July 31, 2019

Ms. Alexia Van Orden
Research and Policy Analyst
Maryland Higher Education Commission
6 N. Liberty Street, 10th Floor
Baltimore, MD 21201

Dear Ms. Van Orden:

On behalf of the Montgomery College Board of Trustees, I have enclosed the College's annual progress report of its programs of cultural diversity. As required by §11- 406 of the Education Article, our Board of Trustees approved the report, which summarizes institutional progress toward implementing the College's plan for cultural diversity.

Montgomery College will continue to review, monitor, and assess its institutional cultural diversity plan. These approaches will be among those implemented as a means for sustaining institutional diversity, measuring the plan's long range effectiveness, and ensuring administrative accountability for achieving the plan's goals. If you have any questions regarding the report, please contact Sharon Bland, Chief Equity and Inclusion Officer, at (240) 567-3080 or sharon.bland@montgomerycollege.edu.
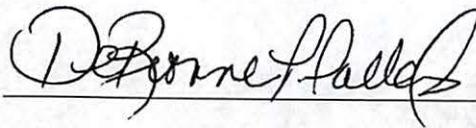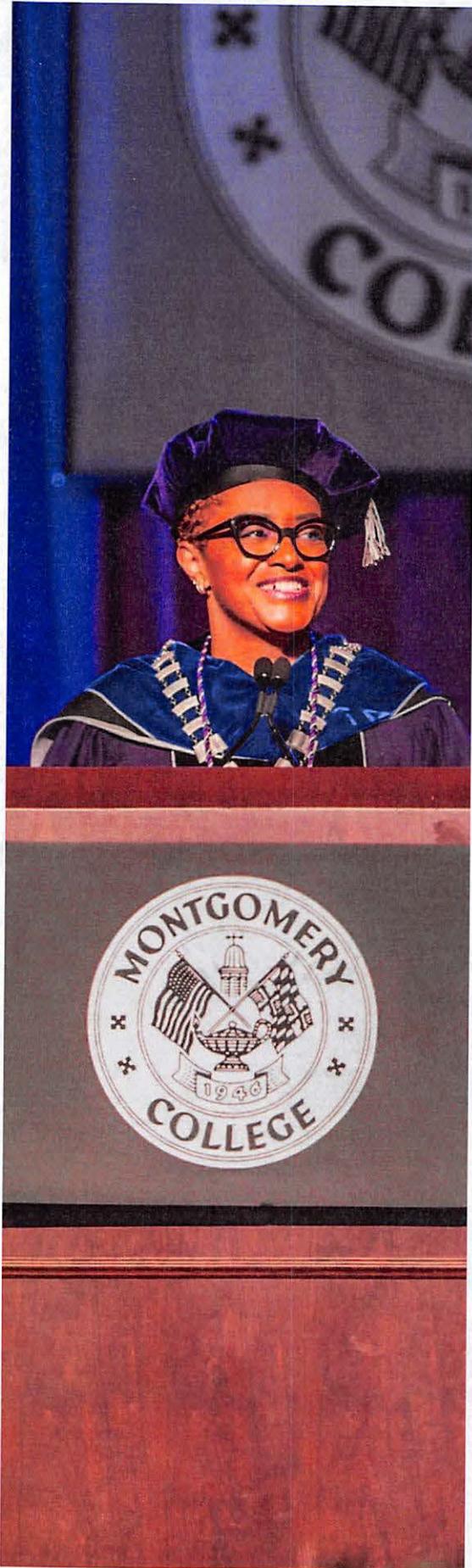
Sincerely,

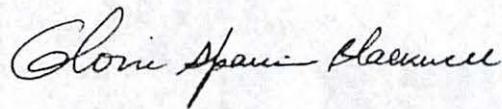Dr. DeRionne P. Pollard
President

MONTGOMERY COLLEGE DIVERSITY PLAN
Our College Roadmap for Ensuring and Sustaining Diversity and Inclusive Excellence

ANNUAL PROGRESS REPORT
July 2019

Dr. DeRionne P. Pollard
President

Ms. Gloria Aparicio Blackwell
Chair, Board of Trustees

MONTGOMERY COLLEGE

ANNUAL PROGRESS REPORT ON PROGRAMS
OF THE CULTURAL DIVERSITY PLAN

July 2019

As required by §11-406 of the Education Article, this document is the Montgomery College (MC) annual progress report for its programs related to cultural diversity. Prepared by the office of equity and inclusion, this report summarizes institutional progress toward implementing the College's plan for cultural diversity—*Our College Roadmap for Ensuring and Sustaining Diversity and Inclusive Excellence*. The Plan is a multi-year action plan that the College is implementing over a period of seven years—fiscal years 2014 through 2020. Following Maryland Higher Education Commission (MHEC) requirements for the 2018-2019 fiscal year, the Montgomery College (MC) annual progress report focuses on the following four areas.

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

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

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

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

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

Section 1: Institution's Plan to Improve Cultural Diversity
This section includes goals, areas of emphasis, and strategy for implementation.

Montgomery College's Diversity Plan,[1] is the College's roadmap for improving cultural diversity for its students, staff, and faculty. In accordance with the College's values of *Excellence, Integrity, Innovation, Diversity, Stewardship,* and *Sustainability, we* continue to evaluate our progress using the Plan as the guideposts by which the College measures its success.

---

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

By integrating the values of diversity and inclusion into the College's operational, tactical, and strategic plans, the College demonstrates its institutional commitment and can assess its progress, evaluate success, and plan for the future. Equity and inclusion are imbedded in each area of emphasis in the strategic plan which includes: (1) educational excellence; (2) access, affordability, and student success; (3) economic development; (4) community engagement; and (5) assessment and institutional effectiveness.

Each of the areas noted above are supported by strategic goals and strategic action measures that allow the College to gauge its progress. The College provides educational and academic programs that are designed to develop cultural competence among its students and employees, including required participation by employees in at least one multicultural professional development activity, which is evaluated in annual performance reviews. This requirement is just one of 96 strategic action measures that supports 21 strategic goals related to the College's five areas of emphasis.[2] The College is now in the seventh year of its seven-year plan. Progress is evaluated regularly throughout the year and documented in an annual progress report submitted each year to the College's president and to the Board of Trustees for approval.

Continued emphasis on diversity and improvement in our work has been highlighted in 2019, under the leadership of Sharon Bland, the College's Chief Equity and Inclusion Officer, who led the our first annual Equity Summit, the theme of which was "From Awareness to Action: Embracing Equity and Inclusion at Montgomery College." The goals of the Summit were to: foster stronger College and institutional relationships; engage the college community in conversations about the future of equity and inclusion at MC, including how it translates into successful outcomes for our students; expose participates to the Inclusive Excellence model and the critical importance of equity, civility, and inclusion in the 21st century; and develop a toolkit for action. During the day-long summit, participants engaged in Equity Dialogues and heard from dynamic guest speakers such as, Dr. Damon Williams, Chief Catalyst, Center for Strategic Diversity Leadership & Social Innovation/Senior Scholar & Innovation Fellow, Wisconsin's Equity & Inclusion (Weil) Laboratory at University of Wisconsin-Madison; Mr. Diego Uriburu, Executive Director, Identity Inc.; Ms. Nancy Navarro, Montgomery County Council President; Mr. Marc Elrich, Montgomery County Executive; and Mr. Timothy Kane, Associate Director for Inclusion Initiatives at George Washington University.

Section 2: Efforts to increase Numerical Representation of Traditionally Underrepresented Groups

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

a. Students

Montgomery College students reflect the diversity of the Montgomery County community. Student data for the fall 2017 semester, provided by the College's Office of Institutional

---

[2] For a comprehensive review of the College's strategic plan and corresponding action measures, see www.montgomerycollege.edu/president.

Research and Effectiveness, indicate there were 22,875 credit students enrolled at the College. Of that number, 27.4 percent were Black, 24.6 percent were Hispanic, 22.8 percent were White, 11.5 percent were Asian, 0.5 percent were Native American or Pacific Islander, and 3.0 percent were multi-race. In addition, there are 1,546 (6.8 percent) students with reported disabilities attending Montgomery College. Finally, there are 1,898 international students.[3]

Student Support Services TRIO Program
The Student Support Services Trio program serves non-traditional, underrepresented students who are low-income, first-generation students and students with disabilities. The purpose of the program is to increase retention, graduation, and transfer rates. The program's initiatives and efforts to increase the numerical representation include participation in college recruitment and information events, reaching out to students who meet the eligibility criteria, and seeking referrals from counseling faculty, Welcome Center staff, and faculty. The staff members are culturally diverse and speak multiple languages to serve the diverse student population.

Disability Support Services (DSS)
DSS Counselors provide a broad range of services to support students with disabilities. Each campus offers bilingual faculty and staff to communicate with deaf and hard of hearing students. Sign Language Interpreters provide support to enable students to participate in curricular as well as extracurricular activities. DSS also offers students the use of a range of technological supports to assist them such as voice recognition, enlarged print and screen magnifiers, voice synthesizers, alternative keyboards, assistive listening devices, Braille conversion and printing, and Kurzweil text to speech software. Each year DSS offers an Information Session for prospective students, parents and educators. This year over 100 people attended the session to learn about the support services, programs, and options available at Montgomery College for students with disabilities.

Counseling and Advising Department
The Seminar for International Students (STSU101) is a course taught by counseling faculty to assist international students in adjusting to college and the American educational system. Departments at each campus are comprised of racially diverse faculty and staff including bilingual Spanish speaking members. Department members are also culturally diverse representing Native American, Latin American, and African cultures. Diversity is a key factor used in assessing new hires to better serve the diverse student population.

b. Staff/Faculty

The office of human resources and strategic talent management conducted its annual internal assessment and proactively implemented an Affirmative Action Plan (AAP) to ensure accessibility related to the College's employment opportunities. The 2018 AAP[4] report indicates that minorities are employed at a rate of 49.1% and are represented in 91% of 81 departments. Women are employed at a rate of 56.7% and are represented in 93% of all departments. Between 10/01/2018 and 3/31/2019, the College hired 58 people. Of the 58 hired, 62% were minorities and 59% were women.

---

[3] International students are identified using definitions provided by the Institute for International Education.
[4] The 2018 AAP data covers the period from October 1, 2018 through the date of this report.

The Fall 2018 demographic data for employees is as follows: 3,115 employees of whom 42% were employed on a part-time basis. Of the total number of employees, 53% were White, 26% were Black, 12% were Asian, 8% were Hispanic, and 1% was categorized as "foreign, unknown, or multi-race" for federal government reporting purposes.

Ensuring objectivity and fairness throughout the College's recruitment process is essential to attracting and retaining qualified talent. The College has robust policies and procedures governing the hiring process, which reinforce the College's commitment to increasing the numerical representation of underrepresented groups. Hiring managers are trained in all facets of interviewing and candidate selection, as well as educated regarding employment laws and best practices for attracting and retaining diverse talent. Additionally, we ensure that our search and interview committees are diverse, consisting of individuals with different backgrounds, perspectives, and experiences. The College routinely uses the latest technology to support its recruitment efforts, including various forms of social media designed to target specific audiences.

The College continues its targeted recruitment efforts by updating marketing and advertising materials with organizations and/or publications that may prove helpful in attracting diverse groups. For example, promotional materials were created for targeted distribution at association meetings, conferences, networking events, job fairs, and other similar gatherings. In addition, we continue to review a variety of recruitment sources that target minorities. We have modified our account with Latinos in Higher Education magazine so that our career site is swept directly to ensure consistent posting of all positions. We have joined and begun posting positions with the Higher Education Recruitment Consortium, a nonprofit consortium working to advance equity and excellence in the higher education workforce.

The College monitors recruitment postings on an ongoing basis to ensure that we are attracting a diverse applicant pool. In addition, we have started tracking applicant demographic metrics on a quarterly basis. This allows us to identify where additional outreach efforts are needed. For fiscal year 2019, of the applicants that self-disclosed, the percentage of minority applicants has increased from 64% to 79%. The percentage of applicants self-disclosing as female was 60%.

Section 3: Initiatives to recruit and retain

Student Support Services TRIO Program
To recruit students, we participate in college recruitment events such as Raptor Rising, MC Information Sessions, Parent Nights, Scholarship Breakfast, Health Fair, and other events.
To retain students, we utilize intrusive academic advising, provide tutoring in mathematics, English, reading, social sciences, humanities, and introductory science courses. We track student progress and communicate with students frequently.

Combat2College Program
As part of our ongoing retention initiative for student veterans, Combat2College, staff has taken an intrusive approach to student retention. Combat2College staff can generate direct referrals for student veterans who require additional assistance with navigating the College, or those who are experiencing academic difficulties and are in need of an intervention. In order to promote student

retention, Combat2College staff review midterm grades of Veterans Administration (VA) education beneficiaries and provide appropriate referrals for students in need of academic interventions, or referrals to resources that can assist with personal hardships. In the months leading up to the start of the fall and spring semesters (August and January) Combat2College staff review files of VA beneficiaries and contact students who have not competed their VA certification paperwork or registered for the upcoming semester, and provide appropriate assistance as needed.

Counseling and Advising Department
The counseling and advising department developed an online Academic Orientation Program, e-International Montgomery Advising Program (eIMAP), for non-native English speaking students. The new online academic program mirrors the program developed for native speakers, allowing students the same convenience to complete the program remotely at any time of day. This program brings parity between American English speaking students and International/Non-native English speakers, streamlines the onboarding process, and increases access to enrollment at Montgomery College.

Boys to Men (BTM) is a mentoring program specifically designed for the retention of African American/Black male students at Montgomery College. The prorgam seeks to foster a greater degree of academic success, student activism, and personal responsibility. BTM provides academic and personal mentoring for the above targeted student population. Participating students also benefit from having their academic progress monitored each semester. The program will have an off campus gathering/activity, as well as a book reading and discussion series.

Section 4: Efforts Designed to Create Positive Interactions and Cultural Awareness
This section contains a description of efforts to create positive interactions and cultural awareness among students, faculty, and staff on campus.

a. Students – Curricular initiative promoting cultural diversity in the classroom

Co-Curricular Cultural Diversity Programming held in 2018-2019:

Student Life supports the World of Montgomery Festival with "Shine Your Light" activities:
Student Life clubs and organizations worked to create and host a tent full of activities for the Montgomery County World of Montgomery Festival, which drew over 5,000 visitors to the Rockville campus on Sunday, October 21, 2018. Volunteers from MC Serves, the Anime Club, Early Childhood Education Club, Engineers Without Borders, Future Female Leaders, Muslim Student Association, and the STEM Ed Club hosted firefly making, paper lantern crafts, henna, face painting, Arabic calligraphy and more.

In Harm's Way: Families Seeking Refuge Simulation:
The Service-Learning Program, Women's and Gender Studies, Global Nexus, and Department of World Languages and Philosophy hosted the "In Harm's Way: Understanding Families Seeking Refuge" event on Friday, November 16, 2018. A team of 15 student volunteers and co-chairs Nik Sushka and Professor Pat Ruppert met throughout the fall semester to plan the interactive simulation that asks participants, "What would you do if you were in harm's way?" Over 100

students, faculty, and staff attended the program where they were guided by student volunteers through several simulation modules, such as Leaving Home, Crossing the Border, and Applying for Asylum. Following the simulation modules, participants broke in to small groups to reflect on their impressions, personal experiences with the issue, and potential next steps to support local immigrant and refugee families. Attendees were also encouraged to bring new blankets that were donated to families served by the Lutheran Social Services Refugee Resettlement Program.

Civic Reflection Training & Civic Reflection Discussions: Members of the Student Life office participated in the Civic Reflection training with the Center for Civic Reflection. Staff were trained to use readings, images, and videos to engage people in deep, productive conversation about issues that impact their communities and work in the world, a practice called civic reflection. Staff then hosted Civic Reflections with the leadership cohort Impact MC and at the Rockville Campus Volunteer Fair with students, employees, and community members that focused on topics of social justice and volunteering.

City of Rockville Diversity Leadership Workshop: MC students participated in a six-hour workshop with local high school students hosted by the City of Rockville Human Rights Commission. Workshop topics included facets of diversity, internalized oppression, stereotypes and bias, immigration policy, healing racial trauma, and applications of leadership.

Mental Health First Aid Certification: Students participated in an eight hour Mental Health First Aid certification that teaches how to identify that a mental health problem may be occurring, how to respond appropriately, and how to be an ally for individuals who have a mental health disorder. Topics included substance use, dependence, and abuse and its relationship to mental health.

Opioid and Substance Abuse Training: Students watched the movie *Heroin(e)* and discussed data and stories of the opioid epidemic, were trained to respond to an opioid overdose, and proposed their own advocacy campaigns to raise awareness and remove stigma of using community and campus resources. Participants also heard from professionals in criminal justice, mental health, and social services fields about their work.

Impact MC: Civility Assessment and Dialogue: Leadership program participants assessed their civility skills, then participated in a dialogue with the MC President's Advisory Committee on Equity and Inclusion about the role civility plays in creating equitable and inclusive environments and actions we can take to promote civility at MC.

Alternative Summer Break: Removing Barriers to Good Health and Well-Being, Workshop on Structural Racism & Health Disparities: Alternative Break students and staff participated in a workshop facilitated by the Steinbruck Center for Urban Studies where they learned about structural racism and its relationship to health disparities in the DC/Maryland region. Students included aspiring nurses, mental health professionals, lawyers, and policy makers who reflected about the role structural racism would have in helping them serve people effectively in their chosen professions.

Maryland Male Student of Color Summit

The 3rd Maryland Male Student of Color Summit (MMSOC) was held at the Germantown Campus, October 5, 2018, in response to closing the achievement gap. The gap in academic achievement continues to divide our under-represented male students of color from traditional students. The achievement gap, as reflected in college participation, retention, and graduation rates, threatens damaging consequences for Maryland as these students fail to complete college and obtain well-paying jobs and a comfortable standard of living. Over 300 students, faculty, staff, and community persons from around the State were in attendance. Nearly 200 were male students of color representing Maryland's community colleges and a cohort of students from Clarksburg High School for the mid-day plenary.

The MMSOC summit focuses on relevant topics and activities designed to educate, equip, and enlighten participants to strategically increase college and career success of male students of color. The summit showcased a host of thought provoking and interactive workshops as well as inspiring key speakers: awarding winning journalist, John Quinones and student spotlight speaker, Sadiq Ali. ABC News reporter and commentator John Quiñones shared the secrets of his exceptional career, which included an odds-defying journey, in which education was a life-transforming experience. He also narrated some thought provoking insights into human nature and ethical behavior. Mr. Quiñones is best known in recent years for his ethics show "What Would You Do?" Sadiq Ali, who is the founder of Millionaire Manners Academy, spoke about self-esteem development, relationship building, and youth empowerment. His training organization focuses on leadership, life skills, and career readiness through a framework of interpersonal relationships. Ali has motivated and redirected some of the most troubled youth and formerly incarcerated citizens.

African Americans and Ghana, West Africa: Heritage Sites and Community: The Office of International and Multicultural Affairs presented a lecture on the historical and present-day connections between the nation of Ghana and Afro-Descendants from the Diaspora. The topics covered included Ghana's history, heritage sites, pan-Africanism, and the African-American repatriation movement.

Global Connections Black History Month 2019: A self-guided Field Trip Package was offered during the month of February. The field trip featured the exhibit "Between Worlds: The Art of Bill Traylor" at the Smithsonian American Art Museum in Washington DC.

Takoma Park/Silver Spring Campus Annual Multicultural Fair: Students highlighted their cultures through education displays, food, and performances. Co-sponsored by Student Life, Student Senate, the Takoma Park/Silver Spring Vice President/Provost's Office, and Global Connections.

"All That Jazz: East Coast Contributions America's Classical Music": On April 16, 2019, guest speaker and author, Dr. Regennia Williams, presented an enlightening lecture about the history of Jazz music in the DC area and other areas of the East Coast. Students and faculty had the opportunity to hear about the artists, major players, influences, venues, and viewed videos of different jazz performances. This program was held during Jazz Appreciation Month (JAM).

The MC Asian-Pacific Heritage Month Kick-off Celebration was held at the Takoma Park/Silver Spring Campus on Tuesday, April 23, 2019. MC students, faculty, and staff showcased their countries of origin to the audience. Attendees "traveled" with Global Connections to eight different Asian countries: China/Taiwan, India, Bangladesh, Vietnam, Nepal, Korea, Pakistan, and Sri Lanka. During this event, attendees visited interactive exhibits where they participated in hands-on activities such as calligraphy, origami, country quizzes, and food sampling while learning about each Asian country. Attendees signed a book of condolences for the April 2019 Easter Sunday tragedy in Sri Lanka. Afterwards, the book of condolences was presented to the Embassy of Sri Lanka in DC. The festival had 175 attendees and was co-sponsored by the MC Asian Heritage Month Committee.

Hispanic Heritage: In honor of Hispanic Heritage Month, the Office of Student Life and the Humanities Department collaborated to bring Salvadorian singer, songwriter, and storyteller Lilo Gonzalez to Montgomery College.

Panera Bread Giveaway: In Collaboration with the SHAW Center and the Office of Student Life, Panera Bread donated food monthly during the Spring semester to assist in minimizing food insecurity for Montgomery College students by providing donated goods from Panera Bread to students.

b. Staff and Faculty: Cultural Training

The President's Advisory Committee on Equity and Inclusion (PACEI) was established in November 2017 to help create an inclusive, civil, and respectful community that achieves equity for all Montgomery College students, employees, and business partners. The committee, which meets monthly, consists of a diverse, multi-generational, and multicultural group of faculty, staff, and administrators who represent all facets of the college community. PACEI members serve on one of the following eight (8) sub-committees: Student Experience and Campus Culture; Business Practices and Procurement; Faculty, Teaching and Curriculum; Human Resources/Recruiting, Hiring, Retention, Succession Planning; Nationwide Peer Institution Best Practices/Assessment and Evaluation/Resources; Reports and Communication; Training, Dialogue, Events, Celebrations; and Workforce Development and Community Engagement.

Over the course of the last academic year, PACEI members participated in a variety of trainings on topics such as Courageous Conversations, Unconscious Bias, Mastering Civility, and Interrupting Micro-Aggressions. Additionally, each sub-committee developed a list of proposed activities the College should "start, stop and sustain" as it relates to equity and inclusion. Those recommended actions were approved for implementation by our senior administrative leadership team (SALT). Recommendations included:

Professional Development: Montgomery College's Office of E-Learning, Innovation, and Teaching Excellence (ELITE) is dedicated to promoting diversity programs for both faculty and staff. In addition to creating and providing its own diversity programs, ELITE partners with other units and departments to form rich collaborations in diversity awareness for staff and faculty. Below are a few examples from the inventory of events:

- <u>Creating an Inclusive Classroom</u>: This event features panelists who offer strategies to help create an inclusive classroom for specific student demographics. The panelists will speak to how creating an inclusive environment affects student outcomes. The specific student demographics that will be discussed are: Muslim students, female students, and students whose first language is not English. Outcomes for attendees are being able to demonstrate knowledge of how to create an inclusive classroom for at least two student demographics and articulating how creating an inclusive environment affects student performance.
- <u>Creating Radically Inclusive Course Materials with Universal Design</u>: With the growing diversity of students, have you ever wondered if your course design meets the needs of all your students? Universal Design is an approach to designing course materials and content to honor different learning styles and benefit students with disabilities. Moreover, Universal Design will benefit all students with its flexibility. In this training, you will have the opportunity to learn how to create accessible course content that can be used by all students, including students with disabilities. Outcomes for attendees are being able to apply the principle of universal design for course design in digital format; identify the potential usability and accessibility issues for students in the course development process; and utilize the simple techniques to create accessible digital course content such as course syllabus, PowerPoint presentations, and multimedia files
- <u>External Differences/Internal Similarities: Communicating Human Values through Religion</u>: Dr. Lauve Steenhuisen is a full teaching professor of theology and women's studies at Georgetown University. She is a scholar of American theologies and religious movements, specializing in feminist and sociological analyses. Her work has been published in Studies in Religion/Sciences Religieuses and in the Georgetown Journal of International Affairs. She has presented her research at conferences and has served as a keynote speaker. Outcomes for attendees are being able to discuss how religious belief is expressed in diverse cultures; identify how religion and culture are interdependent; and explain how religion in many cultures represents core human values.
- <u>Supporting Success for our iGen students</u>: Student success is the driving theme of our service at MC. Faculty have stepped up to meet the unique needs of millennials. Now, iGen students are also in our classrooms. What are their world views, values, and needs that impact teaching and learning? How might we adapt yet again? Outcomes for attendees included being able to identify distinct characteristics of millennials and iGens; apply characteristics to specific teaching practices; and strategize department initiatives that synchronize with changing student demographic.
- <u>Teaching Students Who Are Challenging</u>: Each semester faculty report that reaching ALL students can be difficult. Students with defined and undefined special needs and classroom behaviors can provide an opportunity to consider new strategies to enhance teaching and encourage a positive classroom environment. Outcomes for attendees are identifying specific student classroom behaviors that are challenging; identifying contributors to challenging behaviors; practicing research-based strategies to address challenging behaviors; content-design and delivery; classroom arrangement; classroom policies; cueing students with behavioral challenges; discussing characteristics of positive learning environments; and completing activities that reinforce their ability to respond challenging student behaviors.

<u>Safe Zone Training</u> is offered via Counseling and Advising. The purpose of the training is to provide faculty, staff, and administrators the opportunity to: gain new understandings of gender, gender identity, gender expression, and the diverse range of sexual and affectional orientations; to acquire resources and referral information and practice communication skills for classroom or office discussion or unexpected disclosure. With regard to outcomes, faculty, staff, and administrators learned to foster a welcoming environment for students who are gay, bisexual, transgender, or questioning identity (LGBTQI). LGBTQI students often feel unsafe at school, resulting in reduced attendance to avoid risk, bullying, or bias.

<u>Wellness Fair and Therapy Dogs</u>: Provided students and individuals the opportunity to connect with a variety of college and community resources that are helpful to managing stress, anxiety, and a variety of behavioral health issues without fear of judgement.

<u>Representative Faculty presentations:</u>

- Dr. Shelley Jones presented "Teaching El Salvador in the World Languages Classroom" at the American Association of Teachers of Spanish and Portuguese in Salamanca, Spain; coordinated Humanities Days on the Takoma Park/Silver Spring campus (impacting 672 students and 80 faculty members); co-led the Global Classrooms Faculty Fellowship in which eight faculty members across the College were guided and trained to produce international virtual exchanges with El Salvador, India, and China. She presented on Global Classrooms at MC at the Going Global, Growing Global: Fostering International Education and Exchange at Community Colleges symposium at Montgomery College in April 2019; collaborated with Salvadoran colleague and Professor of Literature Jorge Aguilar who presented to her intermediate Spanish class about community engagement projects with his students at a correctional facility in El Salvador.
- The Institute for Race, Justice, and Civic Engagement, led by Dr. Vincent Intondi, hosted the 9/12/18 screening of *Selma* [Film], the 9/17/18 Constitution Day Teach-In, and 9/30/2018 guest speaker: Jesse Hagopian, award-winning teacher from Seattle and author of "Teaching for Black Lives." He talked to students and faculty on the importance of Ethnic Studies and developing curriculum to reach a diverse student body. He ordered hundreds of small Puerto Rican flags (Student Life followed suit and did the same) to support Puerto Rico after the hurricane and the US poor response. Students wrote the correct number of people who died on the flags and put them all over campus as a way to say "Never Forget."

<u>Non-Credit Programs that support Cultural Diversity</u>

In general, our working adult population (average age is 35-36) benefits from a rich array of career enhancement learning and certification earning possibilities. These adult students bring the richness of our communities into the College while building their individual capacity for lifelong community, workforce, and economic development opportunities in their own communities. Noncredit programs provide easily accessible student engagement opportunities that serve our diverse communities for their immediate learning and career aspirations as well as providing a connection to degree programs for continued studies. Many noncredit students continue their studies in degree programs after achieving their early success in noncredit

programs. A recent study by the Office of Institutional Research shows that over a given two year period there are approximately 3,900 instances of a Montgomery College student taking a noncredit course prior to taking a credit course. Noncredit experiences significantly contributes to the rich diversity of our student body.

Program examples:

- Adult ESL and GED programs meet students with limited English proficiency or adult basic education needs where they are. Students from around the world take advantage of the grant-funded programs offered in the noncredit areas.
- The Maryland Integrated Basic Education and Skills Training (MiBEST) programs have been very successful in accelerating career skill mastery even for students with limited English proficiency or basic education. A contextualized program of study combines technical skills development with language or basic education skill development through a unique team teaching format.
- The Refugee Training Center programs serve newly arriving immigrants through language skill development, acculturation of community norms, career development, and independent living skills.
- The Graduate Transitions Program serves post high school individuals with learning disabilities. Students work on strengthening communications and workplace skills through a unique two-year program of study. Many students go on to work experiences with the Montgomery County Project Search initiative.
- The Hispanic Business Training Institute provides instruction in Spanish for several technical and business career fields. Students are able to advance in their career fields while strengthening English language skills.
- The GED preparation program offered at the Montgomery County Correctional Facility and the Pre-Release Center provide basic educational skills development for individuals while they are incarcerated. Upon graduation with the GED diploma, these students receive scholarships to attend Montgomery College.
- Our Lifelong Learning Institute provides lifelong educational enrichment opportunities for our community members fifty years of age and beyond. More than 10% of the college credit and noncredit students are in this age group.

Section 5: Reporting Hate-Based Crimes

This section contains information concerning the process for reporting hate-based crimes, consistent with federal requirements as defined under Title 10, Subtitle 3 of the Criminal Law Article and consistent with 20 USC §1092(f) known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act ("the 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 at the appropriate campus. Officers are required to record any crime information reported to them and do not have authority to maintain complete confidentiality. However, special consideration is given to complainants and victims who prefer to remain anonymous. Personal identifying information will not be published and only shared with College officials

on a need-to-know basis."[5]

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

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

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

In addition, articles, trends, and safety tips are regularly publicized through College media, public service announcements, student newspapers, and targeted messages on radio and television. Crime prevention programs, including reporting procedures and related materials, are made available to students, staff, and faculty by the College's Office of Public Safety. 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.

---

[5] Montgomery College Annual Security Report, January 1–December 31, 2016 Prepared by The Office of Public Safety and Emergency Management

MONTGOMERY
COLLEGE
MAKE YOUR MOVE