
- Top 10 large public universities nationwide for military and veteran students, 2025 Military Friendly Schools

MHEC Progress Report (June 5, 2025)

As the University of Baltimore ("UBalt" or "University") celebrates its centennial year, our commitment to Diversity, Equity and Inclusion and Inclusive Excellence remains unchanged. Since the release of our Diversity Plan, we have made incredible strides in working collaboratively to ensure our faculty, staff, and students have access to the tools needed to be successful in today's world.

Understanding the UBalt community and their educational needs is of optimal importance as we prepare for the next 100 years. Our focus has resulted in the implementation of our first Sense of Community Campus Survey. Through this survey, we aimed to get a closer look at students, faculty, and staff satisfaction. We sought to learn what we are doing right and the areas in which we can improve.

Our Diversity Plan highlights the steps we took to foster a culture that is free from discrimination, appreciative of new ideas and capabilities, and is attentive to the need to deliver innovative approaches to learning, teaching, research and support services central to UBalt's mission and success.

The amazing members of our CELTT team have taken the next step to advance accessibility for our students, faculty, and staff. Utilizing the benefits of collaborating with USM's Digital Accessibility Work Group, that strives to equip faculty with the necessary tools to make their courses more accessible whether in person or online, CELTT launched its inaugural 2025 Summer Institution Promoting Instructional Excellence ("P.I.E.") program. The P.I.E program is a stipend-based program for faculty to gain accessibility skills to utilize in their future courses.

Our Office of Diversity and International Services ("DIS") continues to meet our students' needs by promoting a sense of belonging for all learners by providing local and global programming and support with approximately 100 transformative activities and in-person events per year (AY24-25). Through this programming, every semester, UBalt celebrates its cultural heritage and identity as it moves forward in equipping its learners with holistic and global leadership skills to create equitable cultural and social spaces across all schools and colleges.

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UNIVERSITY OF MARYLAND, BALTIMORE
SPRING 2025 INSTITUTIONAL CULTURAL DIVERSITY REPORT
June 6, 2025

The University of Maryland, Baltimore (UMB or University) submits this report of 2024-2025 Cultural Diversity Plan Progress to the University System of Maryland in accordance with §11-406 of the Education Article.

Section 2: Progress *summary* of UMB's implementation of an Access, Engagement, and Accountability Framework.

The University of Maryland, Baltimore (UMB) has embedded access, engagement, and accountability into the heart of its strategic initiatives, strengthening its institutional commitment to fostering an inclusive and culturally rich environment. This progress is largely driven by the 2022-2026 UMB Strategic Plan, Core Values, and an access, engagement, and accountability framework established by the Office of Equity, Diversity, and Inclusion (OEDI).

A key driver of these efforts is the central Office of Equity, Diversity and Inclusion (OEDI), which plays a central role in guiding and supporting the University's initiatives. To advance our core values, increase capacity, and develop leaders, OEDI has established a framework for continuous improvement and accountability. The Office of Equity, Diversity, and Inclusion launched a data platform, implemented experience surveys, and facilitated the assessment and development of initiatives and programs to advance a more equitable experience for all. The access, engagement, and accountability framework, developed by OEDI is organized around four key themes, each with metrics to achieve the expected objectives:

- **Recruitment and Retention**: UMB actively recruits, retains, supports, and advances all students, faculty, and staff demonstrating a commitment to our core value set of Equity and Justice.
- **Experience and Climate**: UMB promotes and advances a welcoming and inclusive culture of care.
- **Professional Development and Career Advancement:** UMB supports and advances all students, faculty, and staff by promoting and providing professional and educational programs and initiatives that build capacity.
- **Scholarship, Service, and Education:** UMB promotes and integrates access and engagement principles and practices in teaching, learning, scholarship, and service (**REPS**).

These themes align with UMB's Core Values of Respect and Integrity, Equity and Justice, Well-being and Sustainability, and Innovation and Discovery.

UNIVERSITY OF MARYLAND, BALTIMORE
SPRING 2025 INSTITUTIONAL CULTURAL DIVERSITY REPORT
June 6, 2025

To operationalize the plan, OEDI worked closely with deans, school leaders, and major units to review and implement the plan's goals and metrics. In Fall of 2024, all seven schools reported on their progress and challenges, culminating in University-wide convenings. At the convenings the Schools shared ideas and strategies to increase accountability and to strengthen leadership in access and engagement. OEDI is currently extending this work to administrative units.

Each school has contributed to the University's progress through targeted initiatives and programs:

- **School of Dentistry**: Implemented awards to celebrate employees demonstrating Core Values; launched initiatives to enhance employee engagement, involving more than 100 faculty and staff members.
- **School of Graduate Studies**: Advanced Physician Assistant education, research, and policy; integrated student leadership feedback into planning.
- **School of Law**: Provided affordable bar prep option; faculty, staff, and students committed 1000 plus hours serving the community.
- **School of Nursing**: Updated curricula on health equity; organized museum exhibit visits and community engagement programs/activities for faculty, staff, & students.
- **School of Medicine**: Engaged in over 400,000 hours of community service; led faculty promotion and professionalism workshops.
- **School of Pharmacy**: CURE Scholars Program engaged youth in STEM; partnered with School of Medicine to maximize student development.
- **School of Social Work**: Improved faculty, staff, and student retention; increased professional development opportunities.

To further strengthen the access, engagement, and accountability framework, UMB aims to enhance inclusive decision-making processes. Faculty, students, and staff across all levels of the institution are invited to committees, leading to policies and practices that reflect the needs, perspectives, and experiences of the larger community. The University develops its leaders and staff through continuous capacity building workshops covering topics such as "Understanding Ourselves through an Identity Lens" and "Leading with Inclusion at the Center." Other capacity building opportunities are professional development sponsorships and faculty events.

The University of Maryland, Baltimore remains steadfast in its commitment to advance an accessible, engaged, and accountable campus. Through strategic planning, collaborative leadership, and data-informed practices, UMB continues to make meaningful progress in advancing access, engagement, and accountability for all. As we move forward, we will build on these efforts to ensure that every member of our community feels valued, supported, and empowered to thrive.

University of Maryland, Baltimore County
1000 Hilltop Circle, Baltimore, MD 21250

umbc.edu // p: 410-455-1000

Spring 2025 Cultural Diversity Progress Report

Point of Contact: Tanyka M. Barber, Vice President for Institutional Equity and Chief Diversity Officer, tbarber2@umbc.edu

This progress report is being submitted in accordance with MD Education Article, §11-406.

UMBC continues to be one of the fastest growing and most diverse public research universities in the nation. UMBC is a designated Minority Serving Institution (MSI) and an Asian American Native American Pacific Islander Serving Institution (AANAPISI). Cultural diversity is rooted in the mission and vision of UMBC which states as follows:

Mission

UMBC is a dynamic public research university integrating teaching, research, and service to benefit the citizens of Maryland. As an Honors University, the campus offers academically talented students a strong undergraduate liberal arts foundation that prepares them for graduate and professional study, entry into the workforce, and community service and leadership.
UMBC emphasizes science, engineering, information technology, human services, and public policy at the graduate level. UMBC contributes to the economic development of the State and the region through entrepreneurial initiatives, workforce training, K-16 partnerships, and technology commercialization in collaboration with public agencies and the corporate community. UMBC is dedicated to cultural and ethnic diversity, social responsibility, and lifelong learning.

Vision

Our UMBC community redefines excellence in higher education through an inclusive culture that connects innovative teaching and learning, research across disciplines, and civic engagement. We will advance knowledge, economic prosperity, and social justice by welcoming and inspiring inquisitive minds from all backgrounds.

Additionally, our goal is to serve the population of students in the State of Maryland. We aim to have our students, faculty, and staff represent the individuals we are charged to serve as a public higher education institution in the State of Maryland. By embracing the rich diversity of experiences, perspectives, and identities, we provide an environment rooted in our core value of inclusive excellence where all students, faculty, and staff have full access to participate and succeed.

UMBC continues to implement a vast array of programs and initiatives throughout the University to advance its commitment to inclusive excellence for students, faculty, and staff while ensuring full compliance with all

applicable federal and state civil rights laws and the University's nondiscrimination policies.

The Office of Equity and Civil Rights (ECR) continues to have primary responsibility for managing UMBC's Title VI, Title VII, Title IX, and all other civil rights issues related to discrimination, harassment, hate, and bias.

The Office of Accessibility and Disability Services continues to have primary responsibility for ensuring that individuals with a disability are afforded an equal opportunity to participate in and benefit from the programs, services, and activities of the University through the provision of accommodations and reasonable modifications that result in equal access and full inclusion in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act.

The Division of Institutional Equity and the Division of Information Technology are leading the University's efforts to improve digital accessibility in accordance with the new regulations under Title II of the Americans with Disabilities Act.

Spring 2025
Institutional Programs of Cultural Diversity Report

DUE: Friday June 6, 2025
Institution: University of Maryland Center for Environmental Science (UMCES)
Date Submitted: June 6, 2025
Point(s) of Contact (names and email addresses): Lawrence Sanford (lsanford@umces.edu), Larrae Bethea (lbethea@umces.edu), and Amy Griffin (agriffin@umces.edu)

The University of Maryland Center for Environmental Science (UMCES) recognizes the essential value that cultural diversity of all kinds brings to our organization, scientific research, and graduate education. UMCES leadership and the broader community of UMCES also appreciate that a work culture of respect, compassion, curiosity, inclusion and collegiality is essential for true diversity to thrive. A breadth of experiences and ideas are sought, and the robustness of those ideas tested, to solve the increasingly complex problems facing our world. UMCES strives to provide all members of our community with tools, support, and opportunities to advance for the good of the Institution, as well as for the State and society at large.

UMCES has taken a broad, multi-pronged approach towards promoting cultural diversity among its students, faculty, and staff and in its operations, research, and education activities. UMCES has adopted more inclusive and equitable hiring practices across all levels and is ensuring open positions are advertised in a way to reach diverse audiences. In the past year, UMCES expanded its Human Resources Department by two, doubling in size to a total of four personnel. This allowed HR to be more locally available to units for various HR needs as well as setting up a formalized presentation for search committees. In mid-2024 UMCES HR started participating in each search committee (staff and faculty). During the first meeting of a search committee, HR does a presentation on the search process, including educating search committee members on different kinds of bias to be aware of.

UMCES is also partnering with other USM institutions to recruit students from diverse backgrounds into our graduate programs. One such program is the National Oceanic and Atmospheric Administration (NOAA) Living Marine Resources Cooperative Science Center, in which UMCES partners with University of Maryland Eastern Shore (UMES) and other universities to engage graduate students conducting research on marine and estuarine systems congruent with the interests of NOAA Fisheries. Another is the National Science Foundation (NSF) sponsored SEAS Islands Alliance, which works with students from Guam, Puerto Rico, and the U.S. Virgin Islands, empowering them to pursue their interest in marine and environmental sciences through scientific and professional development, training and mentorship.

UMCES continues to offer undergraduate internship programs, several of which focus on increasing research opportunities for diverse student populations. These include summer internship programs at each UMCES laboratory, as well as an NSF Research Experiences for Undergraduates program administered by the Maryland Sea Grant College. The latter ran successfully in summer 2024 but has been suspended during summer 2025 due to federal funding uncertainties. UMCES also participated in the USM PROMISE Academy postdoc-to-faculty program called RISE UPP, focused on increasing diversity of all kinds in STEM faculty ranks. In fact, UMCES recently hired a previous PROMISE Academy fellow as a new Assistant Professor at Horn Point Laboratory. The RISE UPP project was recently terminated.

To enhance cultural awareness among the UMCES community, UMCES implemented several work climate assessments and initiatives in recent years. The latest of these was embedded in UMCES' periodic Institutional Assessment, conducted during 2024 and released in report card format in January 2025. While most indicators comprising the report card decreased slightly between 2018 and 2024 (presumably due to pandemic disruptions), work climate indicators decreased the least and increased for work-life balance. UMCES also ran all-hands training sessions on Workplace Civility in spring 2024. We completed our first full year employing an external Ombuds consultant, who also offered in-person training sessions on navigating difficult conversations in uncertain times, engaging in crucial conversations, giving and receiving feedback, and team communication dynamics.

The UMCES Diversity, Equity, and Inclusion Collaborative (DEIC) meets approximately bi-monthly as part of the institution's commitment to advancing not only diversity, but equity, inclusion, and belonging for the entire UMCES community. In addition to the UMCES DEIC, each of UMCES six units have developed their own DEI groups to tackle issues of local concern. Each unit has its own internal work culture and traditions, and each unit exists within the context of different regional cultures and traditions. Differences between units can create challenges, but they can also promote creative solutions and institutional resilience. Thus, for example, members of the UMCES DEIC worked with a team at the Institute of Marine and Environmental Technology (IMET) to develop baseline expectation guidance for faculty-student Statements of Mutual Expectation (SME), which are now utilized routinely across UMCES. The SME idea is now being expanded to faculty-postdoc mentoring pairs.

UMCES hired a new Compliance Officer in November 2024, who has been reviewing and re-organizing UMCES policies and procedures, among other duties. She is in the process of implementing an anonymous reporting web-based hotline (app available), which is scheduled to go live in July 2025, and will be an essential tool in providing a safe and confidential mechanism for raising concerns. The Institution's Compliance Officer will have direct oversight of this platform. Efforts are also underway to revamp UMCES' existing grievance intake form to improve user accessibility, clarity, and tracking of reports. The Compliance Officer will be partnering with Human Resources to develop a comprehensive grievance policy and procedure that ensures procedural fairness, trauma-informed practices, and consistency across all units.

Cultural diversity initiatives at UMCES are undertaken by a small group of volunteers from among students, faculty research assistants, staff, faculty, and administrators. A recent administrative re-organization resulted in the temporary loss of dedicated, compensated staff support for cultural diversity efforts, including the staff who were developing UMCES Hate-Crimes Procedures. This has slowed, but not stopped, the progress of some of these initiatives at UMCES. While UMCES remains committed to its cultural diversity efforts, additional support would allow for improved program stability and faster progress. UMCES is actively considering staffing and/or contractual needs associated with its cultural diversity programs and initiatives.
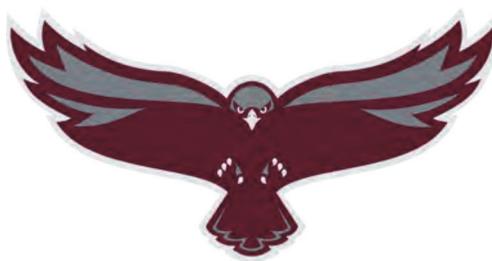
Spring 2025 Cultural Diversity Report
University of Maryland, College Park

A fundamental pillar of the university's strategic plan is "we invest in people and communities," which is further defined as "we invest in people, their well-being and advancement, and the conditions that support their ability to fully participate and thrive in our community, state, and world." While multiple programs focus on students, and historical structures exist for faculty, there are fewer defined opportunities for staff to advance. A critical element for staff advancement is good supervision; the mentoring and modeling that supervisors provide impacts staff success. Sound supervision also leads to greater harmony and satisfaction in the work environment; in contrast, weak supervision leads to workplace conflict and even "quiet quitting."

To advance the strategic plan, the university is investing in the growth and development of its supervisors to equip them with the knowledge, skills and attitudes to create positive work experience and environments while fostering growth, success, care, and inclusive excellence among employees and across campus. A new, signature program to accomplish this goal is **Excellence in Supervision**, developed by the UMD Center for Leadership and Organizational Change in partnership with University Human Resources and other campus collaborators, which provides new and continuing supervisors with multiple resources for success. Supervisors new to the university or newly promoted are required to complete the program as part of their onboarding process, and all current staff and faculty supervisors are recommended to complete the program. Since its inception, 162 participants piloted the program between February through May 2024, and 311 participants have enrolled since its official launch in February 2025. These numbers demonstrate a hunger among supervisors to improve their workplaces and to pursue professional development.

The program will consist of three stages: Foundations, Intermediate, and Advanced. Since February 2025, participants who enrolled in the Excellence in Supervision program have completed the Foundations course. This stage covers understanding and connecting to the university's mission and commitments, the skill of caring, and an introduction to coaching. Coming Fall 2025, the Intermediate course will be made available to participants who have completed the Foundational course. The Intermediate course will cover connecting with university policies and creating psychologically safe workplaces, caring for staff, and expertly navigating check-ins and difficult conversations. The Advanced stage is still under development and more information should be available by 2026.

During its pilot, the program received positive feedback, with 87% of participants either agreeing or strongly agreeing that they learned foundational information about supervision as well as techniques and tools they can use on the job. By resourcing supervisors across UMD, the university will improve workplace satisfaction for supervisors and their teams alike.

2024-2025 CULTURAL DIVERSITY PROGRESS REPORT
UNIVERSITY OF MARYLAND EASTERN SHORE

In accordance with §11-406 of the Education Article (attached), the governing body of each Maryland public college and university is required to develop and implement a plan for a program of cultural diversity. The required elements of this plan are defined in §11-406 of the Education Article.

These plans must be submitted to each institution's governing board by July 1, 2025. Further, statute requires that each institution submit, by September 1 of each year, a report to the Maryland Higher Education Commission (MHEC) summarizing institutional progress toward the implementation of its plan for cultural diversity.

This year's reporting guidance ensures compliance with the law. Please send your submission as two separate attachments:
1. Your 2024-2025 Cultural Diversity Plan (in searchable PDF format) and
2. A narrative, progress report (two-page maximum) regarding the institution's implementation of its plan for cultural diversity.

Additional supplemental information, such as data analysis or more comprehensive programmatic information, is not required but may be provided as an appendix. This appendix should be a separate document.

2025 Narrative/Progress Report to the UMES Cultural Diversity Plan

A narrative, progress report regarding the institution's Implementation strategy of its plan for cultural diversity: UMES has continued to progress and advance forward with the development of a Strategic Plan Priority Area 5: Justice, Diversity, Equity, and Inclusion (JEDI). Assistant Vice President of Institutional Equity, Diversity, and Inclusion Jason Casares leads the efforts Priority Area 5: JEDI with partnership from various stakeholders and committee members ranging from faculty, staff, and student representation. The committee and workgroup have connected on a monthly basis. Through the University Priority, the Justice, Equity, Diversity, and Inclusion (JEDI) plan will be redeveloped and restructured to ensure compliance with federal mandates.

UMES completed its first ever JEDI Campus Climate Survey that yielded significant information that will be used to guide our work related to Priority Goal #5 of the UMES Strategic Plan. The information from the quantitative data sets were used to further develop Priority Goal #5 of the Strategic Plan to further defining measures/metrics, target data points, and benchmarks. UMES is in the process of hosting multiple in-person and online focus groups to further the development of effective data sets through the acquisition of qualitative information.

Updates and progress regarding the percentage completion of each goal under Priority #5 are noted in the cultural diversity plan and highlighted in yellow. A full review and potential adjustments are being considered and reviewed through UMES governance structures. Given the current climate, the University is working on potential revisions to the plan to ensure proper compliance with State and Federal law.

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University of Maryland Global Campus (UMGC)

Spring 2025

Progress Report

University System of Maryland
Spring 2025
Progress Report
Friday, June 6, 2025

Section II. Narrative, progress report (two-page maximum) regarding the institution's implementation of its plan for cultural diversity

As an open access university, the University of Maryland Global Campus (UMGC) mission is to inspire hope, empower dreams, and transform lives...one student at a time. UMGC's vision is to be the university of choice for adults [and business], and we aspire to achieve this by being learner-centric, data-driven, and skills-based.

UMGC's progress thus far has included:

- As part of the University's strategic priorities, UMGC has been working toward closing academic achievement gaps and increasing its overall graduation rate. UMGC is in the process of reviewing internal data to determine how best to strengthen the faculty ecosystem with additional support and resources to improve student success outcomes. UMGC is also gathering vital feedback from our "Voices of the Students" initiative to help guide and enhance the overall student learning experience.

- At UMGC, the offices of Academic Affairs, Student Affairs, and Community Engagement and Opportunity are in the process of identifying foundational courses offered in reading, writing, and speech communications to enhance options for English language learners. UMGC is planning to create an integrated college course series on guiding students along a clear path toward achieving their academic goals. These English language learner courses will align with UMGC's Program and Career Exploration courses.

- The Office of Human Resources, in partnership with the Office of Legal Affairs and the Office of Community Engagement and Opportunity, launched Civility in the Workplace Refresher Training to reinforce a culture of respect, professionalism, and inclusion across the organization. The training was delivered both in-person and virtually—to accommodate varying schedules and locations across the globe. Approximately 630 leaders participated, and the sessions included interactive discussions, real-world scenarios, and policy-based guidance to ensure relevance and applicability. Through post-training surveys an impressive 93% of respondents "Strongly Agreed" or "Agreed" that the training improved their ability to act with civility in the workplace. Feedback showed a

minimal difference in perceived effectiveness between in-person and virtual formats, indicating the training was consistently impactful across delivery modes.

- UMGC sponsors several American history programs, nationally recognized heritage months programs, and special observances that recognize, celebrate, and encourages community engagement and awareness. UMGC's aim is to increase knowledge sharing and understanding through lectures, panel discussions, and workshops. Some of these educational programs included:
    1. THE IMPACT OF HISPANIC BUSINESSES IN THE MARYLAND AREA
    2. ACCESS TO GOOD JOBS. . .FOR ALL? An Examination of Racial Inequality in Disability Employment
    3. Keeping Native American Traditions Alive with The Piscataway Nation Singers & Dancers
    4. THE U.S. LABOR FORCE 1619 TO THE PRESENT: Bringing Attention to Their Work and Workplaces
    5. The Streets of Baltimore: The Irish Diaspora in Baltimore from 1840 to 1920
    6. Making Space for Women: Stories from Trailblazing Women of NASA's Johnson Space Center
    7. OUR POWER, OUR PLANET: Presentation on renewable energy and how it may affect you
    8. Military Appreciation Month: Unpacking The True Meaning Behind Memorial Day

Clery Act Compliance: A process for reporting campus–based hate crimes, as defined under Title 10, Subtitle 3 of the Criminal Law Article and consistent with federal requirements under 20 U.S.C. 1092(f), known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.

- UMGC encourages prompt reporting of all crimes, suspicious activity, or any emergency both to the Security personnel at various locations and the appropriate local law enforcement.
- The UMGC Director of Security is responsible for ensuring incident reports are completed for the Adelphi Headquarters. If an individual is interested in making a report, they should contact the UMGC Director of Security at 240-723-2423.
- The UMGC Daily Crime Log is maintained by the UMGC Security Department. The Daily Crime Log includes all crimes and incidents that are reported to UMGC Security.
- UMGC publishes an Annual Safety and Security Report which includes the above information as well as additional information required by the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.

ANNUAL CULTURAL DIVERSITY PLAN

2022 REPORT

Submitted to:

Maryland Higher Education Commission

September 1, 2022

A summary of Morgan State University's Diversity, Equity, and Inclusion-explicit initiatives and efforts for students, faculty, and staff.

Diversity is embraced at Morgan as one of its institutional core values." A broad diversity of people and ideas are welcomed and supported at Morgan as essential to quality education in a global interdependent society. Students will have reasonable and affordable access to a comprehensive range of high-quality educational programs and services." This core value stems from Morgan's mission to encourage the pursuit of knowledge informed by a free marketplace of ideas. The knowledge acquired in that marketplace comes closest to truth when a diverse assembly of faculty, students, and staff are able to compare their personal as well as professional information, data, and beliefs against a community comprised of people of all races, ethnicities, colors, genders, religions, and socio-economic statuses. Morgan's motto, "Growing the Future, Leading the World," also highlights the importance that diversity plays in its mission to educate and impact the global community. Morgan serves as an intellectual and creative resource to the community, state, nation, and world, by supporting, empowering, and preparing high-quality, diverse graduates to lead the world. Considering its core value and motto, Morgan embraces cultural diversity in its broadest sense. Its diversity efforts focus attention to underrepresented racial and ethnic groups who have been marginalized. Additionally, diversity at Morgan also encompasses a commitment to enhancing the equity and inclusion of women, those who are economically disadvantaged, and those of different sexual orientations, religions, and abilities. In summary, Morgan's mission is to serve a multi-ethnic and multi-racial student body and to help ensure that the benefits of higher education are enjoyed by a broad segment of the population.

Achieving and maintaining a diverse student body, faculty, and staff, is a compelling interest and important goal for Morgan. Thus, Morgan's Strategic Plan for Enhancing Cultural Diversity (Diversity Plan) sets forth 33 goals in six core areas: 1) Students (undergraduate, graduate, and non-traditional); 2) Faculty and Staff; 3) Curricular; 4) Socio-economic; 5) Disability; and 6) Community Engagement. An assessment plan with goals, objectives, anticipated outcomes, measurements/benchmarks, assessment methods, and responsibility was developed for each core area and goal. Successful implementation of the goals in the Diversity Plan requires the coordinated and sustained efforts of all members of the University community and the systematic assessment of progress toward the goals. Hence, the initiatives and efforts for student, staff, and faculty are intertwined to establish a comprehensive, connected impact on Morgan's population.

Morgan has made a concerted effort to increase its undergraduate Hispanic population over the past few years by hiring a Spanish-speaking admission officer and has collaborated with Student Affairs to support students in forming the first Latino Student Association and Latina sorority on campus. Efforts such as these helped grow its Hispanic population by 200% (from 36 to 108) over the past ten years. Morgan is also in process of establishing a Memorandum of Understanding with a non-profit organization to provide scholarships for undocumented students. A new student organization for undocumented students was established during this academic year, and various offices, including Enrollment Management and Student Success, are working to increase employment and internship opportunities for these students.

Two administrative units within the University, the Division of International Affairs and the Division of Academic Outreach and Engagement, contribute directly to international diversity at Morgan.

Division of International Affairs. The mission of the Division of International Affairs is consistent with the mission, and Strategic goals of the University, that of preparing diverse and competitive graduates for success in a global, interdependent society. Morgan State University has established over 30 international relationships in Nigeria, Ghana, Kenya, Ethiopia, Tanzania, South Africa, Brazil, Finland, China, France, United Kingdom, Honduras, Botswana, India, Mexico, Senegal, Peru, Saudi Arabia, Nepal, and Trinidad and Tobago, etc... Morgan currently enrolls approximately 433 international students from over 50 countries. Among the programs in the Division of International Affairs that support international diversity at Morgan are:

☐ Official of Global Partnerships-Africa (OGP-Africa)

☐ International Student and Faculty Support Services (OISFS)

☐ The Center for Global Studies and International Education

☐ Office of Global and Cross-Cultural Programs (OGCCP)

☐ Office of Study Abroad

☐ Fulbright Scholarship Program

☐ J-1 Exchange Scholar and Visitor Program

The **OISFS** is charged with meeting the administrative, advising, and programming needs for the nonimmigrant students, staff, and faculty at Morgan State University. Services provided by the Office of International Student & Faculty Services include orientation programs for new international students including but not limited to: Immigration information workshops; employment workshops to provide information on the various types of employment available to F-1 students; campus employment, CPT, OPT and economic hardship applications; assistance with preparing and/or filing initial petitions to include H-1B for international faculty and staff members.

The **OGP-Africa** is envisioned to serve as the fulcrum of Morgan Global footprint through signature agreements aimed at exponential and sustainable increase in sponsored students. It is in light of this mandate that it pursue recruitment of diverse group of students and postdoctoral fellows with different backgrounds and disciplines. The mentoring of the diverse number of students and postdoctoral research fellows is focused on experiential learning and research, with activities in and outside Morgan space. OGP-A organizes brown bag seminars with a mantra of borderless diversity and outreach. In brief, opportunities are created for all adding value to retention, graduation and sustainable alumni group of international students and postdoctoral researchers.

The **OGCCP** creates an academic and social global community that offers students, faculty, and staff a gateway to worldwide opportunities beyond borders. OGCCP supports and develops

global classrooms engaging faculty, international and domestic students by Virtual Exchange (VE) and Collaborative Online International Learning (COIL). The office organizes International Education Week each year as a connecting point for all students and faculty to expand their knowledge, meet, and find commonalities regardless of race, sex, culture, religious or political beliefs. OGCCP also supports the newly formed "One Trybe" student organization that has been recognized by the Office Student Affairs in Spring '22. The One Trybe slogan is "Unity in Diversity," and it focuses on connecting international and domestic students studying at Morgan for the purpose of cultural exchange, building friendships, and experiencing Baltimore City. The organization enhances and encourages student engagement outside of the classroom by hosting dinners, picnics, debates, games nights, and volunteer activities.

The **Fulbright** program started at Morgan in 1951 with the appointment of its Fulbright Program Campus Director. Morgan has long been first among all HBCUs in the number of Fulbright -related grants awarded to students, faculty, and administrators. It has been awarded 149 Fulbright-related grants in 44 countries to students, and 75 to Morgan professors or administrators. That is the reason it was listed among the 2018–2019 Fulbright HBCU Institutional Leaders by the U.S. Department of State's Bureau of Educational and Cultural Affairs (ECA).

As a critical component of Morgan State University, **Student Disability Support Services** (SDSS) 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. Student Disability Support Services is committed to providing all services and operating all programs in accordance with the Americans with Disabilities Act (ADA) of 1990, as amended and Section 504 of the Rehabilitation Act of 1973, as amended. SDSS currently has approximately 560 students registered for reasonable accommodations. SDSS participates in orientation events on-campus, open house events and departmental meetings.

In addition, SDSS collaborates with various departments throughout campus to ensure partnership to increase inclusion for students with disabilities. In the fall, SDSS in partnership, will be hosting disability awareness events and training to emphasize both inclusion and awareness.

Members of the SDSS staff participate in various committees to ensure ADA compliance and inclusion of individuals with disabilities. There are also two student organizations on campus promoting inclusion, Disable the Label and Active Minds.

Morgan continues to have a very diversified faculty. Among the 381 full time faculty members in the fall semester of 2021, there are 46.2% female and 45.9% African American/Black, 15.2% White, 17.5% International, 5.8% Asian, 11.3% unknown, and 4.2% other minority groups (Hispanic, native, and multi-racial American). The Division of Academic Affairs, in the Spring 2022 semester, began gathering data from 2013-2021 on the Tenure and Promotion process to develop strategies to ensure ascendancy from Assistant Professor to Full Professor. The Center for Innovative Instruction and Scholarship developed a series of faculty development workshops, including The Discussion Project, to facilitate robust in-class dialogues with students. The Fall

2021 and Spring 2022 Faculty Institutes had a focus on wellness and mental health to prepare faculty for the challenges students are facing, as well as for their own well-being.

Morgan's Re-acculturation and Resocialization committee, formed in the beginning of FY21, was chaired by the VP of Student Affairs and the Associate VP of Academic Affairs with staff, students, faculty, and alumni participation. The committee developed a series of thoughtful workshops and rituals that highlighted the need for respect, grace, and an embrace of diverse people and perspectives as the campus returned to in-person classes. This academic year, Morgan's Convocations focused on a variety of topics including African and African American History, Women's History, and a plethora of the topics that provide opportunities to engage with their peers, and faculty and staff while participating in one of Morgan's most important co-curricular traditions.

For Fall 2021, the Associate VP for Academic Affairs facilitated the execution of President Wilson's Morgan Reads initiative which used Heather McGhee's *The Sum of Us- What Racism Costs Us All* as the inaugural text. Each incoming first year student was given a copy of the novel, and Morgan's Retention Specialists and some faculty led discussion about this text over the course of the academic year. On March 9, 2022, the novel's author, Ms. McGhee, came to campus for a book talk and entertained questions from students, faculty, and staff.

With the establishment of the **LBGTOA Advisory Council** in 2013, Morgan has taken proactive steps to provide a safe and inclusive environment for LBGTOA students, faculty, and staff. To further these efforts, Morgan honored International Transgender Day of Visibility on March 31, 2021, with an inaugural celebration, "A Day in Their Shoes" hosted by Latinx, Latin American, and Caribbean Studies; Women, Gender, and Sexuality Studies, and the Office of Diversity & EEO. This year's event, conducted online and attended by students and faculty, featured a foreign film about a transwomen's experience followed by an audience discussion. Using the theme "A Day in Their Shoes" every year, Morgan will host a day of programs, activities, and events geared towards raising awareness and being inclusive of all gender identities and expressions. On March 30, 2022, Morgan held its 2nd annual celebration, "A Day in Their Shoes," in a virtual format, where participants, including faculty, staff, and students, viewed a documentary on the life of a transgender icon followed by a discussion between the audience and the filmmaker. The LGBTQIA+ Advisory Council also continues to support programming and activities for LGBTQIA+ student organizations, such as Students Open to Unique Love (SOUL).

On March 23, 2022, Morgan held an inaugural induction of the **Epsilon Sigma chapter of Iota Iota Iota (Triota)**. Twenty-one members were inducted, including students, staff, and faculty. Triota is an academic honor society for the field of Women, Gender and Sexuality Studies that strives to maintain feminist values central to egalitarianism, inclusiveness, and the celebration of gendered experiences. For Morgan's 2022-2025 Cultural Diversity Plan, a goal is to unite Student Affairs and Academic Affairs in a collaboration to embed cultural diversity awareness, community engagement, and respectful interpersonal techniques between students and faculty in order to create an inclusive, respectful learning environment. Towards this goal, the LGBTQIA+ Advisory Council will be making recommendations to create a University Commission on Diversity to further expand the work of DEI initiatives for students, staff, and faculty.

Additionally, Triota will seek to expand its membership and continue to promote academic excellence and facilitate activism.

Morgan's Board of Regents extended its 10-year Cultural Diversity Plan, created in 2011, for one additional year until 2021-2022 to enable Morgan to better assess its diversity goals and programs with an eye towards achieving diversity and excellence in a post-vaccinated world. Since February 2021, new leadership in the Office of Human Resources has implemented initiatives and strategies to achieve cultural diversity in Morgan's faculty and staff populations. In an effort to attract faculty and staff who are from diverse racial and ethic backgrounds, HR will be exploring diverse advertising channels to establish a concerted, intentional effort to attract a diverse workforce. In an effort to retain diverse faculty and staff, HR will design and administer surveys of employee attitudes for onboarding, salary, job satisfaction, and workplace culture as well as incorporate social events, employee recognition events, and workplace flexibility, such as the opportunity to telework two days per workweek or 40% of an employee's scheduled work hours. HR will be mandating diversity training for all recruitment committee members through pre-recorded, on demand modules. Staff and faculty will also be invited to a web-based training platform that focuses on cultural diversity, awareness, and unconscious bias. This is just a preview of the many initiatives and programs that Morgan will develop for faculty and staff, particularly as Morgan embarks on its 2022-2025 Cultural Diversity Plan.

Growing a culturally diverse population entails establishing a sense of belonging and engagement. Morgan's Police Department, during the academic year interacts with student, faculty, and staff in numerous initiatives to build bridges and open communication opportunities and lines of trust and understanding. Community Engagement officers work with members of the community to organize programs and activities to help build positive, trusting relationships between the police and the community while improving the safety and livability of the campus. Some engagement initiatives led by Morgan's Police Department include meet and greets, safety awareness and risk reduction programs, as well as games and pizza parties.

The Office of Diversity and Equal Employment Opportunity is structured to oversee, spearhead, and support all diversity-initiatives across Morgan, including the academic and employment settings. The Office collaborates with all units at the university (e.g., colleges, schools, and divisions) to ensure successful implementation of the Diversity Plan, and in turn, create a more diverse community. The Office will continue to expand educational efforts relative to diversity and is in the process of incorporating an online training program to ensure ongoing educational opportunities are available to the University community.

A Description of Morgan's DEI Data and Metrics

Morgan's faculty population, who identify as international, has increased by 37% since 2010. This increase in faculty diversity correlates to diverse pedagogical, competencies, and aspirations, and places Morgan in a key position to increase its international footprint and prepare students to be global leaders. While Morgan has attracted and retained more Hispanic and international faculty, faculty who identify as Black, White, or Asian has decreased at 12.7%, 26.5%%, and 7.1%, respectively. As the faculty have been attracted and retained at various ranks, Morgan now is investing in faculty-development initiatives designed to increase the

competitiveness for promotion of both junior-level and senior-level faculty, as detailed in its Transformation Morgan 2030 Strategic Plan.

Morgan has experienced significant growth since 2010 in its staff population. While the percentage of those who identify as Black and Native Hawaiian / Pacific Islander has decreased, staff who identify as International, Hispanic, and Asian has increased, with the largest growing population being international staff. Morgan contributes this success to intentional recruiting steps and human resource retention initiatives.

From AY2010 to AY 2022, Morgan experienced an astounding 413% increase of Hispanic students in its undergraduate population. Also, during this time, Morgan's international undergraduate student population grew by 97%. While Morgan's undergraduate populations who identify as Black, Asian, and White decreased by 11%, 54%, and 29%, respectively, there was an 11% increase of White undergrads during AY2020 when the University pivoted to online and remote instruction in response to the COVID-19 global pandemic.

Cultural diversity in Morgan's graduate population has increased remarkably from AY 2010 to AY 2022. The population of graduate students who identify as Black, White, Hispanic, and international have increased from AY 2010 to AY202, with the greatest increase (290%) in the international population. Morgan's Asian population of graduate students peaked during the COVID-19 global pandemic at 2.3% but has since declined to 1/.3% of its total population in AY 2022.

Diverse Perspectives and Voices of all Students

Diverse perspectives and voices of all students were solicited in a campus climate survey that launched in March 2022 and was active for four (4) weeks. A link to the online survey was emailed to all registered students at the undergraduate and graduate level, and reminders were sent out periodically during the four-week period to those who had not submitted a survey. To maximize interest and participation in the survey, students were offered incentives, including gift cards from campus vendors and tickets to Morgan sporting events, to complete the survey. A fair representation of the student population participated in the survey. Specifically, the breakdown of participants is as follows: 84.31% were full time student; 25.82% were first-generation students (meaning neither parent has a 4-year degree); 14.71% were commuter students; 14.38% were part-time; 13.73% were transfers; and 10.13% were Pell Grant recipients. The survey asked a number of poignant questions to gain student perspectives about issues regarding diversity and inclusion. A consistent response to the question, "Why did you choose to attend Morgan," was that students wanted to attend a Historically Black College or University (HBCU). The survey results confirm that students expect and value the diversity, acceptance, and experience that Morgan affords those of different cultural and ethnic backgrounds. Hence, Morgan will continue to welcome and include a culturally diverse population with distinctly different educational and socioeconomic characteristics. The survey indicated that students identified with various religious beliefs, including agnostic and atheist, and the majority of students identified as Christian (other than Roman Catholic). Further, the majority of students agreed that they could openly express their religious beliefs or political opinions, and they would

be respected by the University community, including staff, faculty, and students. Approximately 9% of the student respondents identified as having a disability; however, an astounding number of them (55%) accessed and found success with the Student Disability Support Services, which demonstrates that Morgan is significantly supporting this population of students. Only 13% of the participants identified as a member of the LGBTQIA+ community (also known as the Pride Community), and therefore, questions regarding satisfaction with Morgan's support of the Pride Community was marked as "not applicable." Nonetheless, Morgan has made great strides towards inclusivity of the Pride Community. Morgan's LGBTQ Advisory Council is setting priorities for outreach, support, and resources to ensure that issues of sexual orientation, gender identity, and gender expression remain included in the framework of diversity. Overall, most participants felt that Morgan promoted diversity and inclusion "very well" and was "very welcoming" to individuals of various race, ethnicity, religion, veteran status, sexual orientation, gender identity, gender, and disability as well undocumented students. The results of the March 2022 climate survey distributed to students, as well as faculty and staff, helped Morgan create its Cultural Diversity Plan for 2022-2025, which was approved by the Board of Regents in May 2022.

Morgan State University
Annual Cultural Diversity Report

Academic Year 2024–2025

Submitted to the Maryland Higher Education Commission (MHEC)

Introduction

Morgan State University (MSU), Maryland's preeminent public urban research university and its designated HBCU, continues to advance a proud mission rooted in access, equity, and excellence. With a legacy of producing leaders and change agents, the University affirms that diversity, equity, inclusion, and belonging (DEIB) are not ancillary goals but central to its institutional identity.

This 2025 Cultural Diversity Report builds upon the Cultural Diversity Plan first approved in May 2022 and extended in May 2025. It aligns with Transformation Morgan 2030, MSU's ten-year strategic plan, and highlights six domains of focus: Students, Faculty and Staff, Curricular Diversity, Socio-economic Diversity, Disability Services, and Community Engagement.

The report emphasizes not only compliance with state mandates but also MSU's proactive vision for cultural diversity as a source of strength, innovation, and accountability.

Domain 1: Student Diversity and Inclusion

Students remain the heart of Morgan State University's mission, and their diversity reflects both the University's HBCU foundation and its expanding global presence. As Maryland's preeminent public urban research university, Morgan embraces its role in enrolling, retaining, and graduating students from a wide range of racial, cultural, socioeconomic, and international backgrounds.

In AY2024–2025, the undergraduate population was composed of **76.4% African American/Black students**, affirming the University's historic HBCU mission. At the same time, representation of **Hispanic/Latino, Asian, and multiracial students** continued to grow, demonstrating the effectiveness of targeted outreach and support initiatives. International students accounted for **over 6% of undergraduates** and nearly **27% of graduate enrollment**, highlighting Morgan's rising profile as a global institution of choice.

Beyond demographic shifts, MSU has prioritized **creating a sense of belonging** that ensures all students thrive once they arrive on campus. The **Division of Student Affairs** expanded signature programming, including the Transgender Day of Visibility, African American and Women's History Month convocations, and cultural celebrations such as the Caribbean student-led J'Ouvert Festival. These programs not only affirm identity but also foster dialogue and cultural exchange, equipping students with competencies vital for leadership in diverse settings.

The **Division of International Affairs** advanced cross-cultural learning through its iPal program, pairing domestic and international students in peer partnerships that build intercultural understanding. Additional support services for international students have focused on academic adjustment, immigration advising, and career readiness, helping to sustain Morgan's reputation as a welcoming destination for global scholars.

Faith and spirituality remain important aspects of student life. The **University Memorial Chapel** played a leading role in promoting interfaith inclusion by honoring observances such as Ramadan, Yom Kippur, Holi, and Kwanzaa. The Chapel also partnered with LGBTQIA+-affirming ministries, ensuring that religious life at Morgan reflects the diversity and dignity of the entire student body.

Looking forward, Morgan aims to:

- Expand support for **undocumented and DACA students**, including targeted scholarships and advising.
- Strengthen **transfer pipelines** from Maryland community colleges and regional partners to diversify the student body further.
- Increase international student recruitment and retention, with a goal of **15% international undergraduate enrollment by 2028**.
- Engage at least **2,000 students annually** in cultural and diversity-focused programming.

Through these initiatives, MSU demonstrates that student diversity is not merely about access, but about ensuring equity, belonging, and success. Morgan's students represent the University's past, present, and future — embodying its historic legacy while preparing to lead in an increasingly interconnected and multicultural world.

Domain 2: Faculty Diversity and Development

Faculty diversity is a cornerstone of Morgan State University's mission to provide inclusive excellence and academic distinction. A diverse professoriate not only enriches the classroom experience for students but also expands the University's research capacity and enhances its ability to address complex global challenges.

In AY2025, **49% of faculty identified as African American/Black** and **18% as international**, with Hispanic and Asian faculty representation continuing to grow. These figures reflect MSU's historic role as a leading HBCU while also signaling progress toward a more globally diverse faculty body. A significant milestone was achieved with the promotion of **11 Associate Professors to Full Professors**, advancing *Transformation Morgan 2030 Goal 2: Faculty Ascendency*. This upward mobility underscores the University's commitment to equitable recognition and advancement across all ranks.

The **Office of Diversity and Equal Employment Opportunity (EEO)** has been pivotal in ensuring fairness and accountability in hiring and promotion processes. Through **implicit bias training, equitable evaluation workshops, and systematic equity audits**, the Office works to ensure that faculty searches are inclusive, transparent, and aligned with national best practices.

Complementing this, **Academic Affairs** launched the **Faculty Development Institute**, offering robust opportunities for faculty to enhance teaching effectiveness, pursue interdisciplinary research, and integrate inclusive pedagogical practices. These initiatives are designed to foster not only professional growth but also the cultivation of a learning environment that affirms diverse perspectives.

The **Office of Human Resources** expanded recruitment pipelines by advertising in outlets that reach underrepresented populations and enforcing mandatory search committee training. In addition, MSU has taken steps to support faculty through **mentorship initiatives** and is actively developing **employee resource groups (ERGs)** to strengthen networks of belonging for faculty across racial, gender, and identity groups.

Looking ahead, Morgan has set ambitious yet achievable targets. By **2028**, the University aims to:

- Increase **Hispanic faculty representation to at least 5%**, while sustaining growth in Asian and international faculty.
- Ensure **100% compliance** with inclusive hiring and search committee training.
- Establish and maintain **at least three active ERGs** to provide mentorship, advocacy, and professional support for underrepresented faculty.
- Expand annual faculty promotion rates to reflect equitable opportunities for advancement at every rank.

Through these combined efforts, Morgan State University affirms that faculty excellence and diversity are inextricably linked. By investing in equitable recruitment, development, and advancement, MSU is preparing the next generation of scholars, researchers, and teachers who will not only elevate the University's academic standing but also serve as models of inclusive leadership in higher education and beyond.

Domain 3: Staff Diversity and Employee Support

Staff members are the backbone of Morgan State University, ensuring the institution functions smoothly and that students, faculty, and community members receive the support needed to thrive. Their diversity reflects the University's identity as an

inclusive workplace and reinforces MSU's reputation as a leading HBCU with global impact.

In AY2025, staff demographics highlighted Morgan's continuing progress in this area: **64.5% African American/Black**, **16.1% International**, **6.4% White**, **3.5% Hispanic**, and **2.0% Asian**. This workforce composition demonstrates strong representation of historically underrepresented groups while also reflecting the University's international connections and commitments.

The **Office of Human Resources (HR)** spearheaded inclusive hiring practices, expanding advertising outlets to reach diverse applicant pools and implementing **mandatory search committee training** to mitigate bias. These strategies help ensure that MSU's staff pipeline remains diverse and equitable.

Beyond recruitment, Morgan has invested in the **professional development and well-being** of its staff. HR developed new **training modules for managers and supervisors** that emphasize inclusive leadership, conflict resolution, and team building. The **Employee Assistance Program (EAP)** was expanded to provide enhanced mental health and wellness resources, ensuring that staff are supported both personally and professionally.

The University has also prioritized the recognition of **cultural and religious diversity** in the workplace. Holidays and observances across a wide range of traditions were formally acknowledged, reflecting Morgan's respect for the multiple identities represented among its staff. The **University Memorial Chapel** played a key role in advancing interfaith inclusion, offering programming and services that promote spiritual well-being for employees alongside students.

Looking ahead, Morgan is committed to strengthening **career advancement pathways** for its staff. Future priorities include:

- Establishing and supporting **active Employee Resource Groups (ERGs)** to build communities of belonging across race, ethnicity, gender, and other identity groups.
- Creating **leadership pipelines for staff of color**, ensuring equitable access to managerial and senior-level opportunities.
- Expanding professional development workshops and tuition support programs to help staff pursue advanced degrees or certifications.

Through these measures, Morgan reaffirms that staff diversity and support are not only vital for institutional operations but also integral to its mission of inclusive excellence. By fostering an environment where all employees feel valued and empowered, the University strengthens its ability to serve students, faculty, and the broader community.

Domain 4: Curricular Diversity

Curricular diversity is fundamental to Morgan State University's mission of preparing students for leadership in an increasingly interconnected and multicultural world. A diverse curriculum ensures that students are not only equipped with technical expertise but also with the cultural literacy, ethical grounding, and critical thinking skills needed to thrive in diverse workplaces and civic life. At Morgan, embedding diversity, equity, inclusion, and belonging (DEIB) across academic programs is a deliberate and ongoing process.

In AY2025, MSU took meaningful steps toward this goal. The University expanded offerings in **multicultural and global studies**, creating new opportunities for students to engage with diverse perspectives across disciplines. The **general education curriculum** was revised to explicitly integrate DEIB learning outcomes, ensuring that students encounter issues of diversity and equity throughout their academic journey, regardless of major. Faculty development was also prioritized through the hosting of **Inclusive Curriculum Institutes**, which provided training, resources, and collaborative spaces for instructors to infuse their courses with inclusive pedagogy and content.

Looking forward, Morgan is preparing to launch a **Global Citizenship Certificate**, which will formally recognize students who complete a set of courses and experiential learning opportunities designed to foster intercultural competence, civic responsibility, and global awareness. This credential will signal to employers and graduate schools that MSU graduates are not only academically prepared but also socially conscious and globally engaged.

By 2028, the University has set ambitious but attainable benchmarks:

- Ensure that **50% of general education courses** integrate DEIB learning outcomes.
- Offer at least **10 new courses** in global, cultural, or diversity studies across multiple disciplines.
- Provide **inclusive pedagogy training to at least 75% of faculty**, equipping them with the tools to reach and engage diverse learners.

Through these initiatives, Morgan affirms that the curriculum itself is a vital site of transformation. By embedding diversity into the academic core, the University ensures that every student leaves not only with knowledge in their chosen field but also with the capacity to engage constructively with difference, solve problems collaboratively, and lead with cultural humility.

Domain 5: Disability Services

Accessibility and inclusion for students with disabilities remain a high priority at Morgan State University, where the principles of equity and belonging are embedded across academic and student life. MSU affirms that disability is a vital part of diversity and that fostering full participation enriches the entire campus community.

In AY2025, more than **1,100 students** registered with **Student Disability Support Services (SDSS)** to receive accommodations, demonstrating both the scale of need and the University's commitment to meeting it. SDSS provided individualized academic and personal support, while also working to transform the broader campus climate into one that is more universally inclusive.

Key initiatives in AY2025 included the creation of a **calming room**, providing students with a space for stress management and mental wellness; the launch of **executive functioning programs** to support students in managing time, organization, and study skills; and the introduction of **therapy dog wellness activities** to promote emotional health. Collaborations with the University Library also advanced the development of **inclusive study spaces**, designed with universal design principles in mind.

Student leadership has been a hallmark of MSU's disability inclusion efforts. SDSS supported student-led organizations such as the **ASL Club** and **Invisible Warriors**, both of which provide platforms for advocacy, awareness, and peer mentorship. These groups not only empower students with disabilities but also raise awareness among the broader campus community about the importance of inclusion and accessibility.

The **University Counseling Center (CC)** complemented these efforts by embedding accessibility and cultural responsiveness into its services. The Center emphasized **inclusive, trauma-informed care**, with staff trained in cultural and disability sensitivity. Programs included **healing circles** that created safe spaces for students to process experiences, and **social justice forums** that connected mental health to broader issues of equity and belonging. Together, SDSS and the Counseling Center created a coordinated approach to student well-being.

Looking to the future, Morgan has set ambitious goals to sustain and expand its progress:

- **Expand universal design practices** in classrooms, residence halls, and co-curricular spaces to minimize barriers to participation.
- **Scale digital accessibility**, ensuring that all online platforms, course content, and virtual learning environments are fully inclusive.

- **Strengthen peer education programs**, equipping students, faculty, and staff with tools to recognize, understand, and address accessibility challenges.
- Continue growing **partnerships with external organizations** to enhance resources, advocacy, and professional opportunities for students with disabilities.

Through these initiatives, Morgan demonstrates that disability inclusion is not a compliance obligation but a moral and educational imperative. By normalizing accessibility and investing in student leadership, the University ensures that all students are empowered to succeed academically, socially, and professionally.

Domain 6: Community Engagement

As Baltimore's designated public urban research university, Morgan State University embraces its responsibility to serve as a catalyst for positive change both locally and globally. Community engagement is not peripheral to Morgan's mission but central to its identity as an anchor institution, deeply embedded in the social, cultural, and economic life of the city.

In AY2025, Morgan continued to expand opportunities for students to apply their learning in real-world contexts. More than 100 students participated in **international internships**, gaining cross-cultural and professional experiences that prepare them for leadership in a global economy. Building on this momentum, the University has set a benchmark of 150 international internships by 2028. These opportunities reflect MSU's recognition that meaningful engagement extends beyond borders, equipping students with the skills to navigate and contribute to an interconnected world.

At the community level, MSU is advancing **service-learning initiatives** designed to deepen students' civic responsibility while addressing pressing local needs. The newly launched **Service-Learning Clearinghouse** will streamline opportunities for students, faculty, and community partners, supporting the University's goal of increasing service-learning participation by 20% over the next three years. Projects have ranged from mentoring Baltimore City youth, to health promotion efforts, to environmental sustainability campaigns in underserved neighborhoods.

Cultural enrichment also remains a defining feature of Morgan's engagement. Events such as the **Baltimore Cultural Festival** bring together campus and community members in celebration of the city's diversity, showcasing the traditions, music, and cuisine of the region's many cultural communities. These festivals underscore the University's role as both a convener and a bridge-builder, fostering mutual understanding across lines of race, ethnicity, and culture.

Recognizing the importance of trust and accountability in campus-community relations, MSU has also prioritized **police-student dialogue forums**. These sessions provide space for open conversation, mutual education, and collaborative problem-solving, with a goal of achieving at least an 80% positive satisfaction rate in campus-police relations by 2028. Such efforts contribute to a safer, more inclusive environment for students, staff, and community members alike.

Looking forward, Morgan will expand its **Civic Engagement Certificate** program, allowing students to receive formal recognition for their contributions to service, leadership, and community partnerships. By integrating civic engagement into academic programs, MSU affirms that higher education is not solely about preparing students for careers, but also about cultivating socially conscious leaders committed to the common good.

Ultimately, Morgan's community engagement strategy reflects a holistic vision: to uplift Baltimore while preparing students for global citizenship. Through service, cultural exchange, dialogue, and partnership, Morgan State University embodies the principle that universities are not isolated institutions but vital contributors to the health, resilience, and flourishing of the communities they serve.

Conclusion

Morgan State University's 2024–2025 Annual Cultural Diversity Report underscores the institution's unwavering commitment to equity, inclusion, and belonging as guiding principles of its mission. Across every domain—students, faculty, staff, curriculum, disability services, and community engagement—the University has demonstrated that diversity is not simply an outcome to be measured, but a living value that shapes decision-making, academic culture, and institutional growth.

By aligning diversity initiatives with *Transformation Morgan 2030*, MSU ensures that these commitments are embedded into the University's long-term strategic framework, transcending leadership transitions and external pressures. Benchmarks and accountability measures affirm that progress is not aspirational alone, but measurable and sustained.

This report reflects more than compliance with state mandates; it is a testament to Morgan's identity as Maryland's preeminent public urban research university and a nationally recognized HBCU of global distinction. It highlights the University's role as an anchor institution in Baltimore, a catalyst for social mobility, and a training ground for leaders equipped to thrive in an increasingly complex and interconnected world.

Looking forward, MSU remains steadfast in expanding pipelines of access for underrepresented students, strengthening equity in faculty and staff advancement,

embedding DEIB outcomes throughout the curriculum, broadening support for students with disabilities, and deepening partnerships with local and global communities. These efforts ensure that Morgan will continue to graduate not only scholars and professionals, but also changemakers dedicated to justice, innovation, and service.

Ultimately, the progress described in this report affirms that cultural diversity at Morgan State University is both a historic legacy and a strategic pathway to future excellence. As MSU advances toward 2030 and beyond, it does so with a clear vision: to remain a model of inclusive higher education, producing graduates who lead with knowledge, compassion, and a commitment to equity in every sphere of society.

St. Mary's College of Maryland
Division of Inclusive Diversity, Equity, Access, and Accountability
Cultural Diversity Plan 2024-25

Introduction: The mission of the Division of Inclusive Diversity, Equity, Access, and Accountability (IDEAA) is to lead campus-wide efforts to create and sustain policies, initiatives, and resources to ensure that St. Mary's College of Maryland is a welcoming, transformative, and empowering institution where all students, faculty, and staff can thrive.

As the State's designated public honors college, St. Mary's College of Maryland provides a premier liberal arts education with an affirmative commitment towards accessibility, affordability, and diversity. Successfully implementing this statutory mission is challenging; however, the College's mission sets it uniquely in both the State and national higher education sector, and the College continues to serve as an innovator and national model for other institutions. This success stems, in part, from a recognition that inclusion, diversity, and equity cannot be siloed into a single office as part of a larger institution. Instead, IDEAA has proactively established a conscious presence in every office, program, and function to serve the entirety of our diverse student, staff, and faculty populations.

The College's major goals to improve cultural diversity in academic affairs, student life, enrollment, personnel, and community engagement continue to flow directly from the four pillars of our current strategic plan, "The Rising Tide." These pillars and corresponding cultural diversity strategies are detailed below.

1. **Create an innovative, distinctive, and competitive academic identity that attracts and retains talented students, faculty, and staff:** The College will continue to identify opportunities to promote equity initiatives in coursework, personal growth, professional development, and wellness. The College will also continue to integrate diverse perspectives and academic concepts into the existing curriculum by expanding diversity among the student body and establishing new, innovative curricular and programmatic offerings. These may include "Globalization-at-Home" experiences, as well as new international experiences which appeal to a more diverse array of academic and cultural interests. The College will further develop support programs and resources for all students, but especially for those with physical limitations, from low income families, who are first generation, and who are neurodiverse. In addition to enhancing the academic and social integration of students in the campus and broader environments, SMCM will provide increased leadership and professional development opportunities for students, staff, and faculty.

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2. **Empower all students for success:** The College will engage students in a rigorous, experiential, and nurturing academic environment which capitalizes on the unique nature of our location in Maryland's first capital city and birthplace of religious tolerance. In doing so, IDEAA will particularly focus on collaborating with other campus units to offer workshops, outreach, and communications to reflect the needs and backgrounds of student, staff, and faculty cohorts. Finally, SMCM will continue its efforts to close achievement gaps and improve the four-year graduation rate for students from historically underrepresented backgrounds.

3. **Build a sustainable, vibrant, and diverse student body that exemplifies an inclusive institution:** The College will continue to implement its strategic recruitment plan by attracting and retaining a diverse student body that achieves excellence within the honors-level liberal arts curriculum. This includes the development of partnerships with community-based organizations, strategic outreach to secondary schools with diverse populations, and additional strategies that have resulted in the most diverse entering classes in the College's history. Finally, the College's Policy Equity Review Committee will continue its systematic review process to ensure that campus policies and procedures are equitable. Public facing policies will be cataloged in a consistent and reliable manner.

4. **Become a sought-after and engaged community resource:** SMCM will continue to promote inclusion, diversity, and equity in our Southern Maryland community through intellectually stimulating and entertaining offerings such as lectures, performances, and concerts. We will also provide integrated opportunities for community-based seminars, workshops, and certifications for students, faculty, staff, and community members. The College's ability to host or sponsor external events has been greatly enhanced by the opening of the Nancy R. and Norton T. Dodge Performing Arts Center, which includes the largest auditorium in Southern Maryland and brought more than 22,800 patrons to the campus for a wide array of culturally diverse programming in its first year of operations.

Campus Statement of the Process for Reporting Hate-Based Crimes

Hate crimes are against the ethos of SMCM's campus community as well as violations of the College's Student Code of Conduct or Employee Handbook. SMCM encourages anyone who is the victim of, or who witnesses, a hate crime to report it to the Office of Public Safety, which will respond to the incident in conjunction with local law enforcement. Any crime that is reported to SMCM that meets the definition of a hate crime under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, 20 U.S.C. § 1092, et.seq. (1990) ("Clery Act"), Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, et. seq. (1972) ("Title IX"), or the Reauthorization of the Violence Against Women Act of 2013, is reported to the Maryland State Police via the Uniform Crime Reporting (UCR) system, and reported in the Annual Security and Fire Safety Report in accordance with the Clery Act. The St. Mary's County Sheriff's Office ("Sheriff's Office") may take the lead on investigating hate crimes.

St. Mary's College of Maryland
Division of Inclusive Diversity, Equity, Access, and Accountability
2025 Cultural Diversity Report

Introduction: The mission of the Division of Inclusive Diversity, Equity, Access, and Accountability (IDEAA) is to lead campus-wide efforts to create and sustain policies, initiatives, and resources to ensure that St. Mary's College of Maryland is a welcoming, transformative, and empowering institution where all students, faculty, and staff can thrive. During academic year '24-'25, IDEAA has continued its partnership with different campus units through a concerted effort to update College policies and to implement culturally diverse programming for students, staff, and faculty.

Section 1: *A summary of the institution's plan to improve cultural diversity as required by Education Article §11-406, including major goals, areas of emphasis, implementation and assessment strategies, as well as achievements from the past year.*

As the State's designated public honors college, St. Mary's College of Maryland provides a premier liberal arts education with an affirmative commitment towards accessibility, affordability, and diversity. Successfully implementing this statutory mission is challenging; however, the College's mission sets it uniquely in both the State and national higher education sector, and the College continues to serve as an innovator and national model for other institutions. This success stems, in part, from a recognition that inclusion, diversity, and equity cannot be siloed into a single office as part of a larger institution. Instead, IDEAA has proactively established a conscious presence in every office, program, and function to serve the entirety of our diverse student, staff, and faculty populations.

The College's major goals to improve cultural diversity in academic affairs, student life, enrollment, personnel, and community engagement in academic year '25-'26 continue to flow directly from the four pillars of our current strategic plan, "The Rising Tide." These pillars and corresponding cultural diversity strategies are detailed below.

1. **Create an innovative, distinctive, and competitive academic identity that attracts and retains talented students, faculty, and staff:** The College will continue to identify opportunities to promote equity initiatives in coursework, personal growth, professional development, and wellness. The College will also continue to integrate diverse perspectives and academic concepts into the existing curriculum by expanding diversity among the student body and establishing new, innovative curricular and programmatic offerings. These may include "Globalization-at-Home" experiences, as well as new international experiences which appeal to a more diverse array of academic and cultural interests. The College will further develop support programs and resources for all students, but especially for those with physical limitations, from low income families,

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who are first generation, and who are neurodiverse. In addition to enhancing the academic and social integration of students in the campus and broader environments, SMCM will provide increased leadership and professional development opportunities for students, staff, and faculty.

Key Achievement: Two new LEAD Inquiries centered on the theme of globalization were implemented in Fall 2024: "Global Studies" and "Asia in the World." Together these Inquiries enrolled 28 first-year students. Overall, 46% of first-year students in Fall '24 chose to participate in an inquiry, compared to 23% the year before.

2. **Empower all students for success:** The College will engage students in a rigorous, experiential, and nurturing academic environment which capitalizes on the unique nature of our location in Maryland's first capital city and birthplace of religious tolerance. In doing so, IDEAA will particularly focus on collaborating with other campus units to offer workshops, outreach, and communications to reflect the needs and backgrounds of student, staff, and faculty cohorts. Finally, SMCM will continue its efforts to close achievement gaps and improve the four-year graduation rate for students from historically underrepresented backgrounds.

Key Achievement: The River Runner initiative was launched in academic year '25-'26 and utilizes a 46-passenger motorcoach to offer twice-weekly trips between the College's campus and local shopping areas. The River Runner also provides a no-cost transportation option for students to the Washington, D.C., and Baltimore areas during academic breaks – significantly increasing access to campus and its surrounding areas for all students, but particularly for those with limited personal transportation resources.

3. **Build a sustainable, vibrant, and diverse student body that exemplifies an inclusive institution:** The College will continue to implement its strategic recruitment plan by attracting and retaining a diverse student body that achieves excellence within the honors-level liberal arts curriculum. This includes the development of partnerships with community-based organizations, strategic outreach to secondary schools with diverse populations, and additional strategies that have resulted in the most diverse entering classes in the College's history. Finally, the College's Policy Equity Review Committee will continue its systematic review process to ensure that campus policies and procedures are equitable. Public facing policies will be cataloged in a consistent and reliable manner.

Key Achievement: During the Fall '24 semester, admission counselors conducted 552 recruitment events in both in-state and targeted out-of-state markets – an 8% increase compared to the prior year. These recruitment events and other initiatives within Enrollment Management, in partnership with the Institutional Advancement Division, have resulted in record applicant pools from diverse backgrounds.

4. **Become a sought-after and engaged community resource:** SMCM will continue to promote inclusion, diversity, and equity in our Southern Maryland community through intellectually stimulating and entertaining offerings such as lectures, performances, and concerts. We will also provide integrated opportunities for community-based seminars,

workshops, and certifications for students, faculty, staff, and community members. The College's ability to host or sponsor external events has been greatly enhanced by the opening of the Nancy R. and Norton T. Dodge Performing Arts Center, which includes the largest auditorium in Southern Maryland and brought more than 22,800 patrons to the campus for a wide array of culturally diverse programming in its first year of operations.

Key Achievement: Five faculty members were awarded funds to develop new community-based learning courses in Anthropology, Environmental Studies, Spanish, and Political Science. Three of these courses will include content related specifically to improving cultural diversity, including curricula on Spanish-language literature, local rural culture, and historically black churches.

In support of the goals above, the College welcomed an interim Associate Vice President for Inclusion and Belonging in January '25. The College's Office of Multicultural Programming also continued its implementation of a wide array of on-campus events and student services, including leadership and professional development opportunities for the enjoyment of all students. In academic year '24-'25, these have included: National "Coming Out" Day; Eid al-Fitr; Lunar New Year; Holi; the Martin Luther King, Jr. Day of Service; Soles of Imagination Sneaker Creation; a passport registration program in partnership with the Office of International Education, and a variety of commemorative events during Hispanic Heritage Month, Women's History Month, Black History Month, and Indigenous Peoples Day. Additionally, the College hosted its 25th Annual Women, Gender, and Sexuality Colloquium – entitled "Already Free: The Courage and Joy of Fugitive Practice." Finally, the Office of Title IX Compliance and Training expanded its "Seahawks After Dark" initiative, which emerged from a pilot program in academic year '23-'24 to provide alcohol-free programming and activities between 9 p.m. to midnight on Fridays and Saturdays. These programming events were coordinated with a diverse group of College offices, student organizations, and external partners, and it is the intent of the College to further expand and refine programming opportunities in academic year '25-'26, as well as to foster additional student, faculty, and staff-led programming opportunities.

Campus Statement of the Process for Reporting Hate-Based Crimes

Hate crimes are against the ethos of SMCM's campus community as well as violations of the College's Student Code of Conduct or Employee Handbook. SMCM encourages anyone who is the victim of, or who witnesses, a hate crime to report it to the Office of Public Safety, which will respond to the incident in conjunction with local law enforcement. Any crime that is reported to SMCM that meets the definition of a hate crime under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, 20 U.S.C. § 1092, et.seq. (1990) ("Clery Act"), Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, et. seq. (1972) ("Title IX"), or the Reauthorization of the Violence Against Women Act of 2013, is reported to the Maryland State Police via the Uniform Crime Reporting (UCR) system, and reported in the Annual Security and Fire Safety Report in accordance with the Clery Act. The St. Mary's County Sheriff's Office ("Sheriff's Office") may take the lead on investigating hate crimes.

Cultural Diversity Report

2025

MICUA

MARYLAND INDEPENDENT COLLEGE
and UNIVERSITY ASSOCIATION

CAPITOL
Technology University

GOUCHER
college

HOOD
COLLEGE

JOHNS HOPKINS
UNIVERSITY

LOYOLA
UNIVERSITY MARYLAND

MARYLAND
INSTITUTE
COLLEGE
OF ART / MICA

McDANIEL
COLLEGE

MOUNT
ST. MARY'S
UNIVERSITY

NOTRE DAME
OF MARYLAND
UNIVERSITY

St JOHN'S
College

STEVENSON
UNIVERSITY

WASHINGTON
ADVENTIST UNIVERSITY

Washington
College

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About MICUA

McDaniel College

THE MARYLAND INDEPENDENT COLLEGE AND UNIVERSITY ASSOCIATION (MICUA) is a member-driven organization devoted to serving the interests of independent higher education and supporting the work of campus leaders throughout the State.

Established in 1971, the Association provides services to meet the needs of independent higher education and fosters cooperative efforts among its member institutions and all segments of higher education. As the voice of independent higher education in Maryland, MICUA seeks to inform the broader public about its member institutions and the vital importance of independent colleges and universities to the future of our State and nation.

The State of Maryland has maintained a partnership with its independent colleges and universities for over 240 years, beginning with the charters granted to Washington College in 1782 and St. John's College in 1784. The first State operating grant for higher education was awarded to Washington College in 1782.
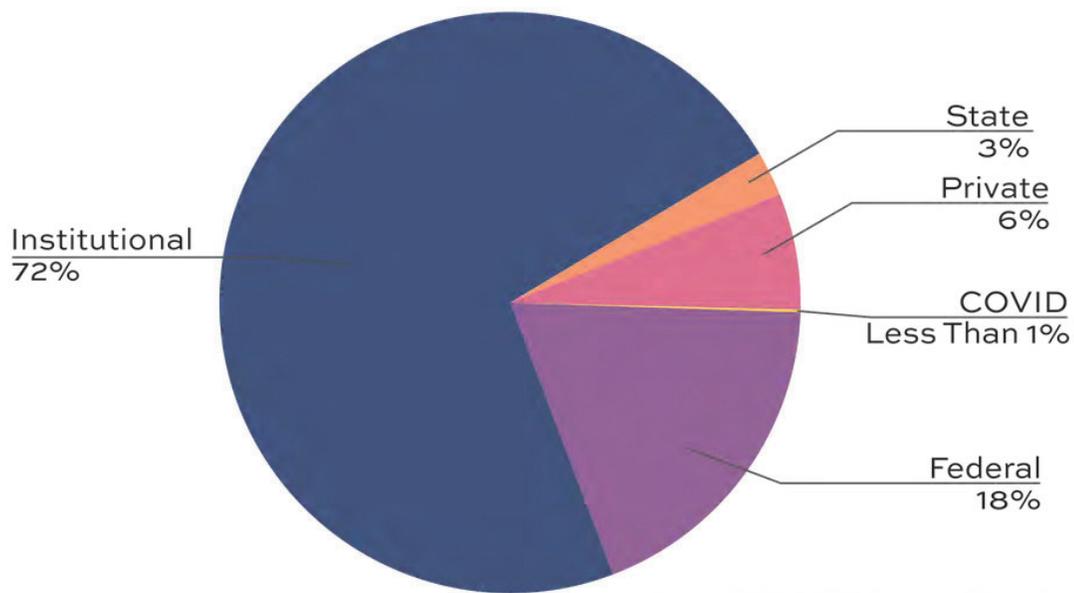
For more than two centuries, the State has provided line-item appropriations for land, campus buildings, operating expenses, and equipment. Today, the primary State support for independent higher education is through the Joseph A. Sellinger Aid Program, which was established in 1973. A diverse and distinctive group of 13 State-aided institutions constitutes MICUA's membership. These public-purpose institutions offer students a broad spectrum of educational opportunities. Some common features stand out. From the smallest to the largest, and rural to urban, Maryland's independent colleges and universities offer an education characterized by small classes and close interaction between skilled faculty and motivated students.

Every MICUA institution offers quality undergraduate education to students of all backgrounds and increasingly institutions are expanding programs of graduate and continuing study to meet ongoing needs for lifelong learning in the nation and abroad.

Enrollment of Diverse Students

MICUA MEMBER INSTITUTIONS SERVE nearly 55,000 students every year. The student population is demographically diverse, economically diverse, and racially diverse in other ways, including adult learners and non-traditional students, students who speak English as a second language, students who are first in their families to go to college, veterans, and transfer students from community colleges. While the overall tuition at an independent college or university is often higher than that of a public college or university, private colleges work hard to meet the financial needs of their admitted students, often resulting in lower "out of pocket" expenses for families.

Sources of Undergraduate Financial Aid

- Institutional 72%
- State 3%
- Private 6%
- COVID Less Than 1%
- Federal 18%

Source: MHEC FAIS Segmental Data 2024

Pell Grant Recipients

Nearly a quarter of MICUA undergraduates receive need based financial aid from the federal government.

- Pell Recipients 25%

Source: IPEDS 2024
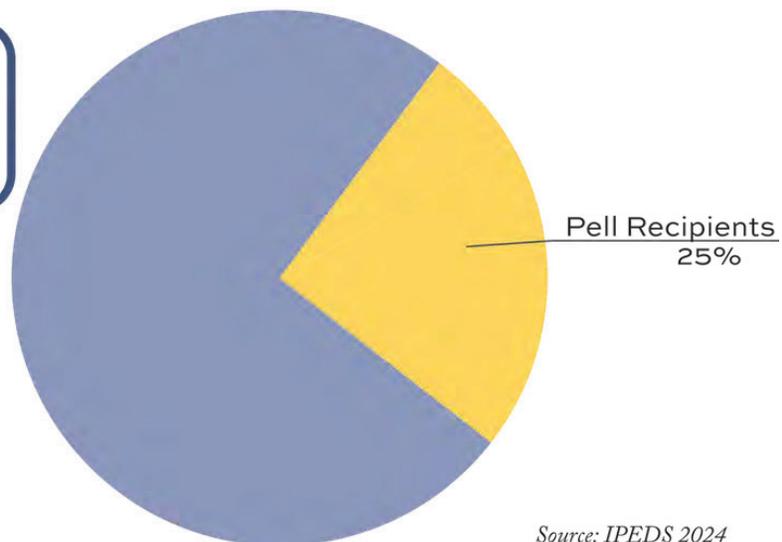
Inclusive Campus Activities and Involvement

MICUA colleges and universities foster inclusive and welcoming environments.

CAPITOL Technology University At the College, this year marked the introduction of two new student clubs: The Mental Health Matters Club, focused on promoting mental health wellness and awareness, and a campus chapter of Women in CyberSecurity (WiCys), aimed at supporting women pursuing careers in cybersecurity and tech fields. The institution hosted a Veterans Day panel to show appreciation for student veterans, and also presented them with custom Capitol lapel pins as a small token of gratitude for their service.

ST JOHN'S College The College established a new partnership with Annapolis Home Magazine. This collaboration started, in 2024, a new series called "Poets in the Conversation Room" to bring world-renowned poets to campus for poetry readings open to the entire community. Represented poets were from a diverse and wide array of viewpoints and cultures, including a session on Chinese and Korean poetry.

M|I|C|A The College's Student Space Gallery hosts several galleries throughout the academic year, and students across diverse identities regularly sign up to be selected to display their work. Events and exhibitions also provide students with the opportunity to display their work on MICA's campus in designated areas.

Additionally, the Illustration Club hosted alumni speakers who are willing to give back to the current student community. MICA's Burlesque Club puts on a big show each academic year that draws an audience, and they partner with various offices and student volunteers for cross-campus engagement.

Washington College At the College, early in the spring 2025 semester, the Intercultural Center (home of the Office of Intercultural Affairs) received access to additional space for expanded programming. There were also improvements to the Interfaith Room located in the Center, which included rehousing an Alexa device in the space, adding fidget toys, caps, and beads, as well as adult coloring pages, color pencils, and markers. Moreover, this year current students and local faith leaders launched Sacred Conversations on campus, an initiative driven to explore and attempt to answer deep, non-denominational questions. The group hosted 8 sessions between the Fall and Spring semesters.

STEVENSON UNIVERSITY At the University, the "Arts Alive" program brings together creative cultural programs for the entire University community, including guest speakers, theatre productions, music performances, and exhibitions. Program examples in 2024-25 include the Film and Moving Image Artist-in-Residence; Alexandria Queen on "Secrets to Creative Success with AI"; and many others.

Inclusive Campus Recruitment and Support Services

Hood College

MICUA MEMBERS TAKE ACTION throughout the application and admissions process to provide students from all backgrounds with the opportunity to attend and succeed at an inclusive institution of higher education.

JOHNS HOPKINS UNIVERSITY The University attracts, retains, supports, and educates high-achieving students from a variety of backgrounds. An example of recruitment efforts is the Cummings Scholars Program, which provides students from local schools with the financial and cohort support to take advantage of a JHU education. Students participate in leadership, academic, and extra-curricular programming, including research and career planning and preparation through Life Design experiences and mentoring.

CAPITOL Technology University The Office of Admissions, during the 2024-2025 academic year, spearheaded numerous recruitment initiatives and events to engage students from diverse populations. The undergraduate team held a total of 11 virtual and in-person open houses that provided prospective students and their families with an opportunity to learn more about Capitol and to engage with the faculty no matter where they resided.

The University held its first Aviation Visitor's Day at Tipton Airport to promote the Aviation Professional Pilot program. Two dual admission agreements with Howard Community College and Cecil College were finalized. The agreements offer collaborative academic advising to encourage community college students to complete an A.A., A.S., A.A.A., or A.S.E. degree. Eligible students who complete the Dual Admission Application are guaranteed admission to Capitol Tech and will seamlessly enter into a B.S. degree program.

GOUCHER —college— At the College, the Launch Scholars Network helps first-generation college students and those from historically underserved populations be successful in and out of the classroom. To expand the program's success, this year, with funding from the Jessie Ball duPont Fund, Launch partners from across campus identified barriers to success using data from a survey of this student population.

LOYOLA UNIVERSITY MARYLAND The University provides programs, support services, and tutoring opportunities aimed at enhancing the recruitment, retention, and persistence of students from diverse backgrounds. This year, initiatives included individual academic meetings that focused on time management skills, a mandatory weekly study hall, and a Student-Athlete Networking Night in April 2025, in partnership with Athletics. This event allowed all Student-Athletes to connect with alumni and friends from various industries, explore potential majors and careers, and hear personal stories about the professionals' journeys.

Goucher College

M|C/A The Art and Design College Accelerator Program is a free program for Baltimore City High School students who face financial challenges and are from diverse backgrounds. It provides a pathway to higher education art and design courses and workshops. In the three-year program, students take classes and receive support to pursue their creative endeavors.

McDANIEL COLLEGE The College's Office of Student Accessibility and Support Services (SASS) continues to be a cornerstone of the College's inclusive support infrastructure. SASS offers personalized academic accommodation at no cost to students with documented disabilities. This includes access to assistive technologies, a dedicated testing center, graduate assistant academic support, and priority registration. In Fall 2024, services expanded to include an embedded mental health counselor and specialized group and social-skills development programming, along with a newly developed Wellness Support Program. One of the most impactful initiatives is the "Step Ahead" summer bridge program – a five-day pre-orientation experience designed to equip incoming students with disabilities with the academic, social, and residential tools they need to thrive, alongside building peer relationships and confidence before the semester begins.

Loyola University Maryland

MOUNT ST. MARY'S UNIVERSITY The University Cares Committee is a team of representatives from every division of the University (Academic Affairs, Residence Life, Public Safety, Campus Ministry, the Center for Student Diversity, Center for Student Engagement and Success, and Learning Services). This group meets on a bi-weekly schedule to review and discuss students who have been identified as at-risk for retention either for academic reasons or other reasons by professors or other staff members. Every student is assigned a contact person from the Committee who offers resources (i.e. tutoring) and help where needed.

Capitol Technology University

NOTRE DAME OF MARYLAND UNIVERSITY The University maintains formal course transfer agreements within the Articulation System for Maryland Colleges and Universities (ARTSYS) and various other program transfer agreements with area colleges and universities, and internationally. NDMU consistently works with area colleges to develop additional articulation agreements to facilitate student transfer. In spring 2025, the NDMU faculty approved accepting AA and AS degrees from Maryland institutions in fulfillment of NDMU's general education curriculum (with the addition of a single NDMU course).

HOOD COLLEGE At the College, in both fall and spring, the Student Success Center led coordinated outreach and calling campaigns to engage students who had not registered for the upcoming term. These efforts included advisor outreach, calling projects, and drop-in advising days. The Center also staffed a registration table during the campus-wide Late Night Breakfast event, offering on-the-spot-support and referrals. While not all students registered on-site, these outreach efforts helped identify those not planning to return and offered targeted support. Collectively, these strategies contributed to an increase in first-year retention from 68% to 79%.

Washington College

Financial Aid to Support Scholastic Achievement

Notre Dame of Maryland University

IN 2016 LEADERS OF THE 13 MICUA MEMBER INSTITUTIONS announced the launch of the Guaranteed Access Partnership Program (GAPP). This first-of-its-kind program was created to reduce college costs and moderate student debt for Maryland high school students who lack the financial resources to afford higher education. Students who received a State Guaranteed Access grant and a GAPP grant received up to $41,400 for the 2024-2025 academic year. If students maintain certain eligibility criteria, they will receive the grant each year for four years, though the funding level is determined annually by the Maryland Higher Education Commission (MHEC).

MOUNT ST. MARY'S UNIVERSITY The University offers a variety of financial aid packages and scholarships designed to make enrollment as accessible as possible to students from all backgrounds. The Third Century Scholars program recruits highly motivated, low-income students from the Washington, DC, Maryland, and northern Virginia region to pursue and complete a postsecondary education at a top level, liberal arts University where they can excel academically and graduate in a timely manner.

GOUCHER —college— The College has a newly established partnership with United World Colleges (UWC) to increase the enrollment of degree-seeking non-residents and institutional awards. Through this collaboration, students from UWC high schools are offered a dynamic scholarship opportunity. This approach enables increased enrollment of UWC students while simultaneously securing additional external funding as the student body expands. The partnership reflects Goucher's commitment to fostering a vibrant international community on campus.

Hood College

LOYOLA UNIVERSITY MARYLAND   The University offers endowed scholarship funds to support high-need students, with preference given to first-generation and underserved populations such as the Baltimore Teacher Apprenticeship Program (BTAP). In BTAP, students receive a 15% tuition discount from Loyola and $300 per credit reimbursement from Baltimore County Public Schools. The Charm City Promise Program recognizes and supports high-achieving students from Baltimore City public, charter, or Catholic high schools who demonstrate significant financial need. Through this generous grant program, all eligible accepted students will receive a financial aid award that meets 100% of their demonstrated need toward Loyola's full direct cost of attendance.

Washington College   The College continues to support the Washington Scholars program which provides full tuition, housing, and meals for high-achieving, high need students, including wrap-around support services and programming to ensure their academic and social success. The incoming cohort for the Fall of 2025 consists of six new scholars.

Johns Hopkins University

Goucher College

Inclusive Student Leadership Opportunities

MICUA INSTITUTIONS GIVE HIGH-PRIORITY to ensure the students are provided with options to develop leadership skills that will prepare them for opportunities post-graduation.

LOYOLA UNIVERSITY MARYLAND   The University offers the Student Leadership Corps (SLC) which is a cohort-based sophomore leadership program offering mentorship, community building, and leadership skill building through weekly sessions, an off-campus retreat, and relationship building with a peer mentor.

HOOD COLLEGE   At the College, the Office of Residence Life expanded eligibility for Resident Assistant positions to include graduate students. In addition, both the Office of Residence Life and the Office of Student Engagement and Orientation (OSEO) employ two graduate students each to support the training and supervision of Resident Assistances and Peer Mentors. Job postings for both the Resident Assistant and Graduate Assistant positions were shared with the Graduate School, which then distributed the information to all graduate students.

McDANIEL COLLEGE   The College established the Office of Student Belonging to continue its support of programming of inclusivity. For example, the EDGE Experience is a first-year program available to students from Baltimore City Public Schools who are the first in their families to attend college. The Office creates new programming to contribute to the development of student leaders reflecting the campus-wide vision: inclusive leadership is nurtured at every stage, from orientation and peer support to leadership training and alumni partnership.

The Excellence in Leadership Program includes interactive workshops and alumni panels, culminating in an Active Citizenship Conference. Participants earn certificates and are recognized at the annual Impact Awards, embedding leadership development within a broader framework of civic responsibility.

WASHINGTON ADVENTIST UNIVERSITY   At the University, the Student Association (SA) holds annual elections to determine the executive officers and student senators, which are critical leadership positions that reflect the rich diversity of the student body. The Vice President of the Center for Student Life (VPSL) serves as the advisor for SA and meets weekly with the elected and appointed executive officers to ensure that their work is aligned with the mission and learning objectives of the University. Over the last several years, the students elected to these offices also reflected the student body represented on the campus and these positions often lead to more significant student leadership roles across the campus.

STEVENSON UNIVERSITY   All students are encouraged to become involved in a variety of organizations and activities such as the Student Government Association (SGA), Commuter Student Association (CSA), and Peer Health Education Program. Incoming elected student leaders are also informed of the Emerging Leaders Retreat to prepare and position them within their organization.

Best Practices

for Cultural Diversity

- **Summer bridge programs.** Provide additional support for students to help with college attainment, including students who are first in their family to attend college.

- **First-year experience program.** Provide continuous support for students, such as seminars, guest speaker presentations, and skills-based training sessions, to help with the transition from high school to college.

- **Routine surveys.** Invite students, including graduating seniors, to evaluate the progress of the institution in promoting cultural inclusion and identifying areas in need of improvement.

Maryland Institute College of Art

St. John's College

Highlights from
Independent Higher Education Day 2025

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