

EQUITY AND INCLUSION ANNUAL REPORT – FY 2021



JULY 1, 2021

MC
MONTGOMERY
COLLEGE

Office of Equity and Inclusion, Office of the President



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Message from Sharon R. Wilder Chief Equity and Inclusion Officer



What an amazing year we have had! The highs, the lows, the loved ones no longer with us, COVID-19 ravishing our world, George Floyd's murder and witnessing the trial and conviction of his killer, the parents and caregivers who have turned into teachers' aides at home, and a whole new normal. Our lives have been forever changed over the past year, and our work has evolved to meet those rapid changes. During FY 2021, the Office of Equity and Inclusion has made dialogue a centerpiece of the conversation. Through critical dialogue both College employees and students have been able to create a bridge of understanding on diverse issues regarding the presidential election, free speech, unpacking what it means to be "antiracist." Dr. Andrae Brown, psychology professor, shared his knowledge, skills, expertise, and experience throughout the 2021 academic year as he led our community in our First Fridays Book Discussions, based on the book *How to Be An Antiracist*

by Ibram X. Kendi. Month by month we convened to not just talk about what we gleaned from the information shared, but we challenged ourselves to think about who we are becoming. Collectively we developed a heightened awareness of where and when we can shift any culture that is counterproductive to a culture that enhances our sense of belonging and acceptance. The engagement in our discussions from the community-at-large provided everyone a platform in which they could seek to be understood, while embracing their civic duty to understand the good that still can exist within all of humanity.

Our inaugural Spring 2021 Equity Week allowed a committee comprising several generations to issue a challenge to each existing generation in our MC community. This week of programming designed for faculty, staff, and students did not just engage everyone in solutions-based conversations, it immersed people in the waters of culture and community. The challenge was issued in such a way that people were led to listen and fully understand first so they could emerge with all the right questions to ask, not the right answers to give. Equity Week made a valiant effort to leave no stone unturned and to direct our community to take ownership of their biases, ignorance, and duty to advocate for others in their presence and their absence. Our Land Acknowledgment opened the gateway to our programs that ranged from Dispelling The Model Minority Myth program to our African-American Walking Tour; Inclusivity regarding pronoun usage with our LGBTQIA+ Community to Colorism; Radical Inclusivity for Language Access for Multilingual Communities and Campus Stigma. Our two distinguished and critically acclaimed keynote speakers, Tim Wise and Lee Mun Wah, gave us critical and tangible action steps to uproot racism, privilege, and institutional inequity then laid the foundation for us to practice and ultimately implement the art of mindfully communicating about race and racism.

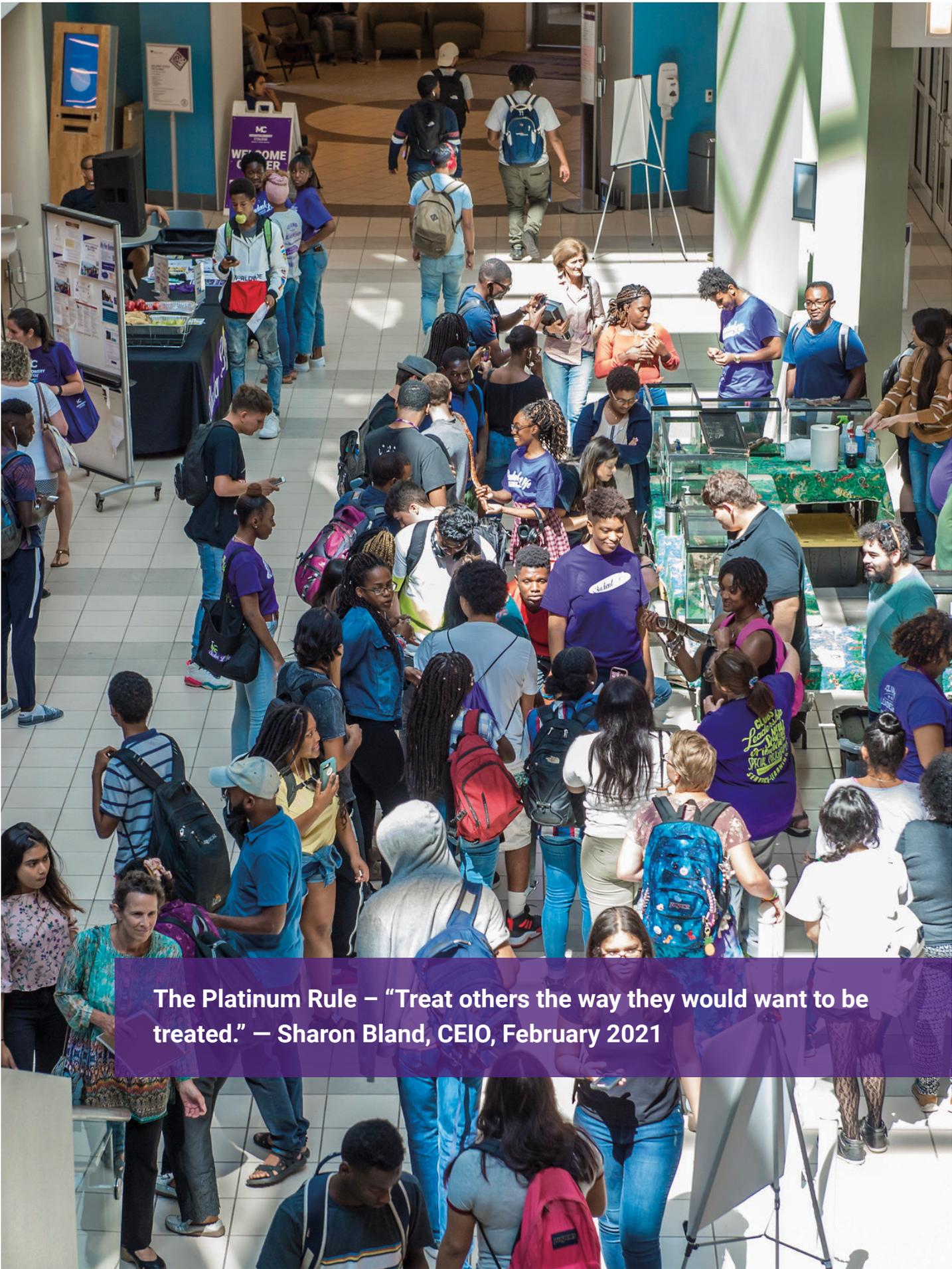
Our first Social Justice Inclusive Leadership Institute prepared 40 Montgomery College students to become advocates in their communities by following a curriculum based on speaking up, learning history, facilitating difficult conversations on race, creating a vision/mission, and creating an advocacy project that would solidify their commitment to social justice change. During May-June 2021, the Office of Equity and Inclusion presented its first summer film and community dialogue series featuring three films by Lee Mun Wah. Throughout this film series, MC employees and the community were given premium access to view "Stolen Ground," "The Color of Fear," and "If These Halls Could Talk" a week prior to the interactive discussion with the film's director, Lee Mun Wah. Each film was thought provoking, emotional, raw, and filled with incredible tenderness, courage, and pain. Unfortunately, while much has not changed since these films were made, it allowed participants to have an in-depth conversation and gain insight on the state of race relations in America, the lingering effects of racism, white privilege, and diversity issues. What emerges has been a deeper understanding and trust, yet the advocacy work continues.

As we bridged generations through conversations, communities, and culture, we accepted the responsibility to dive deep beneath the surface to ensure that the nuts and bolts of the foundation underpinning equity and inclusion were secured. If you know anything about what it takes to build a bridge, you understand that bridges aren't built overnight, they are built over time. As we proactively embark on our individual and collective journey to measure, master, and then model equity and inclusivity, our vision is that we are proactive and consistent stewards of this work to help prevent our community from moving backwards in thought, word, and deed.

Sharon R. Wilder

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"As we embark on the next chapter of our work, the College will continue to integrate its already radically inclusive work in multiple areas of service to students." —Dr. DeRionne Pollard, Montgomery College 2020-2025 Strategic Plan



The Platinum Rule – “Treat others the way they would want to be treated.” — Sharon Bland, CEO, February 2021

I. Introduction and Background

Creating equitable and inclusive experiences starts with each of us. Advancing social justice, creating a sense of belonging, and addressing systemic inequities are bedrocks of Montgomery College's commitment to student success and institutional cultural competency. Institutional Cultural Competency is a best practice for valuing diversity, practicing inclusion, and creating equity. MC boasts 55,000 students from more than 160 countries. Our employees are also diverse. As such, we are committed to both cultural competency and racial equity for all. Cultural competency enables our organization to acquire the wisdom and develop capabilities for critically examining our institutional and social policies and how cultural worldviews influence perceptions of power, dominance, and inequality. Studies show that investing time and resources to organization-wide cultural competency efforts is positively related to greater innovation, performance, success, problem solving, talent acquisition, and market share. The College defines cultural competency as the state of having and applying knowledge and skill in five areas: awareness of one's own cultural worldview; recognition of one's attitudes toward cultural differences; realization of different cultural practices and worldviews; reflective practices and improvement; and thoughtfulness in cross-cultural interaction. Racial equity is defined as the condition that would be achieved if one's racial identity no longer predicted, in a statistical sense, how one fares. When we use the term, we are thinking about racial equity as one part of racial justice, and thus we also include work to address root causes of inequities not just their manifestation. This includes elimination of policies, practices, attitudes, and cultural messages that reinforce differential outcomes by race or fail to eliminate them.¹

The National Center for Cultural Competence and the seminal works of Terry Cross (*The Cross Model of Cultural Competence, 1988*) and others identify five essential elements contributing to an institution's ability to become more culturally competent:

- Valuing diversity.
- Having the capacity for cultural self-assessment.
- Being conscious of the dynamics inherent when cultures interact.
- Having institutionalized cultural knowledge.
- Having developed adaptations to service delivery reflecting an understanding of cultural diversity.

The *Equity and Inclusion Roadmap for Success* was written to guide the College through its work in advancing and embedding equity and inclusion throughout teaching and learning and in each of our divisions, departments, and administrative units. The Office of Equity and Inclusion will be tracking its progress and providing annual updates to the College community. We

invite each member of the College community to partner with us to insure implementation.

"We live in a world of complex tensions that can have significant impact on our communities. But when we come to work—the place where we spend the majority of our time—we often don't openly address these topics."

— Excerpt from CEO Action for Diversity and Inclusion, eaction.com

In 2013, Dr. Michelle T. Scott, special assistant to the president for board relations, operations, and services, created a report that described a "reimagined office of equity and diversity." While some of Dr. Scott's recommendations were implemented, others are being incorporated into this new model. In 2016, the Office of Equity and Inclusion (OEI) was approved by the Board of Trustees. In 2017, the inaugural chief equity and inclusion officer was hired to report directly to the president. While steps to address inequity have been taken at the College, differences in opportunities and rights still exist. We seek pro-active approaches to uplifting Montgomery College's welcoming community, which is open to all students, faculty, and staff—regardless of race, gender, disability, religion, or sexual orientation. We each bring unique experiences and perspectives to the College that are valued; diminishing the rights of any group harms our community. Likewise, while exclusion persists, we strive to challenge its every occurrence.

The Office of Equity and Inclusion has six goals outlined in this document. Our strategy uses the Cycle of Change framework to educate and enhance student, staff, and faculty awareness of equity, inclusion, and antiracism through training, which has been added for all onboarding programs. In collaboration with offices throughout the College, we will continue to create forums that provide education, dialogue, community engagement, and celebration for all to enjoy through: 1) dialogue sessions, 2) an annual Equity Summit, 3) the annual Excellence in Equity awards, 4) "One MC" Book Club, 5) MCTV equity and inclusion programming, 6) student professional development panels, and 7) E&I Pop-Ups, which are either virtual or campus-based events occurring in small groups and more. We work to improve Montgomery College's culture of civility and collaboration and people stewardship by enriching human working relationships, peer coaching, and in-house consulting and facilitation services. Research shows that diversity increases creativity and innovation, promotes higher quality decisions, and enhances economic growth.

"You can't talk your way into equity, something actually has to be done... It takes action."

— Dr. Eric Benjamin, collegewide dean of education and social sciences, July 9, 2019

¹ Center for Assessment and Policy Development. Racialequitytools.org



II. From Our Beginning

FY 2017 CONTINUING INTO FY 2018

- May 6, 2017 Office of Equity and Inclusion created
Sharon Bland, chief equity and inclusion officer
Jacqueline Zappala, executive associate
- May–Oct 2017 Listening Tours collegewide

FY 2018

- Sep 2017 President’s Advisory Committee on Equity and Inclusion (PACEI) approved by Montgomery College President DeRionne P. Pollard
- Oct 2017 First Equity and Inclusion Survey
- Oct 2017 CEIO white paper
- Nov 2017 PACEI members selected.
Dr. Debra A. Bright appointed chair of PACEI
- Jan–June 2018 Start, Stop, Sustain collegewide inquiry to determine the pulse of our employees
- Apr–June 2018 Cosponsored the **#YouAreWelcomeHere** collegewide promotion
- June 2018 PACEI implements its first set of recommendations

FY 2019

- Sep–Oct 2018 Pizza for Your Thoughts student events
- Nov 2018 Second Equity and Inclusion Survey
- Apr 2019 Inaugural Equity Summit and Excellence in Equity Awards
- June 2019 PACEI implements its second set of recommendations

FY 2020

- Oct 2019 Equity and Inclusion program manager hired
- Oct 2019 Fall Equity Dialogues
- Nov 2019 "Hispanic Serving Institutions" white paper
- Nov 2019 Search Advocate program launches
- Nov 2019 Senior vice president liaisons to the Office of Equity and Inclusion appointed by Dr. Pollard
- Feb 2020 Spring Equity Dialogues
- Mar 2020 "Student Centers for First Generation and Students of Color" white paper

- 2020 Let’s Talk! Dialogue Series launches
- June 2020 "Implementing Search Advocates in Our Recruitment and Hiring Process" white paper
- June 2020 Office of Equity and Inclusion *Roadmap for Success* is published and adopted by Montgomery College Board of Trustees

FY 2021

- Sep–Oct 2020 Town Hall meetings to discuss *Equity and Inclusion Roadmap for Success*
- Oct 2020 "The Importance of LGBTQ+ Inclusion Spaces on College Campuses" white paper
- Oct–Apr 2021 Launched Inaugural MC "One Book" Discussion Series – How to be an Antiracist, by Dr. Ibram X. Kendi
- Nov & Dec 2020 Forums on Disability Inclusion
- Jan 2021 Administrative associate serving as equity and inclusion program director appointed
- Feb 2021 Finalized antiracism strategy
- Mar 2021 "Restorative Justice" white paper
- Mar–June 2021 Launched Inaugural Social Justice Inclusive Leadership Program
- Apr 2021 held Equity Week
- May–June 2021 Launched Inaugural Summer Film and Discussion Series featuring three films by Lee Mun Wah
- June 2021 Board of Trustees adopts the 2021 Cultural Diversity Report and embedded the Equity & Inclusion *Roadmap for Success* Addendum I on Antiracism



III. Office of Equity and Inclusion

Senior Vice President Liaisons

Office of Equity and Inclusion senior vice president liaisons represent their senior vice president's leadership team on equity and inclusion matters. They serve as a resource to one of the five goal subcommittees of the President's Advisory Committee on Equity and Inclusion.

OFFICE OF ACADEMIC AFFAIRS

Andrea Foster, representing full-time faculty, and James Hodge, representing part-time faculty.



Andrea Foster is a professor of business and management at the Takoma Park/Silver Spring Campus. She joined Montgomery College in 2011. She has served on several College committees, including the Middle States Steering Committee and the MC 2025 Strategic Planning Committee. She has served as coordinator for the business program and department chair of the Business, Economics, Accounting, Computer Applications, and Paralegal Studies for the Germantown and Takoma Park/Silver Spring Campuses.



James Hodge is a part-time accounting faculty member who joined Montgomery College in fall 2015. Professor Hodge also serves the College as an embedded coach, 1:1 coach, and host faculty for Achieving the Promise Academy.

He has also served on several search committees.

The principal work for the Academic Affairs area has focused on the Minority Faculty Internship program (MFI), the Search Advocate program (SA), and Equity & Inclusion training such as Decolonizing the Curriculum and the Classroom.

Minority Faculty Internship Program

In 2018, the Minority Faculty Internship policy was utilized by the College's English and Reading Department. Following the guidelines established in Policy and Procedure 32201, the program was implemented by the then Dean of English and Reading, Dr. Rodney Redmond, and the program director, Dr. Elizabeth Benton. When the program initially started, the internship position was advertised to deans and department chairs at 16 universities with graduate programs in English, education, or closely related fields in Maryland, the District of Columbia, and Virginia. The position provided a stipend of approximately \$25,000 for one academic year's participation, which, in this case, was funded from a vacant full-time faculty position, approved by Dr. Sanjay Rai, senior vice president for academic affairs.

Since 2018, three minority graduate students have participated in the program, one in each academic year. Under the relevant policy, each intern was either in their final year of a master's program or a doctoral student. Each intern was assigned to teach two courses per term and was involved in professional development activities, including classroom observation of experienced faculty members; guest access to online classes; mentorship by faculty, the department chair, and the dean; advice on resume and curriculum vitae content; and preparation of conference presentations. Through their participation in the program, the interns were able to gain professional experience. Each semester, approximately 40 Montgomery College students were taught by and able to connect with these promising graduate students.

Dr. Elizabeth Benton, acting dean of English and reading, continues to support this initiative. For the academic year 2021-22, Dean Benton plans to request renewal of the current (2020-2021) MFI incumbent, Professor Ellwood Johnson.

Search Advocate Program

Following the exploration of the feasibility of implementing a Search Advocate program at Montgomery College by the Office of Equity and Inclusion (OEI), Human Resources and Strategic Talent Management (HRSTM), and Academic Affairs, a team from the College, led by Sharon Bland, chief equity and inclusion officer, visited Oregon State University for initial training. Later, Anne Gillis, search advocate program director at Oregon State University, led a series of training sessions in which a cross section of employees from throughout the College, including academic advising, ACES, administrative and fiscal services, community engagement, faculty, Office of the President, student affairs, and student life were trained as search advocates. Individuals trained as search advocates were also trained on search and selection committee protocol.

The program saw its first search advocate participating in the search for senior vice president of administrative and fiscal services. In addition to this search, search advocates have been embedded in three additional searches. One person trained as a search advocate has also served as part of the search committee for one of those searches. It is expected that search advocates will be embedded in future searches throughout the

College. More training of additional search advocates is expected in FY22.

OFFICE OF ADMINISTRATIVE AND FISCAL SERVICES (AFS)

James N. Gillis is the outgoing SVP liaison and Terrence M. Evelyn is the incoming SVP liaison.



Terrence M. Evelyn is currently the director of collegewide facilities operations. He has also served as the director of campus facilities for the Takoma Park-Silver Spring Campus. Prior to joining Montgomery College, Terrence held senior-level facilities management positions at Mercy Medical Center, Community College of Baltimore County, and Morgan State University.



James N. Gillis, director of campus facilities, Rockville Campus joined Montgomery College in October 2014. Currently, the director of facilities and operations for the Rockville Campus, he oversees 25 buildings spread over 88 acres of land space. In addition, he leads approximately 140 facilities personnel representing over 27 nationalities to deliver a safe grounds and clean environment for all who visit the Rockville Campus. Formerly, Mr. Gillis was the electrical program director for Tesst College and SME for the trade's curriculum used by Tesst/aka Kaplan University. Mr. Gillis is the liaison for MC facilities role in the RTC efforts and sits on multiple committees at the College, including but not limited to PACEI, RTCAT, LMCC, and Project Planning. Mr. Gillis is a Certified Educational Facilities Professional (CEFP), holds a B.A.S. in technical management, master electrical professional license, and near completion of an M.B.A.

Principal work highlighted in AFS:

Disability Inclusion

Addresses the specific suggestions made in the 2018 Montgomery College Middle States Self-Study Report. The Middle States Self Study Report recognized and identified opportunities to model national best practices by the Association on Higher Education and Disability. Leadership, Assessment, Education and Awareness, and Universal Design and Accessible Information Communication Technology are the four prioritized goals developed from the five target areas in the Disability Inclusion subcommittee's charge. Specifically, AFS's objective is to help identify and incorporate collegewide assessment tools that will measure the progress toward the full inclusion of persons with disabilities and accessibility of Montgomery College. While legislation and regulations provide guidance for minimal standards expected from public institutions,

Montgomery College is well positioned to serve as a leader on the local, statewide, and national level by demonstrating its commitment to excel in the work of inclusion and accessibility.

Accessibility/Equal Access/Removing Barriers to Participation

Curbside distribution of equipment (laptops, large monitors, and printers) for students, faculty, and staff. Implemented Chat and Chatbot capability for student advising. Implemented VoIP through MS Teams soft phone for greater student outreach. Assisted financial aid in automating a system that accepts online financial documents from students. Combined three separate orientations into one fully online student orientation.

Division Equity Efforts

AFS has undertaken significant efforts to advance the conversations around equity and inclusion. The framework is designed to bring awareness to AFS leaders and filter down equity and inclusion matters through each division administrator, manager, supervisor, and first line employee.

Procurement Local & Minority-owned Vendors/ Diverse Sourcing

Purchase thresholds were increased on January 31, 2020, to promote more contract spending with local and minority-owned businesses.

Search Advocate Program

The Talent Acquisition and Employment team has worked in collaboration with the Office of Equity and Inclusion to implement search advocates into the College's recruitment and hiring process. Search advocates will serve as a neutral process advisor focused on enhancing the equity, validity, diversity, and inclusion of our recruitment process. In June 2020, the first cohort of 30 search advocates completed a multi-day virtual training presented by Anne Gillies, director and founder of the Search Advocate Program at Oregon State University. The efficacy of this program will be assessed through search committee survey ratings and data related to recruitment, hiring, and employee concerns.

Unconscious Bias Training

Unconscious bias can undermine even the most fervent commitment to a diversity and inclusion agenda. Departments and College leadership are using the unconscious bias training course as part of our efforts to raise awareness. MC has an online unconscious bias assessment tool called the Implicit Association test. It offers practical research-based examples of unconscious bias in hiring and other selections and strategies for combatting unconscious bias. AFS has begun

this training and will be working with OEI to have cascading department meetings addressing equity and inclusion topics.

OFFICE OF ADVANCEMENT AND COMMUNITY ENGAGEMENT (OACE)

Rose Garvin Aquilino and Vanessa Zambrano



Rose Garvin Aquilino, associate senior vice president for advancement and community engagement, leads a talented team in Advancement Services, Community Engagement, Grants and Sponsored Programs, and Special Events. She has also served as the College's director of grants and sponsored programs and director of corporate and foundation relations. Prior to joining Montgomery College in 2007, Rose held senior-level development positions, worked for arts-related companies in sales and operations, and was a curator and collections manager for a family art foundation and several history museums. Rose is currently the vice chair of the board of directors for the Arts and Humanities Council for Montgomery County as well as the chair of the AHCMC Grants Committee, with a special focus on equitable grant-making. Rose holds a B.A. in anthropology and history from the University of Rochester in New York, and an M.A. in anthropology and a certificate in museum studies from New York University.



Vanessa Zambrano works for Montgomery College's Communications Office as strategic content producer. She supports MC's external and internal communications effort by writing and editing the @MontgomeryCollege newsletter, editing and curating the Inside MC email digest, taking photographs, and connecting reporters with MC faculty and staff. She also leads the Language Advisory Group (LAG), an internal effort that aims to reach and serve speakers of other languages.

OACE Antiracism and Social Justice Discussions

OACE Senior Vice President David Sears hosted 13 small group conversations on antiracism and social justice across the OACE division. A list of recommendations based on these discussions will be provided to the Office of Equity and Inclusion. To support ongoing and independent learning for OACE employees, an OACE-shared Dropbox folder with antiracism and social justice resources was created.

Progress on FY21 Equity and Inclusion Roadmap Activities and FY22 Action Steps

Goal #1: Presidential Scholars Program (Objectives 1.1 and 5.2)

OACE and the Office of Student Affairs have partnered to establish the Presidential Scholars Program that will be open to students of all backgrounds who are committed to increasing the college completion rates of African American men and to increasing the representation of African American men in high workforce need areas.

- FY21: As of May 2021, the Development team has raised more than \$800,000 in pledges and gifts for the \$10 million fundraising goal for scholarships and programming. PACEI Goal #1 subcommittee members have been added to the task force.
- FY22: The program is set to launch as a pilot in either fall 2021 or spring 2022, pending the availability of staffing.

Goal #3:

- Enhance inclusive communication and marketing materials to reflect disability as part of MC's diverse population. (Objective 8.5)
 - FY21: The College's marketing director has met with the Goal #3 subcommittee chair to begin discussions of disability inclusive marketing; MCTV included a student with a disability in the College's FY21 holiday video; and MC website redesign was done to enhance accessibility and includes photos of individuals with disabilities.
 - FY22: OACE will continue to monitor success in inclusive marketing and communication materials, including taking more photos and video once we are back on campus.
- Rework and reincorporate implementation of #YouAreWelcomeHere campaign. (Objective 5.2)
 - FY21: #YouAreWelcomeHere campaign was done two years ago in response to DACA issues as part of a national IHE campaign.
 - FY22: Communications will re-imagine or develop a new "Welcome" campaign once we can return to campus so we do not confuse students about safely returning to campus.

Completed FY21 Activities

Goal #1: Increase utilization of internships, apprenticeships, and scholarships. (Objectives 1.1 and 5.2)

- The Office of Communications will continue to promote support programs and resources in consultation with the Offices of Student Affairs and Academic Affairs.

Goal #4: Adult student learners/"Go to community organizations to partner with Community Engagement." (Objective 8.2)

- The Office of Community Engagement will continue to add partners that support the College's priorities.

Goal #5: Social media and marketing (Objective 8.1)

- The Office of Communication will continue to use marketing and social media to reach out to minority students.
- The Office of Communications will continue to support an internal newsletter (*Inside MC Online*) and the MC Events Calendar; both are self-serve for the College community to share events.

Goal #5: Signage (Objective 8.1)

- The Office of Communications has a process and training for digital signage (montgomerycollege.edu/offices/advancement-and-community-engagement/communications/digital-signage/index) and a process for brand/logo (montgomerycollege.edu/offices/advancement-and-community-engagement/communications/creative-services/index) use.
- Signs for smaller events are done by the department planning the event.
- MC is required to follow landlord regulations for leased spaces.

Goal #5: Increased awareness of networking, mentoring, and internships. (Objective 8.1)

- The Office of Communications provides ongoing support for outreach and awareness for such opportunities at the request of both the Office of Student Affairs and the Office of Academic Affairs. Many of the opportunities already have web pages, for example, mentoring (montgomerycollege.edu/life-at-mc/mentoring-network/index), general internships (montgomerycollege.edu/academics/cooperative-education-internship-program/index), STEM internships (montgomerycollege.edu/academics/stem/internships/index), and Humanities internships (montgomerycollege.edu/special-programs/paul-peck-humanities-institute/internships).
- The Office of Student Employment Services also sends out weekly e-blasts about student internships.

Goal #5: Create an awareness campaign of the Germantown Incubator. (Objective 8.3)

- PIC MC maintains a relationship with the incubator.
- Germantown incubator is run by Montgomery County. MC is not responsible for creating an awareness campaign. Thus, this priority remains with PIC MC.

Goal #5: Market daytime/in-class multi-cultural and multi-ethnic speakers. (Objective 8.1)

- The Office of Communications markets and promotes College events through the master calendar, *Inside*

MC Online, YouTube, Facebook, and other social media. Examples include: President's Dialogue Series, World Hijab Day, the MC Africa and Diaspora Heritage Festival, the MC Asian-Pacific Islander Heritage Event, among others.

- The Offices of Development and Community Engagement also provide additional support for these efforts including securing funding, partners, and organizing events.

OFFICE OF STUDENT AFFAIRS

Dr. Debra A. Bright



Dr. Debra A. Bright serves as the associate dean of student affairs for the Rockville Campus and is the immediate past chair of the President's Advisory Committee on Equity and Inclusion. Additionally, she is the founder and chairperson of the newly established Student Affairs Equity and Inclusion Taskforce. In her role as Associate Dean, she chairs the campus Behavioral Intervention Team, advocates for students experiencing academic and personal difficulty, and helps provide operational leadership for the following Student Success units: Counseling and Advising, Disability Support Services, Student Support Services/TRIO, First Year Experience, and Veteran Services.

Dr. Monica Brown, senior vice president for student affairs, identified the following three (3) priorities in the *Equity and Inclusion Roadmap for Success* for implementation during the 2020-2021 Academic Year.

PRIORITY 1 · Training, Dialogue, Events, and Celebrations Committee

Recommendation: Provide training for student success: improve persistence, retention, and graduation/transfer of all students, especially those of African-American male and Latinx students through developing an academy for Latinx and Black male students for tutoring, mentoring, etc., and creating/supporting multicultural inclusion center spaces to serve as hubs for training, dialogue, events, and celebrations on each campus. (Objective 5)

Current Status: David Sears, senior vice president for advancement and community engagement and Dr. Monica Brown, senior vice president for student affairs, are spearheading the development of a new Presidential Scholars Program. This program will be open to students of all backgrounds who are committed to increasing the representation of men of color in high workforce need areas. The program will provide financial support, academic support, student support services, as well as access to industry-based mentors to help promote academic success and career readiness for all participants. The Student Affairs division

is responsible for programming and the Advancement and Community Engagement division is responsible for fundraising. To date, the Montgomery College Foundation has raised \$870,000 in endowment funds to support the Presidential Scholars Program. At this time, we are in the process of creating the program application/nomination form and developing a communications plan. The program is scheduled to kick-off in fall 2021 with a robust advertising campaign. Current needs include staffing, office space, mentors from various career fields, and additional funding.

Dr. Brown and the Student Affairs Equity and Inclusion Taskforce are working with Academic Affairs and OEI to create the first Multicultural/Inclusion Center for students and faculty. This will be planned in further detail in the upcoming academic year and is expected to open in 2022 as one of the Equity and Inclusion priorities for Student Affairs.

PRIORITY 2 · Disability Inclusion Committee

Recommendation: Create a culture where disability is recognized and celebrated as a part of MC's diversity. Disability will be seen and communicated as part of the commitment to radical inclusion. (Objective 3)

Current Status: Christopher Moy, director of ADA and Title IX compliance, and Professor Sue Haddad, chair of disability support services, are spearheading the implementation of this recommendation. Below are a few highlights of the progress made to date. Please see the College Culture Subcommittee's progress report for additional details on this recommendation's status.

- We hosted a Let's Talk! Disability session to educate the College community on the history of oppression for individuals with disabilities, biases, and microaggressions that impact individuals with disabilities and the importance of reframing disability into a social justice model. The subcommittee is proposing a Let's Talk! Disability 2 program either as a stand-alone event or in partnership with PACEI.
- In an effort to address the fact that disability is not always represented in our messaging, we are partnering with the Office of Advancement and Community Engagement to develop a marketing campaign that is inclusive of the disability population.
- We are establishing a "Disability as Diversity" campaign addressing "what inclusion means to me as a person with a disability." These ads will run on the digital boards when we return to campus post-pandemic.

- We are establishing a Disability Ambassador Program (similar to SafeZone training) to develop individual awareness and education about disability and train advocates for individuals with disabilities.
- We are conducting an ADA self-evaluation in an effort to assess our facilities for possible ADA violations and ensure that our physical campus is accessible.
- We are launching a student survey in spring 2021 to gauge awareness of and understand attitudes about individuals with disabilities. An employee survey will launch in fall 2021.

PRIORITY 3 · Student Experience and College Culture Committee

Recommendation: Ensure effective use of academic credit in support of graduation, completion, and transfer. (Objective 3)

Current Status: Dr. Jamin Bartolomeo, collegewide dean of student access and Germantown student affairs, is shepherding the implementation of this recommendation. The following activities have taken place:

- A Graduation Review Committee (GRC) has been formed. This committee represents a collaboration between the offices of Student Affairs and Academic Affairs and its purpose is to review students' options for degrees. The GRC was active pre-COVID but halted its work once the pandemic hit.
- The new Degree Works/Audit system is scheduled for implementation by October 2022. This is a proactive system that will provide students with a clear roadmap of what is needed to graduate. Eventually, the Degree Audit system could be linked to a program called Degree Plan (which the College has not purchased yet) to provide even greater support to students as they plan their course of study.
- The Student Success Network recommended that MC implement a centralized transcript evaluation process and standardize the physical location of work (address) and protocols to ensure faster and more efficient application of coursework. Once fully implemented, this new centralized process and standardized protocol is expected to cut the evaluation process from 6-8 weeks down to 2-4 weeks. Additionally, we are now using Banner to help automate the transcript evaluation process instead of the manual process that was utilized in the past.

IV. Goal 1 – Student Equity

Goal #1 in the *Roadmap for Success* is to “Improve persistence, retention, and graduation/transfer of all students particularly African-American male and Latinx students.” The subcommittee has prioritized several action items in support of this goal.

Decolonizing the learning centers at Montgomery College by diversifying voices and perspectives and aligning the support and services offered to be culturally sensitive and aware. Significant progress has been made on this action item including a workshop facilitated by Dr. Romeo García in March 2021 on decolonizing learning centers and several concurrent and subsequent presentations and discussions amongst tutoring staff. (Objective 1.1, pg. 18, *Roadmap for Success*)

Training for student success: improve persistence, retention, and graduation/transfer of all students, especially those of African American male and Latinx students through developing an academy for Latino and Black male students for tutoring, mentoring, etc., and creating/supporting multicultural inclusion center spaces to serve as hubs for training, dialogue, events, and celebrations on each campus. (Objective 1.1, pg. 18, *Roadmap for Success*)

Adopt a standard inclusive syllabus template to help ensure for culturally relevant/responsive course-specific syllabi. (Objective 3.4, pg. 25, *Roadmap for Success*)

Make disaggregated student success data (on the course level) for highly enrolled general education courses widely available to faculty, administrators, and students. (Objective 1.1, pg. 18, *Roadmap for Success*)

Create, support, develop, and maintain affinity-based, cohort programs specific to African American men (e.g., the Presidential Scholars Program) and Latinx students. (Objective 1.1, pg. 18, *Roadmap for Success*)

Diminish student perception of stigma associated with asking for and receiving help, especially for Black male and Latinx students utilizing academic support (e.g., learning centers) and financial support resources. (Objective 1.1, pg. 18, *Roadmap for Success*)

Increase utilization of internships, apprenticeships, and scholarships for all students, especially for African American males and Latinx students. (Objective 1.1, pg. 18, *Roadmap for Success*)

The Rockville Writing, Reading, and Language Center piloted affinity-focused writing groups for African-American male and Latinx students, and the WRLCs recently received an Innovation Grant that will allow further development and support for these groups in partnership with the Office of Academic Alliances. (Objective 1.1, pg. 18, *Roadmap for Success*)

- “Educators Rising in Montgomery College” was selected for FY22 Innovation Fund Grant; Educators Rising will be the educational cadre that will prioritize Black and Brown males to enter into the field of education, with partnerships at Bowie State University, Build Our Network of Diversity (BOND), and Montgomery County Government’s Office of Racial Equity and Social Justice.

PRESIDENT'S ADVISORY COMMITTEE ON EQUITY AND INCLUSION RECOMMENDATIONS

7/1/2021		GOAL ONE: STUDENT EQUITY		GOAL DESCRIPTION: Improve persistence, retention, and completion/graduation/transfer of all students, particularly African-American male and Latinx students		
ACTION ITEMS	RESOURCE PERSONS NEEDED (RESPONSIBLE)	RESPONSIBLE SVP AREA	INTENDED OUTCOMES	ALIGNMENT	COMPLETED OR DATE TO BE COMPLETED	SELECTED PACEI MONITOR
<p>Create, support, develop, and maintain affinity-based, cohort programs specific to African American men (e.g., Presidential Scholars Program) and Latinx students.</p> <p>Objective 1.1, p. 18 of E&I <i>Roadmap for Success</i>: An increased number of African American male and Latinx students who graduate, transfer, and complete. Hiring, retention, and promotion of African American male and Latinx full- and part-time faculty.</p> <p>Objective 5.2, p. 31 of E&I <i>Roadmap for Success</i>: To foster empowerment and a sense of belonging among specific diverse populations at the College.</p>	<p>Eric Benjamin Diana Benson Rachel Bonaparte Debra Bright Andrae' Brown Andrea Foster James Hodge Angela Rhoe</p>	<p>Office of Advancement and Community Engagement Office of Student Affairs</p>	<p>One-on-one advising and mentoring to support social, academic, and professional goals.</p> <p>Leadership development through experiential opportunities, mentorship, and learning excursions throughout the country.</p> <p>Opportunities to find an immediate affinity group to develop relationships and build dependable networks for the continuation of elevated performance levels in individualized areas of interest.</p> <p>Access senior leadership at Montgomery College, including, but not limited to, the President's Advisory Committee on Equity and Inclusion.</p> <p>Create a network of mentorship; participants will receive mentorship and develop their own styles of mentorship by providing leadership (peer mentoring) to other students while in the program.</p> <p>Identify first-generation college students and match them with mentors that were also first-generation college students. Mentors will assist in providing additional resources for financial aid opportunities and resources for academic and career success.</p>	<p>MC 2025 E&I <i>Roadmap for Success</i></p>	<p>Inception of African-American cohort in 2021 (as a pilot); Inception of Latinx cohort in 2022 (as a pilot). Ongoing for the duration of problem persisting.</p>	<p>James Sniezek</p>



ACTION ITEMS	RESOURCE PERSONS NEEDED (RESPONSIBLE)	RESPONSIBLE SVP AREA	INTENDED OUTCOMES	ALIGNMENT	COMPLETED OR DATE TO BE COMPLETED	SELECTED PACEI MONITOR
<p>Create, develop, support, and maintain multicultural and inclusion spaces for Students of Color and LGBTQIA+ students.</p> <p>Objective 7.5, p. 37 of E&I Roadmap</p> <p>Training for student success: improve persistence, retention, and graduation/transfer of all students, especially those of African-American male and Latinx students through developing an academy for Latino and black male students for tutoring, mentoring, etc., and creating/supporting multicultural inclusion center spaces to serve as hubs for training, dialogue, events, and celebrations on each campus.</p>	<p>Debra Bright Lucinda Grinnell Kimberly Kelley Margaret Latimer Marvin Mills Jeanette Rojas Kristen Schramm Brad Stewart</p>	<p>Office of Academic Affairs Office of Administrative and Fiscal Services Office of Student Affairs</p>	<p>To create affinity-based brave spaces for students to socialize, study, find resources, and hold meetings and events.</p> <p>See white papers on Multicultural Spaces and LGBTQIA+ spaces for more detail. www.montgomerycollege.edu/about-mc/equity-and-inclusion/index</p>	<p>E&I <i>Roadmap for Success</i></p>	<p>2021– planning phase/ consideration of available spaces and possible sources of funding 2022-23 – implement</p>	<p>Brandon Wallace</p>
<p>Increase utilization of internships, apprenticeships, and scholarships for all students, especially for African American males and Latinx students.</p> <p>Objective 1.1, p. 18 of E&I <i>Roadmap for Success</i>: An increased number of African American male and Latinx students who graduate, transfer, and complete. Hiring, retention, and promotion of African American male and Latinx full- and part-time faculty.</p>	<p>Rose Garvin Aquilino Roberta Buckberg Sara Ducey Steve Greenfield Donna Kinerney Joyce Matthews Brandy Naughton Nancy Newton Dorothy Umans</p>	<p>Office of Academic Affairs Office of Advancement and Community Engagement Office of Student Affairs</p>	<p>Increasing opportunities for apprenticeships and internships will enhance completion rates and placement in employment while studying or upon graduation.</p> <p>Additional scholarships will help ease student financial burden to allow time for apprenticeships and internships while studying.</p>	<p>MC 2025 E&I <i>Roadmap for Success</i></p>		<p>David Bergtold</p>

ACTION ITEMS	RESOURCE PERSONS NEEDED (RESPONSIBLE)	RESPONSIBLE SVP AREA	INTENDED OUTCOMES	ALIGNMENT	COMPLETED OR DATE TO BE COMPLETED	SELECTED PACEI MONITOR
<p>Create, support, develop, and maintain affinity-focused writing groups for students to develop their writing and reading skills and discuss Latinx and African-American literature and identity.</p> <p>Objective 1.1, p. 18 of E&I <i>Roadmap for Success</i>: An increased number of African American male and Latinx students who graduate, transfer, and complete. Hiring, retention, and promotion of African American male and Latinx full- and part-time faculty.</p> <p>Objective 5.2, p. 31 of E&I <i>Roadmap for Success</i>: To foster empowerment and a sense of belonging among specific diverse populations at the College.</p>	<p>Andrea Foster James Hodge Lucinda Grinnell Kimberly Kelley Emma Munoz Rodney Redmond Brandon Wallace Charles Washington</p>	<p>Office of Academic Affairs</p>	<p>Students will have the opportunity to form a writing group to improve written expression.</p> <p>Students will be able to build relationships between peers for the community-based connections that demonstrate relationship building.</p> <p>Students will have additional measures of encouragement to make connections between writing and their identities.</p>	<p>MC 2025 E&I <i>Roadmap for Success</i></p>	<p>The Rockville Writing, Reading, and Language Center piloted affinity-focused writing groups for African-American male and Latinx students, and the WRLCs recently received an Innovation Grant which will allow further development and support for these groups in partnership with the Office of Academic Affairs.</p>	<p>Maurice Shihadi</p>
<p>Decolonizing the learning centers at Montgomery College by diversifying voices and perspectives and aligning the support and services offered to be culturally sensitive and aware.</p> <p>Objective 1.1, p. 18 of E&I <i>Roadmap for Success</i>: An increased number of African American male and Latinx students who graduate, transfer, and complete. Hiring, retention, and promotion of African American male and Latinx full- and part-time faculty.</p> <p>Objective 5.2, p. 31 of E&I <i>Roadmap for Success</i>: To foster empowerment and a sense of belonging among specific diverse populations at the College.</p>	<p>James Hodge Learning Center Managers</p>	<p>Office of Academic Affairs Office of Student Affairs</p>	<p>Continue and expand training for tutors and staff in the Learning Centers on culturally responsive and antiracist pedagogies and practices. These trainings will highlight the importance of diversifying voices and perspectives, as well as devaluing hierarchies.</p> <p>By campus and by subject, align the support and services offered to be culturally sensitive and aware, specifically to marginalized populations. In policy and practice, use a lens crafted toward social justice, antiracism, and academic rigor.</p>	<p>Theory of action for alignment: If we create more culturally responsive and antiracist learning centers, then all students, and especially African American and Latinx students, will be more inclined to seek academic support and assistance during their tenure at Montgomery College. This will increase student success, including retention and graduation rates.</p>	<p>Congruently, over the next five years, learning centers at each campus will continue to enact culturally responsive and antiracist policies and practices, as well as take part in culturally responsive self-evaluations.</p>	<p>David Bergtold Lucinda Grinnell</p>



ACTION ITEMS	RESOURCE PERSONS NEEDED (RESPONSIBLE)	RESPONSIBLE SVP AREA	INTENDED OUTCOMES	ALIGNMENT	COMPLETED OR DATE TO BE COMPLETED	SELECTED PACEI MONITOR
<p>Diminish student perception of stigma associated with asking for and receiving help, especially for Black male and Latinx students utilizing academic support (e.g., learning centers) and financial support resources.</p> <p>Objective 1.1, p.18 of E&I <i>Roadmap for Success</i>: An increased number of African American male and Latinx students who graduate, transfer, and complete. Hiring, retention, and promotion of African American male and Latinx full- and part-time faculty.</p> <p>Objective 5.2, p. 31 of E&I <i>Roadmap for Success</i>: To foster empowerment and a sense of belonging among specific diverse populations at the College.</p>	<p>Andrea Foster James Hodge Academic Deans ACES Affinity student groups ALMA for Latinx students ATPA Black Alliance for Transformative Leadership Boys to Men Learning center managers MCTV MD Male Black Summit Office of Communications Presidential Scholars Program Southern Mgmt. Leadership Program Student Senate</p>	<p>Office of Academic Affairs Office of Advancement and Community Engagement Office of Student Affairs</p>	<p>Create and develop informative media supporting the concept that support resources are simply tools to use for success with no stigma attached.</p> <p>Discover better mechanisms for distribution of these media to all students, particularly Black male and Latinx students. Traditional methods (e.g., email) are often not as effective as needed.</p> <p>Provide training for administrators, faculty members, and members of the staff on how to minimize the perception of stigma on the part of students, especially those who have been marginalized.</p> <p>Coordinate this action item with all other action item activities and with programs such as ACES, ATPA, Montgomery College Foundation, etc.</p>	<p>MC 2025 E&I <i>Roadmap for Success</i></p>	<p>2021-2022: Coordination of learning centers, MC Foundation, and others with MCTV for creation of video(s) and Office of Communications for creation of print material and social media for distribution to students. Monitoring of responses of specific groups in terms of utilization of resources for help.</p>	<p>David Bergtold Lucinda Grinnell Jeanette Rojas Carlos Molina Rosales</p>
<p>Human Resources Audit: Ensuring for a diverse hiring, recruiting, retaining, and fellowshipping experience at Montgomery College.</p> <p>Objective 1.1, p.18 of E&I <i>Roadmap for Success</i>: An increased number of African American male and Latinx students who graduate, transfer, and complete. Hiring, retention, and promotion of African American male and Latinx full- and part-time faculty.</p> <p>Objective 5.2, p. 31 of E&I <i>Roadmap for Success</i>: To foster empowerment and a sense of belonging among specific diverse populations at the College.</p>	<p>Andrea Foster James Hodge Carlos Molina Rosales</p>	<p>Office of Administrative and Fiscal Services</p>	<p>Ensure that the faculty and staff are representative of the students we serve at Montgomery College.</p> <p>Provide guidance and accountability measures to ensure that recruitment and other employment aspects are taken into consideration from the onboarding to the professional development processes at Montgomery College.</p> <p>Ensure that collegiate degree reception is diverse, e.g., employees who currently and prospectively work at Montgomery College come from a myriad of institutions, e.g., Historically Black Colleges and Universities, Predominantly White Institutions, Minority Serving Institutions, etc.</p>	<p>MC 2025 E&I <i>Roadmap for Success</i></p>	<p>2022</p>	<p>Eric Benjamin</p>

ACTION ITEMS	RESOURCE PERSONS NEEDED (RESPONSIBLE)	RESPONSIBLE SVP AREA	INTENDED OUTCOMES	ALIGNMENT	COMPLETED OR DATE TO BE COMPLETED	SELECTED PACEI MONITOR
<p>Required antiracist professional development for faculty and staff – particularly for new faculty and staff. Also required professional development that addresses equity and inclusion in instructional practices.</p> <p>Objective 1.1, p.18 of E&I <i>Roadmap for Success</i>: An increased number of African American male and Latinx students who graduate, transfer, and complete. Hiring, retention, and promotion of African American male and Latinx full- and part-time faculty.</p> <p>Objective 5.3, p. 31 of E&I <i>Roadmap for Success</i>: To improve Montgomery College leadership’s knowledge, skills, and awareness of racial and cultural issues.</p>	<p>Michael Mills Krista Leitch Walker</p>	<p>Office of Academic Affairs Office of Administrative and Fiscal Services</p>		<p>MC 2025 E&I <i>Roadmap for Success</i></p>	<p>Ongoing</p>	<p>Carlos Molina Rosales</p>
<p>Community conversations around race, equity, and inclusion should become a part of our fabric as an institution.</p> <p>Objective 5.3, p. 31 of E&I <i>Roadmap for Success</i>: To improve Montgomery College leadership’s knowledge, skills, and awareness of racial and cultural issues.</p>	<p>Office of Equity and Inclusion PACEI Leadership Team</p>	<p>Office of the President</p>	<p>Provide opportunities for discussion with and training for administrators, faculty, staff on how to respectfully have and openly participate in discussions around race, equity, and inclusion.</p> <p>Hold regular and open conversations about race, equity, and inclusion to identify, discuss, and work to dispel unhealthy bias toward all persons.</p>	<p>MC2025 E&I <i>Roadmap for Success</i></p>	<p>Ongoing; Fall 2021 for next implementation</p>	<p>James Sniezek</p>
<p>Decolonizing the curricula offered at Montgomery College.</p> <p>Objective 1.1, p. 18 of E&I <i>Roadmap for Success</i>: An increased number of African American male and Latinx students who graduate, transfer, and complete. Hiring, retention, and promotion of African American male and Latinx full- and part-time faculty.</p> <p>Objective 5.2, p. 31 of E&I <i>Roadmap for Success</i>: To foster empowerment and a sense of belonging among specific diverse populations at the College.</p>	<p>Andrea Foster James Hodge Academic Deans ELITE</p>	<p>Office of Academic Affairs</p>	<p>A culturally responsive/relevant committee of faculty discipline representatives will ensure that all curricula will be diverse (syllabus, citations, learning outcomes, materials), antiracist, and culturally competent, decentering knowledge and pedagogy, through meaningful, balanced, diverse and globalized representations and materials.</p> <p>This committee will produce a rubric to reflect criteria for decolonizing and culturally responsive curricula.</p> <p>Ensuring that there are surface-level, actualized, and integrated components within the curricula at Montgomery College; Increased number of faculty will understand and incorporate/apply decolonized curricula at Montgomery College.</p> <p>Faculty will conduct self-evaluations to ensure that their course materials are decentered, diverse, and culturally respondent based on the rubric.</p>	<p>MC2025 Goal II E&I <i>Roadmap for Success</i> Montgomery College Antiracist Institutional Goal</p>	<p>First year: formation of committee, liaising with curriculum committee about process and development of rubrics.</p> <p>Alphabetically, departments will take part in curricula audits and curricula revision suggestions leading to implementation each year for 5 years.</p>	<p>Katya Salmi</p>

ACTION ITEMS	RESOURCE PERSONS NEEDED (RESPONSIBLE)	RESPONSIBLE SVP AREA	INTENDED OUTCOMES	ALIGNMENT	COMPLETED OR DATE TO BE COMPLETED	SELECTED PACEI MONITOR
<p>Adopt a standard inclusive syllabus template to help ensure culturally relevant/ responsive course-specific syllabi (See Objective 3.4, p. 25 of <i>E&I Roadmap for Success</i>).</p> <p>Objective 1.1, p.18 of <i>E&I Roadmap for Success</i>: An increased number of African American male and Latinx students who graduate, transfer, and complete. Hiring, retention, and promotion of African American male and Latinx full- and part-time faculty.</p>	Academic Deans Faculty Council	Office of Academic Affairs	Increased engagement of students in their coursework. The syllabus is often students' first experience of a course. It sets forth not only basic information about the course but the instructor's vision for how the course objectives will be met and expectations of student performance. As such, this document should communicate to all students - but minoritized and underrepresented students in particular - that their personal wellbeing, inclusion in all phases of learning, and academic success are valued.	MC 2025 <i>E&I Roadmap for Success</i>	2022	Milton Nash
<p>Make disaggregated student success data (on the course level) for highly enrolled general education courses widely available to faculty, administrators, and students.</p> <p>Objective 1.1, p. 18 of <i>E&I Roadmap for Success</i>: An increased number of African American male and Latinx students who graduate, transfer, and complete. Hiring, retention, and promotion of African American male and Latinx full- and part-time faculty.</p>	John Hamman Kimberly Kelley Margaret Latimer Brad Stewart Faculty Council	Office of Academic Affairs Office of the President	To allow faculty to make data informed decisions about the effectiveness of pedagogy and curricula in courses that are especially pertinent to student completion.	MC 2025 <i>E&I Roadmap for Success</i>	This data should be available to faculty and administrators by fall 2022. To students by fall 2024.	Milton Nash

V. Goal 2 – College Workforce

Goal #2 in the *Roadmap for Success* is to “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.”

Over the last year, the Goal 2 – College Workforce Subcommittee of the President’s Advisory Committee on Equity and Inclusion has primarily focused on documenting progress and on refining policy and procedures for two of its priority objectives: Search Advocate Program and the Minority Faculty Internship Program.

Since the spring of 2020, nearly 50 Montgomery College employees have successfully completed Oregon State University’s (OSU) Search Advocate Program. Upon completion of the training, participants completed a survey and participated in debriefing sessions to gather feedback on their training experience. The College Workforce Subcommittee, in conjunction with the Office of Human Resources and Strategic Talent Management (HRSTM) and the Office of Equity and Inclusion (OEI) will use this data to modify OSU’s training model to fit MC’s organizational characteristics. The goal is to provide this information to ELITE so an internal training program can be developed at the College with a tentative rollout in FY22. In addition, working closely with our PACEI SVP liaison, the subcommittee has identified an additional 11 people who will participate in OSU’s upcoming training in June 2021.

Due to the current remote work status and hiring freeze at the College, we have only had three search advocates (SA) serve on search committees. As positions are being approved for hiring, more search advocates are being placed. Upon completion of the searches, the HRSTM team meets with the advocates to collect information about their experience and then shares the data with OEI. The College Workforce Subcommittee is also working on developing a metric for assessing the Search Advocate Program.

HRSTM, OEI and the College Workforce Subcommittee are also currently working to develop a system for identifying and addressing concerns that search advocates may observe during the search process. This includes identifying whom the first point of contact will be for the search advocate and how that information will be shared with OEI.

The Minority Faculty Internship, codified into Policy & Procedure (P&P) in 1987, was most recently utilized by the English and Reading Department in fall 2019, and continued through the 2020-2021 academic year. The College Workforce Subcommittee is currently editing a white paper on this topic. Over the last year, the subcommittee has been researching other institutions that have similar programs to collect data to guide recommendations for updating and improving the current Policy and Procedure. To date, we have updated student enrollment information and faculty employment data for inclusion in the draft of the white paper. The subcommittee plans to have a completed working document in FY22 after we have synthesized the data from external institutions, internal sources, and current research literature on the need for greater representation of minority faculty at the community college level.

The subcommittee continues its work on making recommendations for updating policy and procedures for equity and inclusion in the College’s workforce. To this end, the subcommittee has developed a tentative timeline for rollout of collegewide guidelines for the Minority Faculty Internship program. This timeline includes a three-year phased plan, which includes our data collection, drafting of the white paper, and a more extensive program rollout. The subcommittee will also make recommendations that include identifying units within the College with the most need for increased minority faculty presence, as well as updates to the application process and candidate exit report. Finally, to embed these initiatives in the operations of the College, the College Workforce Subcommittee has put forth a recommendation to the senior vice president of academic affairs for a dedicated funding stream. The work of the College Workforce Subcommittee has received consistent and enthusiastic support from stakeholders in the College, which reflects the value Montgomery College places on promoting equity and inclusion in the workplace.

PRESIDENT'S ADVISORY COMMITTEE ON EQUITY AND INCLUSION RECOMMENDATIONS

7/1/2021		GOAL TWO: COLLEGE WORKFORCE		GOAL DESCRIPTION: Improve employee recruitment, hiring, on-boarding, development, and training procedures and practices to attract and retain a diverse workforce that includes leaders, managers, faculty, and staff reflective of the College's diverse student population.		
ACTION ITEMS	RESOURCE PERSONS NEEDED (RESPONSIBLE)	RESPONSIBLE SVP AREA	INTENDED OUTCOMES	ALIGNMENT	COMPLETED OR DATE TO BE COMPLETED	SELECTED PACEI MONITOR
<p>Review and assess current search committee training and identify/recommend additional components that may be needed – including training and support materials on disability awareness to be incorporated into search committee training. Objective 4.1, pg. 28</p> <p>Train administrators, hiring managers, and search committee chairs on the importance and benefits of diversity, equity, and inclusion in all phases of the hiring and promotion processes. Hold ourselves accountable for ensuring diverse pools of applicants, interviewees, and recommended candidates and be willing to reopen searches that fail to attract adequately diverse pools of candidates. Objective 4.2, pg. 28</p> <p>Train and appoint equity-focused search advocates who will serve on search committees to help write inclusive position descriptions, job qualifications, and interview questions; raise awareness of unconscious bias; and promote the hiring of culturally competent employees.</p>	Lauren Landau	Office of Administrative and Fiscal Services	Updated training to include required trainings that incorporate Search Advocates, unconscious bias training, disability awareness, and additional training for hiring managers.	Goal V	Fall 2021	Karen Penn de Martinez Tilandra Rhyne Elizabeth Schlackman

ACTION ITEMS	RESOURCE PERSONS NEEDED (RESPONSIBLE)	RESPONSIBLE SVP AREA	INTENDED OUTCOMES	ALIGNMENT	COMPLETED OR DATE TO BE COMPLETED	SELECTED PACEI MONITOR
<p>Develop and maintain “train the trainer” program for search advocates on facilitating unconscious bias training to search committees.</p> <p>Objective 4.1, pg. 28</p> <p>Train administrators, hiring managers, and search committee chairs on the importance and benefits of diversity, equity, and inclusion in all phases of the hiring and promotion processes. Hold ourselves accountable for ensuring diverse pools of applicants, interviewees, and recommended candidates and be willing to reopen searches that fail to attract adequately diverse pools of candidates.</p> <p>Objective 4.2, pg. 28</p> <p>Train and appoint equity-focused search advocates who will serve on search committees to help write inclusive position descriptions, job qualifications, and interview questions; raise awareness of unconscious bias; and promote the hiring of culturally competent employees.</p>	<p>Sharon Bland ELITE Instructional Designers</p>	<p>Office of Academic Affairs Office of Administrative and Fiscal Services</p>	<p>Trained search advocates will be able to provide unconscious bias training to search committees.</p>	<p>Goal V</p>	<p>Spring 2022 Spring 2023</p>	<p>Karen Penn de Martinez Tilandra Rhyne Elizabeth Schlackman</p>
<p>Hire consultant to work with ELITE to develop an in-house Search Advocate Training program that aligns with MC’s structure.</p> <p>Objective 4.2, pg. 28</p> <p>Train and appoint equity-focused search advocates who will serve on search committees to help write inclusive position descriptions, job qualifications, and interview questions; raise awareness of unconscious bias; and promote the hiring of culturally competent employees.</p>	<p>Lauren Landau Michael Mills ELITE Instructional Designers</p>	<p>Office of Academic Affairs Office of Administrative and Fiscal Services</p>	<p>Training program incorporated into and aligned with HRSTM recruitment/ hiring structure.</p> <p>Training that can be incorporated into ELITE’s infrastructure and used to track and assess effectiveness of train-the-trainer program.</p>	<p>Goal V</p>	<p>Spring 2022</p>	<p>Karen Penn de Martinez Tilandra Rhyne Elizabeth Schlackman</p>
<p>Increase utilization of Minority Faculty Internship program.</p> <p>Objective 1.1, p.18</p> <p>An increased number of African American male students who graduate, transfer, and complete. Hiring, retention, and promotion of African American male full- and part-time faculty and Latinx full-and-part-time faculty.</p>	<p>Confer with Goal 1 committee Elizabeth Benton Andrea Foster James Hodge Lauren Landau</p>	<p>Office of Academic Affairs Office of Administrative and Fiscal Services</p>	<p>Increased hiring of African American and Latinx males in most underrepresented disciplines at the institution.</p>	<p>Goal I Goal V</p>	<p>Spring 2022</p>	<p>Shayla Atkins Xianghui Xing</p>



ACTION ITEMS	RESOURCE PERSONS NEEDED (RESPONSIBLE)	RESPONSIBLE SVP AREA	INTENDED OUTCOMES	ALIGNMENT	COMPLETED OR DATE TO BE COMPLETED	SELECTED PACEI MONITOR
<p>Update and finalize Minority Faculty Internship white paper to incorporate findings from informational interviews, including recommendation of an expanded program and funding source to support continuity of program.</p> <p>Objective 4.4, pg. 29</p> <p>Update and utilize the Minority Faculty Internship policy (P&P #32201) to allow departments to provide temporary teaching positions to less experienced prospects or current graduate students from traditionally underrepresented minority groups or those with disabilities.</p>	<p>Elizabeth Benton Andrea Foster James Hodge Kimberly Kelley Margaret Latimer Karen Penn Brad Stewart</p>	<p>Office of Administrative and Fiscal Services</p>	<p>Minority Faculty Internship timeline: Increased awareness of internship program. Collegewide implementation of program with priority given to disciplines with most underrepresented groups. Dedicated budget to fund program.</p>	<p>Goal V</p>	<p>Spring 2022</p>	<p>Shayla Atkins Kimberly Bloch-Rincan James Murray Xianghui Xing</p>
<p>Update language within and title of current Minority Faculty Internship policy to reflect modern standards and expectations.</p> <p>Objective 4.4, pg. 29</p> <p>Update and utilize the Minority Faculty Internship policy (P&P #32201) to allow departments to provide temporary teaching positions to less experienced prospects or current graduate students from traditionally underrepresented minority groups or those with disabilities.</p>	<p>Elizabeth Benton Andrea Foster James Hodge</p>	<p>Office of Academic Affairs</p>	<p>A policy and program that is more heavily recognized, utilized, and understood. A policy and program that complies with current standards.</p>	<p>Goal V</p>	<p>Fall 2021</p>	<p>Shayla Atkins Kimberly Bloch-Rincan James Murray Xianghui Xing</p>
<p>Develop position description and proposed budget needed to support the creation of Diversity Recruitment Ambassadors for rollout in FY22.</p> <p>Objective 4.3, pg. 28</p> <p>Train, fund, and appoint current employees to serve as diversity recruitment ambassadors to conduct outreach support and promote MC as a destination employer to underrepresented groups in the community, graduate schools, minority professional associations, and conferences.</p>	<p>Sharon Bland HRSTM Classification and Compensation Team</p>	<p>Office of the President Office of Administrative and Fiscal Services</p>		<p>Goal V</p>	<p>Fall 2021</p>	<p>Shakenna Adams-Gormley Eduardo Fuentes</p>

VI. Goal 3 – College Culture

Goal #3 in the *Roadmap for Success* is to “Foster College culture of equity, inclusion, civility, accessibility, kindness, trust, and respect for human dignity through targeted programs, activities, and educational opportunities.”

This summary report includes subcommittee highlights for the 2020–2021 year and continued work for the upcoming year.

The first task the subcommittee completed was Objective 5:4, pg. 31, *Roadmap for Success*: Enhance student awareness of the complaint process. Subcommittee Cochair Christopher Moy worked with the Office of Communications to evaluate search tags to determine if key words lead to appropriate pages to help students navigate to the correct offices and services to address their concerns. A result of this work is a flyer and webpage to guide students through the complaint process. In addition, a student concern button on was added to MyMC to enable students to readily access the complaint process.

Another area of achievement was development of a survey to address Objective 5:1, pg. 31, *Roadmap for Success*: To assess and measure student experience and sense of belonging at the College. A student survey on access and a welcoming community has been finalized and will be delivered to students May 12, 2021–June 18, 2021. The subcommittee will review the results to determine future actions.

Subcommittee 3 is responsible for addressing Objective 7:1, pg. 31, *Roadmap for Success*: Develop a professional development roadmap that aligns with MC’s institutional goal of becoming an antiracist institution. Subcommittee Cochair Angela Lanier joined the existing ad hoc Antiracism Professional Development Workgroup to support drafting a plan for information sessions to educate employees on the College’s commitment in this area. In addition to planning the information sessions, the work group is developing competencies for an Antiracism Journey Badge, with the hopes of introducing both in fall 2021.

Also in support of Objective 7:1, pg. 31, *Roadmap for Success*, is the subcommittee’s outreach to the Office of Compliance, Risk, and Ethics (OCRE) to understand how they will publicize and market the Ethical Expectations guide. OCRE will implement a self-reflection instrument for administrators in fall 2021, with full implementation to all employees in spring 2021.

Subcommittee 3 Senior Vice President Liaisons to the Office of Advancement and Community Engagement, Rose Garvin Aquilino and Vanessa Zambrano, have worked to address Objective 8:5, pg. 39, *Roadmap for Success*. Enhance collegewide culture relative to inclusion and acceptance with intentional, purposeful programs and activities. Work on this objective has included outreach to the Office of Communications to address representation of students and employees with disabilities in marketing materials.

Future work of the subcommittee will include addressing Objective 5:2, pg. 31, *Roadmap for Success*: To foster empowerment and a sense of belonging among specific diverse populations. To address this objective, the subcommittee will research and explore the feasibility of affinity groups at the College. Subcommittee members will review results from the Employee Engagement survey to identify areas of opportunities for affinity groups.

Subcommittee work under Objective 5:2, pg. 31, *Roadmap for Success* will resume as we plan for the return to campus including a new version of the #YouAreWelcomeHere campaign and the Disability as Diversity Campaign to welcome students back to campus and address the many diverse groups at the College.

PRESIDENT'S ADVISORY COMMITTEE ON EQUITY AND INCLUSION RECOMMENDATIONS

7/1/2021		GOAL THREE: COLLEGE CULTURE		GOAL DESCRIPTION: Foster College culture of equity, inclusion, civility, accessibility, kindness, trust, and respect for human dignity through targeted programs, activities, and educational opportunities.		
ACTION ITEMS	RESOURCE PERSONS NEEDED (RESPONSIBLE)	RESPONSIBLE SVP AREA	INTENDED OUTCOMES	ALIGNMENT	COMPLETED OR DATE TO BE COMPLETED	SELECTED PACEI MONITOR
<p>Identify and incorporate materials for disability awareness as part of every search committee training.</p> <p>Train all search advocates in disability awareness.</p> <p>Advertise and recruit for open positions in disability and minority communities.</p> <p>4:1 Train administrators, hiring managers, and search committee chairs on the importance and benefits of diversity, equity, and inclusion in all phases of the hiring and promotion processes. Hold ourselves accountable for ensuring diverse pools of applicants, interviewees, and recommended candidates and be willing to reopen searches that fail to attract adequately diverse pools of candidates. (Human Resources/Recruiting, Hiring, Retention, Succession Planning).</p>	Krista Walker	Administrative and Fiscal Services	Increase recruitment and hiring of individuals with disabilities.	Goal 5 MC 2025	Fall 2021 Training and materials can be created by fall 2021 and action items can be implemented pending the hiring freeze.	Goal 2 Subcommittee
<p>Ensuring communication and marketing is inclusive of MC's diverse population, including persons with disabilities.</p> <p>Supporting the implementation of Disability as Diversity initiatives.</p> <p>(Note: Recognize feasibility and timing of the initiatives during remote work).</p> <p>8:5 Enhance collegewide culture relative to inclusion and acceptance with intentional, purposeful programs and activities.</p>	N/A	Office of Advancement and Community Engagement	Increase awareness and recognition of disability as part of MC's diversity.	Goal 1 MC 2025	May 2022	Rose Garvin Aquilino Vanessa Zambrano

ACTION ITEMS	RESOURCE PERSONS NEEDED (RESPONSIBLE)	RESPONSIBLE SVP AREA	INTENDED OUTCOMES	ALIGNMENT	COMPLETED OR DATE TO BE COMPLETED	SELECTED PACEI MONITOR
<p>Aggregate data from existing student surveys to identify barriers in creating a welcoming environment.</p> <p>Evaluate existing methods of collecting and measuring data on student experience and belonging to identify if LGBTQIA+ and disability experiences are captured.</p> <p>5:1 To assess and measure student experience and sense of belonging at the College.</p>	Janee McFadden	Office of Student Affairs	<p>Inform the College on gaps in creating a welcoming environment to students through collected data.</p> <p>Identify best practices in collecting data on LGBTQIA+ and disability community at MC.</p>	Goal 1 MC 2025	Fall 2021	Goal 1 Subcommittee
<p>Use results from annual Equity Dialogues, the Equity Summit, and Employee Engagement survey to identify potential areas of interest for development of employee affinity groups.</p> <p>5:2 To foster empowerment and a sense of belonging among specific diverse populations at the College.</p>	Internal Consultants from the Office of Human Resources and Strategic Talent Management	Office of Administrative and Fiscal Services	Promote the creation of affinity or special interest groups that increase sense of belonging among diverse employee groups.	Goals 1 & 5 MC 2025	Fall 2020	Angela Lanier
<p>5:2 Assess LGBTQIA+ community in spring 2021.</p> <p>Focus groups with MC community April-June 2021.</p> <p>Survey design completed June-July 2021. Needs Assessment launched in fall 2021.</p>	Sharon Bland George Rice	Office of the President	Use results from Spring 2021 LGBTQIA+ Affairs survey to identify opportunities for programming and support.	Goal 1 MC 2021	Needs Assessment December 2021	Christopher Moy
<p>5:2 Implementation of #YouAreWelcomeHere campaign.</p>	Stephanie Krasnoff	Office of Advancement and Community Engagement	Increase sense of belonging and inclusion among all students.	Goal 1 MC 2025	February 2021	Melissa Pace
<p>Create Disability as Diversity Campaign and Disability Ambassador program.</p>	Christopher Moy Sue Haddad	Office of the President Office of Student Affairs	Increase awareness of disability as part of MC's diversity and supports and resources available to individuals with disabilities.	Goal 1 & 5 MC 2025	Fall 2021	Sue Haddad Christopher Moy

ACTION ITEMS	RESOURCE PERSONS NEEDED (RESPONSIBLE)	RESPONSIBLE SVP AREA	INTENDED OUTCOMES	ALIGNMENT	COMPLETED OR DATE TO BE COMPLETED	SELECTED PACEI MONITOR
<p>Develop a communications plan to make students aware of how to report concerns/complaints. Evaluate search tags to determine if key words lead to appropriate pages.</p> <ul style="list-style-type: none"> • Create web page for resolution of student concerns. • Create one-page flyer on Student Complaint Resolution. • Add Student Concern button on MyMC. <p>5:4 To enhance student awareness of the complaint process.</p>	Christopher Moy	Office of Advancement and Community Engagement Office of the President	Increase awareness and resolution process for students to address concerns.	Goal 1 MC 2025	Completed	Goal 3 Subcommittee
<p>Identify appropriate professional development opportunities to incorporate Civility Norms and promote strategies for integrating Civility Norms within the classroom.</p> <p>7:1 Increase training around the topics of ethics, equity, and inclusion.</p>	Paul Miller	Office of Academic Affairs	Increase knowledge and use of civility norms collegewide.	Goal 1 MC 2025	March 2021	Goal 4
<p>Develop professional development roadmap that aligns with MC's institutional goal for becoming an Antiracist Institution.</p>	Angela Lanier Carol Moore	OEI	Create antiracism badge to demonstrate commitment to antiracism through education, self-reflection, and taking action.	Goal 5 MC 2025	July 2021	Angela Lanier
<p>7:1 Evaluate how the Ethical Expectations Guide is being implemented and assessed.</p>	Maria Adams-Davidson	Office of the President	Decrease in ethic violations and investigations.	Goal 5 MC 2025	March 2021	Christopher Moy
<p>7:1 Use survey results from annual Equity Dialogues, the Equity Summit, and the Equity and Inclusion/Ethics/Employee Engagement surveys to determine topics to implement in Let's Talk! series and other collegewide forums.</p>	Office of Equity and Inclusion	Office of the President/COS and SVPs	Promote relevant and timely discussions on topics that are impacting our community.	Goal 5 MC 2025	June 2022	Angela Lanier Christopher Moy

VII. Goal 4 – Multicultural Teaching/Learning and Experiences

Goal #4 in the *Roadmap for Success* is to “Integrate relevant and equitable multicultural teaching practices that infuse international/multicultural awareness into the educational experience, classrooms, and curriculum.”

Objective 6.6, pg.34 of *E&I Roadmap for Success*: Explore the possibility of offering theory-rich courses in alternate languages for areas with high Drop, Fail, Withdraw (DFW’s), for example, math, science, humanities, and behavioral social sciences. Identify these courses through available college data sources.

Subcommittee members met with James Sniezek, dean of biological and chemical sciences, and Milton Nash, dean of mathematics and statistics on April 12, 2021, to get their opinions about high DFW rates, and the possible causes, in BIOL 150, CHEM 131, and MATH 181. These courses are mentioned as high DFW courses in the *Roadmap for Success*. The subcommittee is exploring the possibility of offering theory rich courses in alternative languages to enhance student success for non-native English speakers in those classes.

The subcommittee members found out that there is no actual data identifying that language is a barrier to success, although it was suggested that cultural barriers among students and professors might be a more impactful barrier.

Additionally, the subcommittee has requested feedback and guidelines from Dr. Sanjay Rai, senior vice president for academic affairs, around the feasibility of offering gateway, theory rich courses in alternate languages.

The subcommittee also identified some practical considerations that need to be explored around the development of these courses including:

1. Implications for transfer,
2. Potential impact or barriers related to accreditation and state of Maryland MHEC/COMAR regulations,
3. The equity issues related to only offering courses in specific alternate languages (how to determine the languages to target), and
4. Resources (human and fiscal) to support offering sections in alternative languages.

The subcommittee makes the following recommendations that would need to be implemented collaboratively through the Office of Academic Affairs and specific disciplines:

1. Identify ways to determine whether language is a barrier to key gateway courses.
2. Identify current success of non-native English speakers in key gateway courses to establish benchmarks for any potential interventions.
3. Explore implementing supplemental resources and tutoring in target languages for key courses.
4. Conduct a survey on students taking the above courses to identify issues related to high DFW rates, suggested by the deans.

Objective 3.1, pg.25 of *E&I Roadmap for Success*: Add a question to student course evaluations to reflect faculty’s attention to diversity. The recommended new question is: “Instructor acknowledges and respects student diversity.” According to the Office of Academic Affairs, there is a new statement in the student course evaluation. Statement #8 that reflects this goal. This goal has been completed.

Objective 3.4, pg.25 of *E&I Roadmap for Success*: Include a “Strength in Diversity” statement on the collegewide syllabus template.

The subcommittee sought feedback for finalization and next steps on the previously drafted statement for “Strength in Diversity” from the faculty council, deans and chairs groups, and put together a survey to seek broad feedback from faculty. An additional PACEI goal subcommittee began exploring the creation of more inclusive syllabi overall, beyond the strength in diversity statement. Additionally, ELITE has begun an initiative for developing inclusive syllabi. Further, the feedback from the various groups was that the single “strength in diversity statement” was not enough of a substantive change to be truly inclusive.

Recommendations:

1. The College should review and revise the complete collegewide syllabus template to ensure it addresses inclusion throughout.
2. ELITE should design a workshop on developing inclusive syllabi and incorporating inclusive syllabi practices into the classroom.

PRESIDENT'S ADVISORY COMMITTEE ON EQUITY AND INCLUSION RECOMMENDATIONS

7/1/2021	GOAL FOUR: MULTICULTURAL TEACHING/LEARNING AND EXPERIENCES	GOAL DESCRIPTION: Integrate relevant and equitable multicultural teaching practices that infuse international/multicultural awareness into the educational experience, classrooms, and curriculum.
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ACTION ITEMS	RESOURCE PERSONS NEEDED (RESPONSIBLE)	RESPONSIBLE SVP AREA	INTENDED OUTCOMES	ALIGNMENT	COMPLETED OR DATE TO BE COMPLETED	SELECTED PACEI MONITOR
<p>Examine available College data sources to explore the possibility of offering theory-rich courses in alternate languages for areas with high Drop, Fail, Withdraw (DFW's), for example: math, science, humanities, and behavioral social sciences.</p> <p>Identified BIOL 150, CHEM 131 and Math 181 from PACEI as examples of high DFW courses.</p> <p>Met with Dean James Sniezek and Dean Milton Nash to get their opinion for high DFW rates in the courses within their discipline.</p> <p>Objective 6.6, pg.34 of E&I <i>Roadmap for Success</i>: Explore the possibility of offering theory-rich courses in alternate languages for areas with high DFW's, for example, math, science, humanities, and behavioral social sciences. Identify these courses through available college data sources.</p>	<p>ATPA for DFW Academic Affairs</p> <p>Deans and department chairs</p> <p>John Hamman</p> <p>Office of Institutional Research and Effectiveness</p> <p>Student Affairs</p>	<p>Office of Academic Affairs</p> <p>Office of the President</p> <p>Office of Student Affairs</p>	<p>Complete an inventory of existing data and identify any additional data required to determine the course to piloted.</p> <p>Work to identify and decrease noted achievement gaps in targeted academic courses.</p> <p>Identify courses suitable to pilot alternative languages.</p>	<p>MC 2025 Goal II</p> <p>AMP Initiatives I & II</p>	<p>December 2021</p> <p>December 2025</p>	<p>Stacey Gustavson</p>



ACTION ITEMS	RESOURCE PERSONS NEEDED (RESPONSIBLE)	RESPONSIBLE SVP AREA	INTENDED OUTCOMES	ALIGNMENT	COMPLETED OR DATE TO BE COMPLETED	SELECTED PACEI MONITOR
<p>Include a bullet point on Faculty Evaluation Form A for full-time faculty to reflect on inclusive and equitable teaching practices and a line on the part-time faculty Classroom Observation Form: "This instructor acknowledges and respects diversity."</p> <p>Objective 3.2, pg.25 of E&I <i>Roadmap for Success</i>: Include a bullet point on faculty evaluation Form A for full-time faculty to reflect on their inclusive and equitable teaching practices.</p> <p>Objective 3.3, pg.25 of E&I <i>Roadmap for Success</i>: Include a line on the part-time faculty Classroom Observation Form: "The instructor acknowledges and respects diversity."</p>	<p>Academic Affairs Faculty Council Faculty Unions HRSTM, Institute for Part-time Faculty Engagement and Support Student Affairs</p>	<p>Office of Academic Affairs Office of Administrative and Fiscal Services Office of Student Affairs</p>	<p>Promote inclusive teaching environments that demonstrate respect for diversity, equity, and inclusion.</p>	<p>MC 2025 Goal II</p>	<p>December 2022</p>	<p>Shoab Chowdhury Samantha Veneruso Allison Yu</p>
<p>Include a "strength in diversity" statement on the collegewide syllabus template.</p> <p>Objective 3.4, pg.25 of E&I <i>Roadmap for Success</i>: Include a "Strength in Diversity" statement on the collegewide syllabus template.</p>	<p>Deans and department chairs</p>	<p>Office of Academic Affairs</p>	<p>Promote inclusive teaching environments that demonstrate respect for diversity, equity, and inclusion.</p>	<p>MC 2025 Goal II</p>	<p>December 2022</p>	<p>Shoab Chowdhury Samantha Veneruso Allison Yu</p>
<p>Add questions to student course evaluations to reflect faculty's attention to diversity. The new question will be: "Instructor acknowledges and respects student diversity."</p> <p>Collect a current questionnaire for student evaluation form.</p> <p>Objective 3.1, pg.25 of E&I <i>Roadmap for Success</i>: Add a question to student course evaluations to reflect faculty's attention to diversity. The recommended new question is: "Instructor acknowledges and respects student diversity."</p>	<p>Academic Affairs Faculty Council Faculty Unions HRSTM, Institute for Part-time Faculty Engagement and Support Student Affairs</p>	<p>Office of Academic Affairs</p>	<p>Promote inclusive teaching environments that demonstrate respect for diversity, equity, and inclusion.</p>	<p>MC 2025 Goal II</p>	<p>Completed Fall 2020</p>	<p>Shoab Chowdhury Richard Forrest Samantha Veneruso</p>



ACTION ITEMS	RESOURCE PERSONS NEEDED (RESPONSIBLE)	RESPONSIBLE SVP AREA	INTENDED OUTCOMES	ALIGNMENT	COMPLETED OR DATE TO BE COMPLETED	SELECTED PACEI MONITOR
<p>Perform a study/analysis on adult student learners' enrollment, graduation rates, and transition from noncredit to credit courses to identify areas of opportunities. Go to community organizations to partner with Community Engagement.</p> <p>Objective 8.2, pg.39 of E&I <i>Roadmap for Success</i>: Improve and increase adult student learners' enrollment and graduation rates.</p>	<p>Monica Brown OIRE to retrieve collected data George Payne David Sears Student Affairs</p>	<p>Office of Academic Affairs Office of Advancement and Community Engagement Office of Student Affairs</p>	<p>Develop strategies to improve enrollment, graduation rates, and recruitment for adult learners.</p>	<p>MC 2025 Goal I</p>	<p>December 2022</p>	<p>Richard Forrest Stacey Gustavson</p>

VIII. Goal 5 – Community-wide Opportunities

Goal #5 in the *Roadmap for Success* is to “Support diversity and inclusion in our staff, faculty, students, community, and business populations. Provide increased opportunities for the College’s communities to foster equity and economic empowerment.”

The subcommittee chose 19 action items to monitor, with subcommittee members taking the lead to monitor for a selected number of the action items. The following action items have been completed:

- New, inclusive language for the LGBTQIA+ community has been approved and added to the Minority Participation section on all Requests for Proposals (RFPs) through the Office of Procurement (Objective 8.3, pg. 39, *Roadmap for Success*);
- Create a network of incubator contacts in Maryland for collaboration, referral, and funding purposes and its intended outcome was thoroughly explored and had to be reworked considering existing infrastructure already in place on the county level. Efforts next year should be focused on increased awareness of our incubators and the benefits they offer, as opposed to involvement in incubators (Objective 8.3, pg. 39, *Roadmap for Success*);

- Market and host daytime/in-class multi-cultural and multi-ethnic speakers or performers to engage all MC community members to increase awareness of social justice, equity, and inclusion (Objective 8.5, pg. 39, *Roadmap for Success*); and
- #18 and its intended outcome has been accomplished on all three campuses. We collected a list of trainings that is yet to be complete. Efforts for next year should focus upon ensuring all trainings are listed on the master calendar (Objective 8.5, pg. 39, *Roadmap for Success*).

Significant progress has been made on the remaining actions items, and the subcommittee will continue monitoring progress on these items into the 2021-22 academic year.

PRESIDENT’S ADVISORY COMMITTEE ON EQUITY AND INCLUSION RECOMMENDATIONS

7/1/2021		GOAL FIVE: COMMUNITY-WIDE OPPORTUNITIES		GOAL DESCRIPTION: Support diversity and inclusion in our staff, faculty, students, community, and business populations. Provide increased opportunities for the College’s communities to foster equity and economic empowerment.		
ACTION ITEMS	RESOURCE PERSONS NEEDED (RESPONSIBLE)	RESPONSIBLE SVP AREA	INTENDED OUTCOMES	ALIGNMENT	COMPLETED OR DATE TO BE COMPLETED	SELECTED PACEI MONITOR
Use social media and marketing campaigns to strategically target minority students and businesses.	John Hamman Patrick Johnson Yanira Rodriguez Marcus Rosano Emily Schmidt Karla Silvestre	Office of Advancement and Community Engagement SVP Liaisons: Rose Garvin Aquilino Vanessa Zambrano	Increase in student and community participation in events around campus, measured through data obtained from the Office of Institutional Research and Effectiveness and the Office of Business Services.	MC 2025 E & I <i>Roadmap for Success</i>	06/30/2021 and ongoing	Eniola Olowofoyeku Melanie Kandel (Enas Elhanafi)



ACTION ITEMS	RESOURCE PERSONS NEEDED (RESPONSIBLE)	RESPONSIBLE SVP AREA	INTENDED OUTCOMES	ALIGNMENT	COMPLETED OR DATE TO BE COMPLETED	SELECTED PACEI MONITOR
Ensure a consistent process is available to address all signage needs, at every College location –including physical and digital signage–both inside and outside college and leased locations.	Ali Fadl James Gillis Maurice McCambley Heather Milke Marcus Rosano Emily Schmidt	Office of Administrative and Fiscal Services Office of Advancement and Community Engagement SVP Liaisons: Rose Garvin Aquilino Vanessa Zambrano	Uniformity of signage at all College locations and leased sites.	MC 2025 E & I <i>Roadmap for Success</i> Facilities Master Plan 2016-2021	06/30/2022	Eniola Olowofoyeku Melanie Kandel (Enas Elhanafi)
Increase awareness of networking and mentoring opportunities, and possible internships for students.	Roberta Buckberg John Hamman Patrick Johnson Mike Mehalik Eric Myren Yanira Rodriguez Marcus Rosano Emily Schmidt Karla Silvestre	Office of Academic Affairs Office of Student Affairs Additional support from Office of Advancement and Community Engagement, as needed SVP Liaisons: Rose Garvin Aquilino Vanessa Zambrano	Track engagement and impressions, and widely publicize results.	MC 2025	06/30/2022	Eniola Olowofoyeku Melanie Kandel (Enas Elhanafi)
Investigate and identify funding to conduct and staff a disparity study either through a public or private grant or through the MC Foundation.	Patrick Johnson Joyce Matthews Brandy Naughton	Office of Administrative and Fiscal Services Office of Advancement and Community Engagement SVP Liaisons: Terrence Evelyn SVP Liaisons: Rose Garvin Aquilino Vanessa Zambrano	Upon securing funding and establishing personnel, the implementation and completion of a disparity study can be conducted to determine the viability of minority and women-owned business vendors.	MC 2025	Completed 12/30/21	Nancy Newton Lisa Burl

ACTION ITEMS	RESOURCE PERSONS NEEDED (RESPONSIBLE)	RESPONSIBLE SVP AREA	INTENDED OUTCOMES	ALIGNMENT	COMPLETED OR DATE TO BE COMPLETED	SELECTED PACEI MONITOR
Increase awareness of instructional opportunities for minority industry professionals found in professional organizations.	Krista Leitch Walker	Office of Administrative and Fiscal Services SVP Liaison: Terrence Evelyn	An increase in employment of minority industry professionals.	MC 2025 Strategic Workforce Plan	06/30/2021	Nancy Newton Lisa Burl
Establish a minority and woman-owned business vendor program.	Patrick Johnson	Office of Administrative and Fiscal Services SVP Liaison: Terrence Evelyn	An 18% increase in minority contract spending.	MC 2025 Strategic Workforce Plan	06/30/2022	Nancy Newton Lisa Burl
Review procurement process including language used in RFPs.	Patrick Johnson	Office of Administrative and Fiscal Services SVP Liaison: Terrence Evelyn	Ensure inclusive language is included throughout the procurement process.	MC 2025	Completed 04/12/2021	Nancy Newton Lisa Burl
Ensure the disparity study is analyzed and major findings and progress are reported to the College community for transparency each fiscal year.	Patrick Johnson	Office of Administrative and Fiscal Services SVP Liaison: Terrence Evelyn	A decreased disparity in the number of women and minority-owned vendors throughout the college.	MC 2025	06/30/2022	Nancy Newton Lisa Burl
Develop an academic presence with Rockville, Takoma Park, Silver Spring, and Germantown Chambers of Commerce for students interested in business, entrepreneurship, Raptor Tank Competition, and Southern Management Leadership programs.	Steve Greenfield Kimberly Kelley Margaret Latimer George Payne Rebecca Razavi Brad Stewart Hannah Wiser Chamber of Commerce stakeholders	Office of Academic Affairs SVP Liaisons: Rose Garvin Aquilino Vanessa Zambrano	Increase in engagement opportunities.	MC 2025 Strategic Workforce Plan	06/30/2022	Eniola Olowofoyeku Melanie Kandel (Enas Elhanafi)
Increase an awareness and identify areas of business needs for WDCE contract training to county businesses and government agencies.	Steve Greenfield Donna Kinerney George Payne	Office of Academic Affairs SVP Liaisons: Andrea Foster James Hodge	Increase number of contracts for WDCE courses on-site for businesses and government agencies.	MC 2025 Strategic Workforce Plan	06/30/2022	Eniola Olowofoyeku Maurice Shihadi
Further develop outreach programs to women-owned and minority startups.	Patrick Johnson	Office of Academic Affairs SVP Liaisons: Andrea Foster James Hodge	An increase in minority and women-owned businesses.	MC 2025 Strategic Workforce Plan	06/30/2022 and ongoing	Nancy Newton Lisa Burl

ACTION ITEMS	RESOURCE PERSONS NEEDED (RESPONSIBLE)	RESPONSIBLE SVP AREA	INTENDED OUTCOMES	ALIGNMENT	COMPLETED OR DATE TO BE COMPLETED	SELECTED PACEI MONITOR
Create awareness of Germantown Incubator at Chambers of Commerce and other professional organizations.	Kimberly Kelley Margaret Latimer Susan Madden George Payne Brad Stewart	Office of Academic Affairs SVP Liaisons: Andrea Foster James Hodge	An increase in use of the Germantown Incubator as a resource for women and minority small business owners.	MC 2025 Strategic Workforce Plan	06/30/2022	Melanie Kandel (Enas Elhanafi)
Create a network of incubator contacts in Maryland for collaboration, referral, and funding purposes.	Margaret Latimer Martha Schoonmaker	Office of Academic Affairs SVP Liaisons: Andrea Foster James Hodge	Increased communication and collaboration with incubators throughout the state of Maryland using Sales Force (software).	MC 2025 Strategic Workforce Plan	06/30/2022	Maurice Shihadi
Establish equity training programs/workshops for students and employees.	Sharon Bland Paul Miller Michael Mills Debra Bright	Office of Academic Affairs SVP Liaisons: Andrea Foster James Hodge Office of Student Affairs	Collect and distribute data from surveys on how the programs and workshops have enhanced College life.	MC 2025	06/30/2021	Mitchell Tropin
Serve as the "go-to" place for community engagement and workforce training.	Steven Greenfield Donna Kinerney Michael Mills George Payne Karla Silvestre	Office of Academic Affairs SVP Liaisons: Andrea Foster James Hodge	Increase offerings or workforce training and community engagement, and increase revenue for WDCE.	MC 2025 Strategic Workforce Plan	06/30/2022	Eniola Olowofoyeku
Work internally and with PIC MC and other business partners to create an awareness campaign of the opportunities for minority and women-owned businesses including Germantown Incubator throughout Montgomery College, including WDCE and the business community.	Margaret Latimer Susan Madden George Payne Martha Schoonmaker (PIC MC) MC Communications including student newspapers MC Procurement	Office of Academic Affairs Office of Advancement and Community Engagement SVP Liaisons: Rose Garvin Aquilino Andrea Foster James Hodge Vanessa Zambrano	Increase in inquiries from women- and minority-owned small business owners and students.	MC 2025 Strategic Workforce Plan	06/30/2022 and ongoing	Melanie Kandel (Enas Elhanafi) (Sharon Bland)



ACTION ITEMS	RESOURCE PERSONS NEEDED (RESPONSIBLE)	RESPONSIBLE SVP AREA	INTENDED OUTCOMES	ALIGNMENT	COMPLETED OR DATE TO BE COMPLETED	SELECTED PACEI MONITOR
Market and host daytime/ in-class multicultural and multi-ethnic speakers or performers to engage all MC community members to increase awareness of social justice, equity, and inclusion.	Collegewide Dean of Visual, Performing, and Media Arts ELITE Office of Communications Office of Human Resources and Strategic Talent Management OEI	Office of Academic Affairs Office of Advancement and Community Engagement Office of Student Affairs SVP Liaisons: Rose Garvin Aquilino Debra Bright Andrea Foster James Hodge Vanessa Zambrano	An increase in exposure to individuals or groups from diverse backgrounds leading to expanded student and employee awareness of inclusion and acceptance.	MC 2025	Ongoing through 06/30/2025	Brenda Crist
Create and publish highly recommend courses for students related to equity and inclusion.	Sharon Fechter Vincent Intondi Kimberly Jones Nik Sushka	Office of Academic Affairs Office of Student Affairs SVP Liaisons: Debra Bright Andrea Foster James Hodge Office of Administrative and Fiscal Affairs	Increased participation in equity and inclusion courses shown through enrollment and completion data.	MC 2025	06/30/2027	Maurice Shihadi
Align a student's study path with an apprenticeship or internship with local businesses, government, or chief business officers to help with persistence and graduation.	Steven Greenfield Donna Kinerney George Payne	Office of Academic Affairs Office of Student Affairs SVP Liaisons: Debra Bright Andrea Foster James Hodge	An increase in students graduating and placing in employment while studying or upon graduation.	MC 2025 Strategic Workforce Plan	06/30/2022	Mitchell Tropin

IX. Addendum I to *Roadmap for Success: Antiracism Strategy*

APRIL 2021

2020-21 Institutional Goal #6: Antiracism

Montgomery College's Institutional Goal adopted by the Board of Trustees for the FY22 Academic Year is to "Develop strategy and roadmap for Montgomery College's intent to embrace a journey towards antiracism in policy, practice, and promise."

Who will do what, how they're going to do it, and why?

- The president's Senior Academic Leadership Team (SALT), through the SVP liaisons within the President's Advisory Committee on Equity and Inclusion (PACEI), will provide leadership by assigning roles and monitoring progress.
- Guiding Principles: Montgomery College will prioritize being an antiracist institution by actively working to eliminate racism in our regular daily interactions and in every area of the College through our actions, communication, education, continuous improvement, advocacy for equity and inclusion, and being responsive to our stakeholders. We will hold ourselves accountable through analyzing previous and current data, policies, curricula, and programs.
- Our Commitment: Empowerment, vulnerability, humility, transparency, advocacy, open-mindedness, flexibility, agility, responsiveness, changing lives, inclusion and student success. Treat others the way they would want to be treated.
- SMARTIE (Specific, Measurable, Achievable, Relevant, Time-based, Inclusive, Equitable) Goal 1: Ensure stakeholders have the resources to uphold, execute, and take accountability for antiracist goals, mission, and education.
 - Strategy – Educate and train employees on racial justice and how to overcome perceived lack of ability to apply the knowledge. Create an environment of forgiving mistakes when learning about racial equity.
 - Operational Objectives/Action Steps:
 1. Collegewide racial equity professional development and antiracism educational journey.
 2. Toolbox-marketing materials, resources.
 3. Creating a culture around the College of social justice-branding on Zoom, virtual learning centers branding.
 4. Launch E&I Ambassador program.
- 5. E&I Ambassador program is designed to:
 - a. Support new hires. E&I advocate/ambassador to support staff/faculty.
 - b. Cascading trainings from provosts to deans to vice presidents and departments. (Create yearly goals and identify activities that support the goals.)
 - c. E&I and antiracist work will be integrated into the evaluation process.
 - d. Ambassador will guide conversation on creating goals and objectives.
 - e. Ambassadors will provide knowledge and insight on E&I. Serve as peer mentors on E&I in each department.
 - f. Train the trainer model would help departments not feel like they were being 'policed.' PACEI members will take the lead.
 - g. Student Affairs has launched the pilot for E&I ambassadors through developing an Equity and Inclusion Taskforce in 2021.
- SMARTIE Goal 2: Promote diverse hiring and retention at the College by becoming more successful at eliminating biases particularly those based on race and ethnicity.
 - Strategy – Review and improve talent search and search advocate process to eliminate bias.
 - Operational objectives:
 1. Create and implement a search advocate program.
 2. Gather and analyze data on staff promotions, staff retention, and exit interviews with staff promotions.
 3. Enhance search committee training with anti-bias training (intersectionality - LGBTQIA+ and disability).
 4. Office of Equity and Inclusion will receive all exit interview information as it occurs for data purposes to address any possible equity and inclusion issues.
 5. Audit and make recommendations to the HR process for providing internal candidates feedback when not hired.

- SMARTIE Goal 3: Promoting academic excellence for Black males and Latinx students (Page 19 in Office of Equity and Inclusion *Roadmap for Success*).
 - Strategy – Equitably increase multiculturalism, resources, and support that promote student enrollment, persistence, retention and completion and address the perceived stigma of meeting with a tutor or going to a learning center.
 - Operational objectives/Action steps:
 1. Create a focus group to better understand and address the stigma for Black males and Latinx students in regard to using learning centers.
 - a. Office of Equity and Inclusion and PACEI will facilitate or coordinate the creation of a focus group that will help to identify Black males and Latinx participants.
 2. Create a campaign that will address the stigma regarding Black males requesting help (operational objective-will have several different action items such as time, place, participants, letter).
 - a. Learning center managers will create an informational video addressing stigma.
 - b. Learning center managers will actively seek Black and Brown student athletes to encourage them through the creation of the video to utilize the College resources available to them.
 3. Partner with Boys to Men, the MD Men of Color Summit, ALMA for Latinx students, ACES, ATPA, Student Senate, Affinity student groups and student clubs, Presidential Scholars Program, Southern Management Leadership Program, Black Alliance for Transformative Leadership.
 4. Recruit African American male and Latinx students as tutors.
 5. Post pictures with short biography of all tutors (especially private tutors), as well as student testimonials and multicultural pictures with students/tutors enjoying the tutoring session on the main page.
 6. Have learning center staff present to departments and classes highlighting efforts with a short testimonial video of the benefits from tutoring. Include students from various cultures.
 7. Open Inclusion Centers on each campus with specific social justice and equity programs for faculty and students.
- SMARTIE GOAL 4: Ensure policies and procedures reflect antiracist approach or perspective.
 - Strategy – Develop an equity and inclusion/antiracist framework to adopt in policies and procedures.
 - Operational Objectives/Action Steps:
 1. Re-open and publicize public form for comments on new and already established policies.
 2. Utilize PACEI subcommittee to review policies and submit feedback to the director of policy and planning, Office of the President.
 - a. A preliminary basic training will be needed, as many policies adhere to mandated government laws and cannot be adjusted.
 - b. PACEI can identify areas that may need more data to understand the factors and perceptions, as well as areas that may require further advocacy due to mandated laws.
 3. Work with vice president of Human Resources and Strategic Talent Management to review operational policies that are created by and more specific to HR.
 4. Advocate for PACEI member(s) to also sit in PEC, especially as policies are also reviewed there
 5. Consider further operationalizing the guidelines/framework that PEC uses to discuss policies and procedures

Equity and Inclusion Operational Definitions

Racism: Racism is different from racial prejudice, hatred, or discrimination. Racism involves one group having the power to carry out systematic discrimination through the institutional policies and practices of the society and by shaping the cultural beliefs and values that support those racist policies and practices.

Antiracism:

Note: Racism = race prejudice + social and institutional power

Racism = a system of advantage based on race

Racism = a system of oppression based on race

Racism = a white supremacy system

Antiracism is defined as the work of actively opposing racism by advocating for changes in political, economic, and social life.

Note: Antiracism tends to be an individualized approach and set up in opposition to individual racist behaviors and impacts.

Antiracist:

An antiracist is someone who is supporting an antiracist policy through their actions or expressing antiracist ideas.

Note: This includes the expression of ideas that racial groups are equals and do not need developing and supporting policies that reduce racial inequity.

White Supremacy: The belief that the white race is inherently superior to other races and that white people should have control over people of other races; the social, economic, and political systems that collectively enable white people to maintain power over people of other races.

Note: White people benefit from white supremacy in a historical, political, and social context by generally escaping the stereotyping and generalizations that people of color experience, especially in interactions with the law, in the workplace, and in the media.

Equity: The creation of opportunities that intentionally incorporates diverse and/or traditionally underrepresented thoughts and perspectives for students, employees, and businesses/community.

Note: Equity can be further defined or viewed from different perspectives:

- **Student focus:** The creation of opportunities and intentional design of the College experience for each student, particularly historically underserved populations to ensure, preserve participation in, and provide equal access to educational programs that are capable of closing the achievement gaps in student success and completion.
- **Employee focus:** The creation of opportunities for historically underserved populations of employees (faculty and staff) to have equal access to professional growth opportunities and resource networks that are capable of closing the demographic disparities in leadership roles in all spheres of institutional functioning.
- **Business focus:** The creation of opportunities for historically underserved and local businesses to have equal access to the College's procurement and partner relationships.

Diversity: The presence of individual differences and group-social differences among members of a group that can be engaged for the benefit of the group.

Note: Differences can include the familiar, protected-class attributes like race, religion, gender, disability, but also non-obvious ones such as culture, political affiliation, learning style, expertise, problem-solving approach, personality, language, and life experiences.

Inclusion: The actualization of diversity that draws on the collective perspectives, strengths, and backgrounds of individuals for the benefit of the endeavor.

Note: Increasing one's awareness, content knowledge, cognitive sophistication, and empathetic understanding should extend into the boardroom, curricula, committees, department meetings, classrooms, student support activities, technologies, etc.

X. Office of Equity and Inclusion FY 2021 Year in Review

OEI EVENTS JULY–DECEMBER 2020

Search Advocate Training (08/26/2020)
Search Advocate Training (08/27/2020)
Search Advocate Training (08/28/2020)
Let's Talk! – Frees Speech/Hate Speech (09/15/2020)
E&I Pop-Up – Making Sure Everyone Counts: What Can YOU Do to Help the 2020 Census (09/15/2020)
Town Hall Roadmap Roadshow – General Overview (09/18/2020)
Town Hall Roadmap Roadshow – Goal 1 (09/30/2020)
E&I Pop-Up – STEM Is for All: Do I Belong? (09/30/2020)
E&I Town Hall – Goal 2 (10/02/2020)
First Fridays Book Discussion (10/02/2020)
Cual es tu raza? The diaspora of Spanish speaking countries (10/07/2020)
E&I Town Hall – Goal 3 (10/09/2020)
E&I Town Hall – Goal 4 (10/23/2020)
Fall Equity Dialogue and Excellence in Equity Awards Ceremony (10/26/2020)

OEI EVENTS JANUARY–JUNE 2021

Let's Talk! Unpacking the Events of January 6, 2021 (01/12/2021)
Let's Talk! Our Collective Antiracist Journey (01/29/2021)
First Fridays Book Discussion (02/05/2021)
Let's Talk! Black History in Our Backyard (02/19/2021)
Social Justice Inclusive Leadership Institute (Week of 03/08/2021)
Social Justice Inclusive Leadership Institute (Week of 03/15/2021)
Social Justice Inclusive Leadership Institute (Week of 03/22/2021)
Social Justice Inclusive Leadership Institute (Week of 03/29/2021)
Let's Talk! – The Force Behind Our First Female Vice President (03/29/2021)
Let's Talk! Debunking the Model Minority Myth for Asian-Americans and Combating Violence Against Asian-Americans (04/05/2021)
Social Justice Inclusive Leadership Institute (Week of 04/05/2021)
Spring 2021 Equity Week (04/05–09/2021)
Honoring Indigenous Land (04/05/2021)
Radical Inclusivity: Providing Language Access to our Multilingual Community (04/05/2021)
Let's Talk! Debunking the Model Minority Myth and Responding to Asian-American Stereotypes in the Classroom (04/05/2021)
Roadmap for Success Goal 5 and Addendum Progress Reports (04/06/2021)



What Is “Decolonizing the Curriculum?” (04/06/2021)
Rockville, MD, African-American Walking Tour (04/06/2021)
Pronoun Usage and LGBTQIA+ Inclusivity (04/07/2021)
Roadmap for Success Goal 3 and Goal 4 Progress Reports (04/06/2021)
Excellence in Equity Awards Ceremony (04/06/2021)
Beyond Diversity: Steps for Uprooting Racism, Privilege, and Institutional Inequity (04/06/2021)
Roadmap for Success Goal 1 and Goal 2 Progress Reports (04/07/2021)
The Art of Mindfully Communicating about Race and Racism (04/07/2021)
Meditation and Debrief (04/07/2021)
Skin Bleaching and Blacks: A Worldwide Epidemic (04/07/2021)
Let’s Talk! Campus Stigma and Its Impact on Morale (04/9/2021)
How To Be An Antiracist (04/09/2021)
Social Justice Inclusive Leadership Institute (Week of 04/12/2021)
Social Justice Inclusive Leadership Institute (Week of 04/19/2021)
Social Justice Inclusive Leadership Institute (Week of 04/26/2021)
E&I Pop-Up with students: Imposter Syndrome (04/30/2021)
Social Justice Inclusive Leadership Institute (Week of 05/03/2021)
Social Justice Inclusive Leadership Institute (Week of 05/10/2021)
Social Justice Inclusive Leadership Institute (Week of 05/17/2021)
Social Justice Inclusive Leadership Summer Institute (Week of 05/24/2021)
Social Justice Inclusive Leadership Summer Institute (Week of 05/31/2021)
Social Justice Inclusive Leadership Summer Institute (Week of 06/07/2021)
Social Justice Inclusive Leadership Summer Institute (Week of 06/14/2021)
Stolen Ground film viewing (Week of 05/17/2021)
Stolen Ground film discussion (05/25/2021)
Color of Fear film viewing (Week of 06/14/2021)
Color of Fear film discussion (06/21/2021)
If These Halls Could Talk film viewing (Week of 06/21/2021)
If These Halls Could Talk film discussion (06/28/2021)
Let’s Talk! How to Support LGBTQIA+ Students in the Classroom (06/30/2021)

XI. President's Advisory Committee on Equity and Inclusion – 2020–2021

**Sharon R. Bland, Chief Equity and Inclusion Officer
Executive Lead and Convener**

**Dr. Nancy Newton, Special Programs Coordinator, WDCE
Interim Chair April-June, 2021**

**Dr. Rachel Bonaparte, Interim Director of the Part-time Faculty Institute
for Support and Engagement
Chair AY 20-21**

**Dr. Carlos M. Molina Rosales, Senior Part-time Faculty Associate, Institute for Part-time Faculty
Engagement and Support and Adjunct Professor, World Languages
Assistant to the Chair, AY 20-21**

**Jacqueline G. Zappala, Executive Associate
Liaison to the Committee from the Office of Equity and Inclusion**

**Dr. Bo Chan, Senior Policy and Planning Analyst
Liaison to the Committee from the Office of Institutional Research and Effectiveness**

Shakenna Adams-Gormley
Financial Aid Specialist

Dr. Shayla Atkins
Professor, English

Dr. Eric Benjamin
Dean, Psychology

Dr. David Bergtold
Learning Center Manager

Lisa Burl
IT Communications Coordinator

Dr. Akhter Chowdhury
Instructional Lab Coordinator

Brenda Crist
Associate Professor, Counseling

Rowena D'Souza*
Risk Management Coordinator

Enas Elhanafi
Community Outreach Advisor

Stacy Ford*
Accessible Technology Coordinator

Richard Forrest
Training and Development Coordinator

Eduardo Fuentes
Grounds Maintenance Supervisor

Dr. Lucinda Grinnell
Interim Manager, Writing, Reading, and Language Center,
Rockville

Stacey Gustavson
Enrollment & Student Access Director, Raptor Central

Sue Haddad*
Collegewide Chair of DSS

Teri Hurst*
Chair, English and Reading

Patrick Johnson
Director of Procurement

Melanie Kandel

Board Engagement and Marketing Director for PIC MC

Eric Koh*
College Architect

Dr. Angela Lanier
Instructional Designer, ELITE

Christopher Moy
Director of ADA Compliance

James Murray
Associate Professor, ELAP, Linguistics, and Communication Studies

Dr. Milton Nash
Collegewide Dean of Mathematics, Statistics, & Data Science

Dr. Nancy Newton
Special Programs Director, WDCE

Karla Nabors*
Program Manager, WDCE

Dr. Ben Nicholson
Department Chair, Mathematics

Eniola Olowofoyeku
International Student Specialist, Counseling & Advising

Melissa Pace
MCTV Media Services Manager

Karen Penn de Martinez
Professor, Computer Applications

Jillian Pfau*
Coordinator of Assistive Technology, Student Services

Jennifer Ray
Early College Coordinator

Tilandra Rhyne
Administrative Coordinator

Kimberly Bloch-Rincan
ACES Engagement Coordinator

Dr. Katya Salmi
Professor, Sociology

Elizabeth Schlackman
Librarian for Health Sciences, Communication, and Special Programs

Dr. Maurice Shihadi
Department Chair

Dr. James Sniezek
Instructional Dean, Chemical and Biological Sciences

Mitchell Tropin
Adjunct Professor/Faculty Advisor, Communications

Samantha Streamer Veneruso
Professor, English

Brandon C.S. Wallace
Professor, Education

Dr. Xianghui Xing
Instructional Associate, Reading/Writing Center

Qing (Alison) Yu
Instructional Designer, ELITE

SVP LIAISONS:

Rose Garvin Aquilino
Associate Senior Vice President for Advancement and Community Engagement
SVP Liaison for Advancement and Community Engagement

Dr. Debra Bright, Associate Dean for Student Affairs, Rockville Campus
SVP Liaison for Student Affairs

Terrence Evelyn
Director of Collegewide Facilities Operations
SVP Liaison for Administrative and Fiscal Services

Andrea Foster, Full-Time Faculty
Professor of Business and Management
SVP Liaison for Academic Affairs – Full-time faculty representative

James Gillis
Director of Facilities and Operations, Rockville Campus
SVP Liaison for Administrative and Fiscal Services

James Hodge
Part-Time Faculty – Accounting
SVP Liaison for Academic Affairs – Part-time faculty representative

Vanessa Zambrano
Strategic Content Manager
SVP Liaison for Advancement and Community Engagement

* Disability Inclusion ad-hoc committee only

XII. Office of Equity and Inclusion Staff



Sharon Jackson Bland was appointed the inaugural chief equity and inclusion officer (CEIO) for Montgomery College in May 2017. Her overarching responsibility is to advance the College's mission and goals related to diversity, equity, inclusion, civil and human rights, and social justice by creating and implementing programs, policies, and initiatives. She created and leads the President's Advisory Committee on Equity and Inclusion (PACEI) and led a strategic planning effort around building a diverse, equitable working, teaching, and learning environment for students and employees. In 2019, Ms. Bland developed a Cycle of Change model that she has used as the framework for the review and creation of policies, practices, and procedures around equity, radical inclusion, and antiracism. In June 2020, Sharon developed and created a Let's Talk! Dialogue series that has become a model for dialogue around hot topics of the day at Montgomery College. Along with staff in OEI, Sharon convened the Social Justice Inclusive Leadership Institute for students, providing them with the tools to become effective advocates in their communities. Sharon is certified in DEI through the University of Baltimore, Maryland Equity and Inclusion Leadership Program. She also completed the Leadership Montgomery Racial Equity Action Leadership Program in February 2021.



Jacqueline Zappala has worked in the field of equity and inclusion at Montgomery College for nearly 20 years. She began in the former Office of Equity and Diversity and transitioned to working with the deputy chief of staff on collegewide Policy/Procedures, Records Management, Strategic Planning, Milestone Moments, and other projects assigned by the chief of staff/chief strategy officer and the president. When the Office of Equity and Inclusion was created, she was chosen to work with the inaugural CEIO on strategic planning for the organization to create a culture of acceptance and understanding for employees and students and to help acclimate the CEIO to Montgomery College and its culture. Ms. Zappala is responsible for assisting in operations, serving as a liaison to College and external community leaders, conducting research, and drafting, editing & proofing reports, correspondence, presentations, publications, and communications. Ms. Zappala served on Staff Senate and as chair of Staff Professional Day for eight years, and has participated in innumerable professional development opportunities including the Leadership Development Institute, Facilitative Leadership training, and the Tapestry Institute.



Jeanette Rojas joined the Office of Equity and Inclusion in October 2018 as equity and inclusion program manager. Prior to joining our office, she worked as an Achieving Collegiate Excellence and Success (ACES) academic coach at Rockville High School. She has served on various committees within ACES, including chair for the programmatic evaluations committee, the Universities at Shady Grove and ACES curriculum committee, and the student participation protocol committee. Empowering students through education and advocacy work have helped her understand the importance of equity and inclusion, not only in educational institutions, but in all facets of the community. Jeanette is a trained search advocate and recently was and licensed as IDI Qualified Administrator to use the Intercultural Development Inventory and has participated in Montgomery College's cohort of Leadership Montgomery's Racial Equity Action Leadership program. She developed the Social Justice Inclusive Leadership Institute for students, leading two cohorts during AY 2021-2022.



George Rice III joined the Office of Equity and Inclusion in January 2021 as an administrative associate—equity and inclusion program director, providing guidance and direction, and assisting the CEIO on overall program objectives and the implementation of the Equity and Inclusion *Roadmap for Success* objectives, recommendations, and activities. Additionally, he is responsible for developing, monitoring, and evaluating programs and activities with other College units and administrative programs to ensure the achievement of IDEEALS— inclusion, diversity, equity, access, leadership, and social justice. George has more than 20 years of experience as an educator, higher education administrator, and coach. Since June 2019, George has been a member of the part-time counseling faculty on the Rockville Campus. Prior to coming to MC, he has been deeply rooted in diversity, equity, and inclusion work through his service as associate director of the Multicultural Student Services Center at The George Washington University.



Folashade (Shadé) Akinrimisi has been with Montgomery College for more than 12 years and serves as the instructional assistant in the assessment center on the Rockville Campus, where she provides data management, strategic planning, and college access testing to support student services. As part of the College's Talent Share program, she assists with online support for videoconferencing, evaluations and assessment of OEI events, project administration for programs, and coordination of communications materials for various office programming. In 2018, she completed the Tapestry Institute of Cultural Competence Cohort program to gain a broader understanding of diversity in the workplace and when working with students of various ethnicities, backgrounds, and cultures. Shadé received her bachelor of science from Olabisi Onabanjo University in her native country of Nigeria and a master of science from Johns Hopkins University. She is currently pursuing certification in project management specializing in technical, leadership, and strategic professional development from the Project Management Institute. She is passionate about students achieving their educational goal, advocates for equitable access to education, and loves the challenge of learning new things.

Appendix A



MONTGOMERY COLLEGE

Civility Norms

"We believe the culture of civility begins with each of us."

—PACEI Leadership Team

We aspire to be welcoming, equitable, inclusive, and culturally competent.

We are polite in our interactions by: greeting and acknowledging others; saying please and thank you; respecting others' time, space, and individuality; being direct, sensitive, and honest.

We listen for common ground.

We treat each other with respect by: welcoming feedback with an open mind and giving others the benefit of the doubt; acknowledging the contributions of others and recognizing successes; acknowledging the impact of our behavior on others with a caring heart.

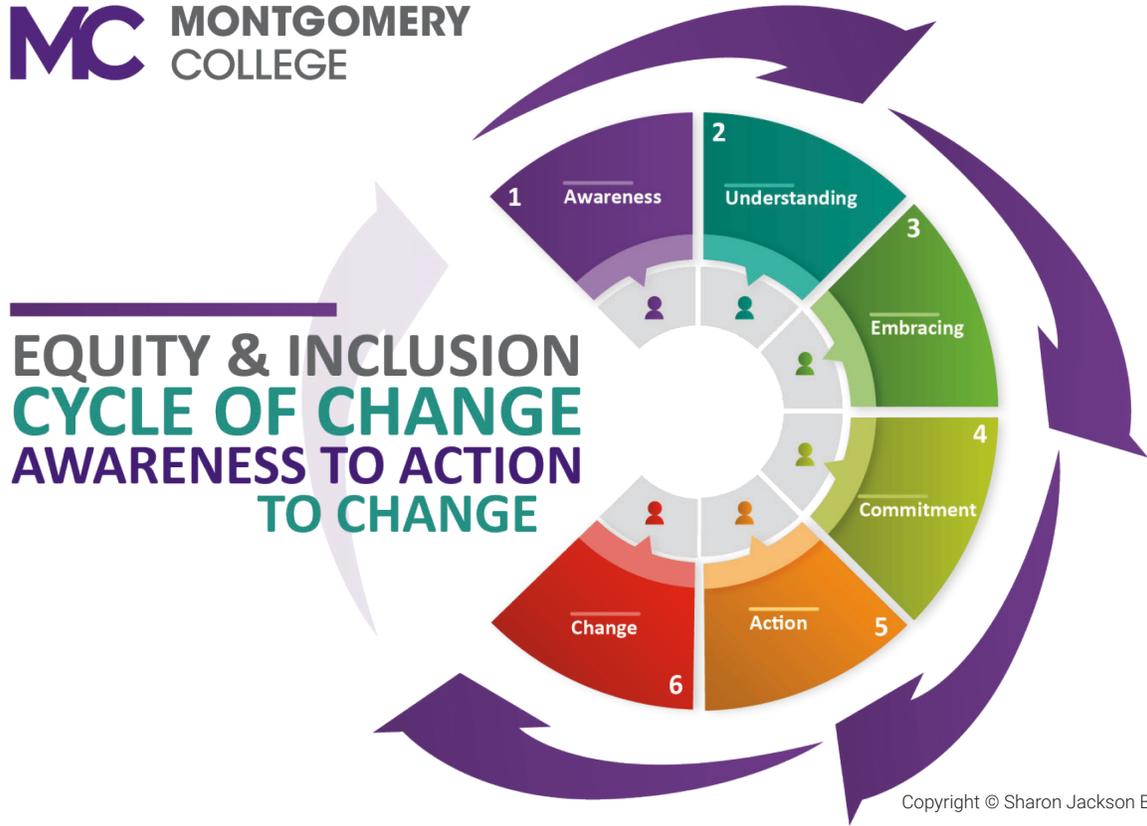
We address incivility in a polite, courteous, and responsible manner.

Inspired by *Mastering Civility* by Christine Porath

For more information, contact Sharon Bland, Chief Equity and Inclusion Officer, CEIOAdvisor@montgomerycollege.edu

Appendix B

The Office of Equity and Inclusion uses the Cycle of Change model in reviewing equity, inclusion, and antiracism work.



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AWARENESS

Acquire knowledge of a situation and facts, listen, recognize inequities, ask questions, participate in equity and inclusion programming and events

UNDERSTANDING

Perceive the meaning of equitable and inclusive actions, practice being mindful of them; dialogue with others; seek knowledge and training; do research

EMBRACING

Acknowledge inequities and social justice issues exist and decide to adopt and wholeheartedly accept that equity and inclusion work is paramount

COMMITMENT

Get involved; do the work necessary to eradicate inequities and create inclusive environments; be accountable; be dedicated

ACTION

Identify and execute plans to continually drive equity and inclusion inside and outside of the classroom and within communities

CHANGE

Review policies, practices, and action plans to continually contribute to being a more equitable and inclusive community; document, evaluate, and strengthen outcomes

OFFICE OF EQUITY AND INCLUSION

For more information, visit montgomerycollege.edu/about-mc/equity-and-inclusion, or call 240-567-3080
Sharon Bland, Chief Equity and Inclusion Officer
PACEI 2019

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montgomerycollege.edu

Montgomery College is an academic institution committed to equal opportunity and diversity of its student body, faculty, and staff.

