

Welcome to Montgomery College!

New Faculty Orientation
Thursday, August 22, 2024



Facilitators:

Monique Davis

Dean, Health Sciences, Health, and Physical Education

Tom Cantu

Instructional Designer

Office of E-Learning, Innovation and Teaching Excellence (ELITE)

Outcomes

At the conclusion of this orientation participants will be able to:

- Identify two or three MC colleagues to whom they can turn for information and support
- Access essential resources for students and faculty
- Describe MC's culture of radical inclusion and student success

2.1 Deep Dive with MC Data

Office of Institutional Research and Effectiveness (OIRE)

<https://www.montgomerycollege.edu/offices/institutional-research-and-effectiveness/index.html>

John Hamman, Chief Insights Officer

Deep Dive with MC Data

John Hamman, Chief Analytics & Insights Officer
Debbie Van Camp, Director of Policy & Planning

August 22, 2024



Transformation Aspirations

- ACCESS

- Deliberate work in the community to create a college-going culture.

- COMPLETION

- Ensure that credentials the College offers provide experiences of economic, social, and community impact.

- POST-COMPLETION SUCCESS

- Ensure students have skills to ensure success on their journey and the ability to earn a family sustaining wage.

Transformational Aspirations Dashboard

The bold set of transformational aspirations that will guide the College for the next decade focuses on engagement with internal and external stakeholders and identifies social, economic, and community impacts that will transform lives and society. These aspirations can be broken into three components: **access**, **completion**, and **post-completion success**.

- **Access** is not simply opening the doors of the institution to those interested in attending. Instead, it is deliberate work in the community to create a college-going culture across the county, and especially in those areas where going to college has historically been the exception instead of the expectation.
- **Completion** is not just about earning degrees. The College must ensure that all credentials that the College offers provide experiences of economic, social, and community impact.
- **Post-completion success** is our institutional ability to transform lives. When students leave MC, whether they are transferring to another school or entering the workforce, they need to have mastered skills that will ensure success on their journey and allow them to earn a family sustaining wage.



Each aspiration is accompanied by aims—that is, specific and measurable targets, which we want to realize in 10 years. These aspirations are ambitious, big ideas that will have a deep and lasting impact on the communities of Montgomery County.

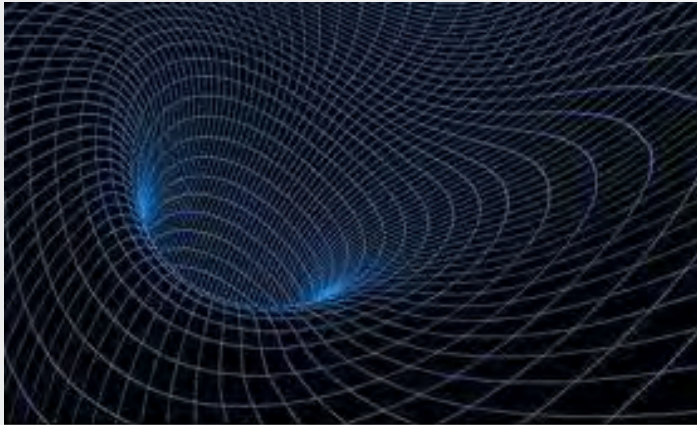
Transformational
Aspirations

Strategic Plan

Action steps

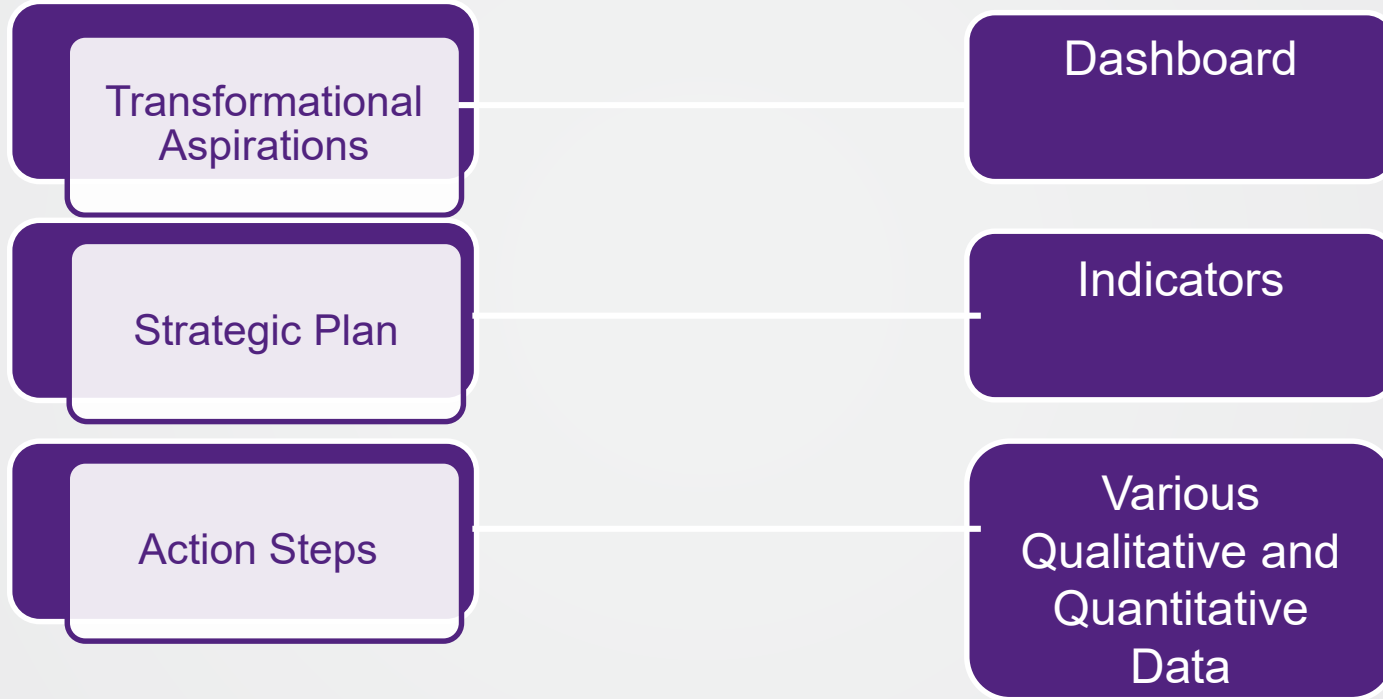


Outcomes!



shutterstock.com · 2150017915





Enhance connections between MC and our community

Unduplicated fiscal year headcount	40,342
Unduplicated students taking courses at the East County Education Center	0
Students enrolled in dual enrollment	1,506
Percentage of 6th grade MCPS students that have attended an MC outreach event	0
Percentage of students with an academic plan for the current year	65%
Voting rate of MC students	58%
Percentage of MC students facing any basic needs insecurity	57%

Cultivate a sense of belonging for everyone at the College

Graduation Rate	18%
Transfer rate to baccalaureate institutions	43%
Employee engagement	62%
Student satisfaction surveys	86%
Percentage of students participating in extracurricular or co-curricular activity	75%
Annual retention rates for employees	95%
Annual retention rates for students	65%

Enhance educational and organizational effectiveness

Annual average number of qualified applications per position advertised	16
Percentage of positions filled by current college employees	59%
Annual general education proficiency rates	70%
Number of sections cancelled during ongoing registration	7%
Annual number of employee non-retirement separations from the College	96

Increase economic impact for our students and community

Graduation rate	18%
Licensure pass rate	78%
Annual number of students participating in internships, experiential learning, or apprenticeships	1,813
Annual number of students having completed both credit and noncredit courses at MC	1,019
Percentage of credentials that map to family sustaining wages within five years of completion	67%

Why focus on data?

**Analytics Can Save
Higher Education.
Really.**

A Joint Statement on Analytics from:



EDUCAUSE



We strongly believe that using data to better understand our students and our own operations paves the way to developing new, innovative approaches for improved student recruiting, better student outcomes, greater institutional efficiency and cost-containment, and much more.

Data don't speak for themselves,
and they never talk to strangers!

We All Need to Be Data People

By Archie P. Cubarrubia | OCTOBER 13, 2019



LINCOLN AGNEW FOR THE CHRONICLE

Although there is a lot of institutional, state, and federal data that could be used to improve student success, few people at colleges know how to make sense of it. More important, even fewer know how to use it effectively.

What does our student body look like?



MONTGOMERY COLLEGE

FALL 2023 ENROLLMENT FACTS



17,780

Total Number of
Credit Students

Change From
Previous Year





17,780
Total Number of
Credit Students

Change From
Previous Year

3.8%

3,566

First Time Ever
in College

Change From
Previous Year

9.4%



65.1%

Fall 2022 to Fall 2023
Retention of New Students



1,965

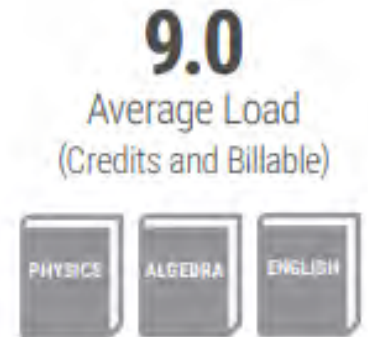
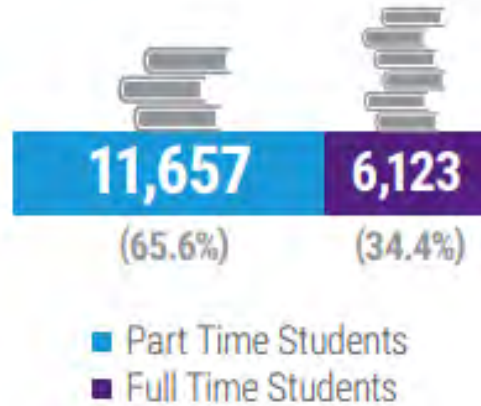
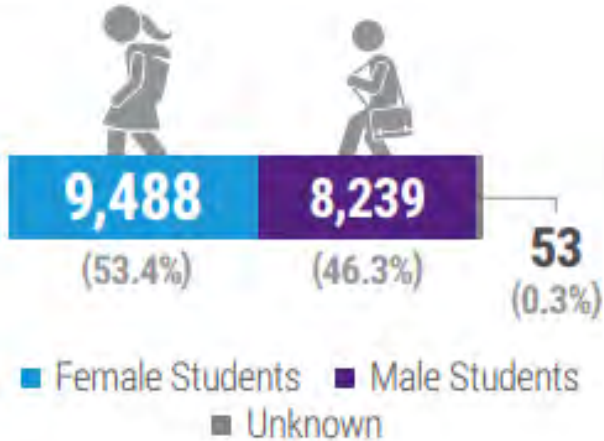
High School
Dual Enrollment



23.1

Average Student Age







Hispanic

5,157 (29.0%)

Black

4,524 (25.4%)

White

3,377 (19.0%)

Asian

2,274 (12.8%)

Foreign/Unknown

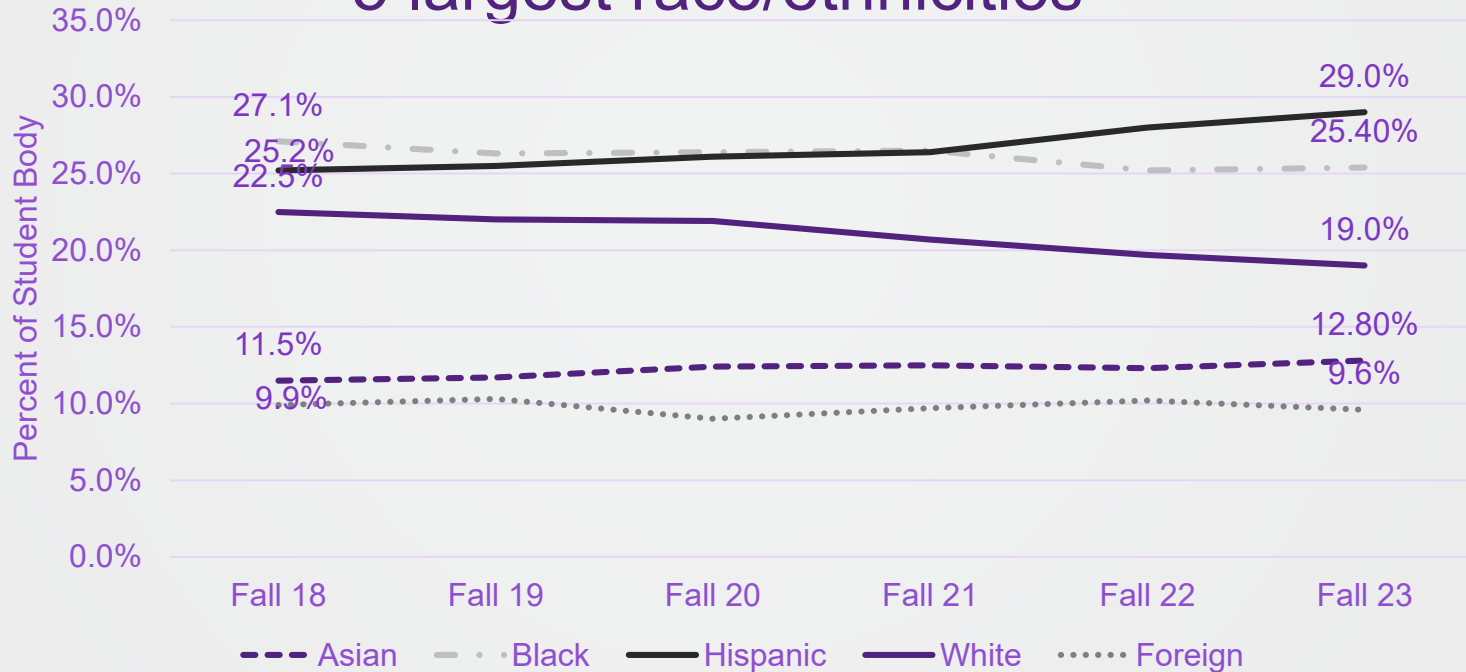
1,699 (9.6%)

Multi-Race/Native American/Pacific Islander

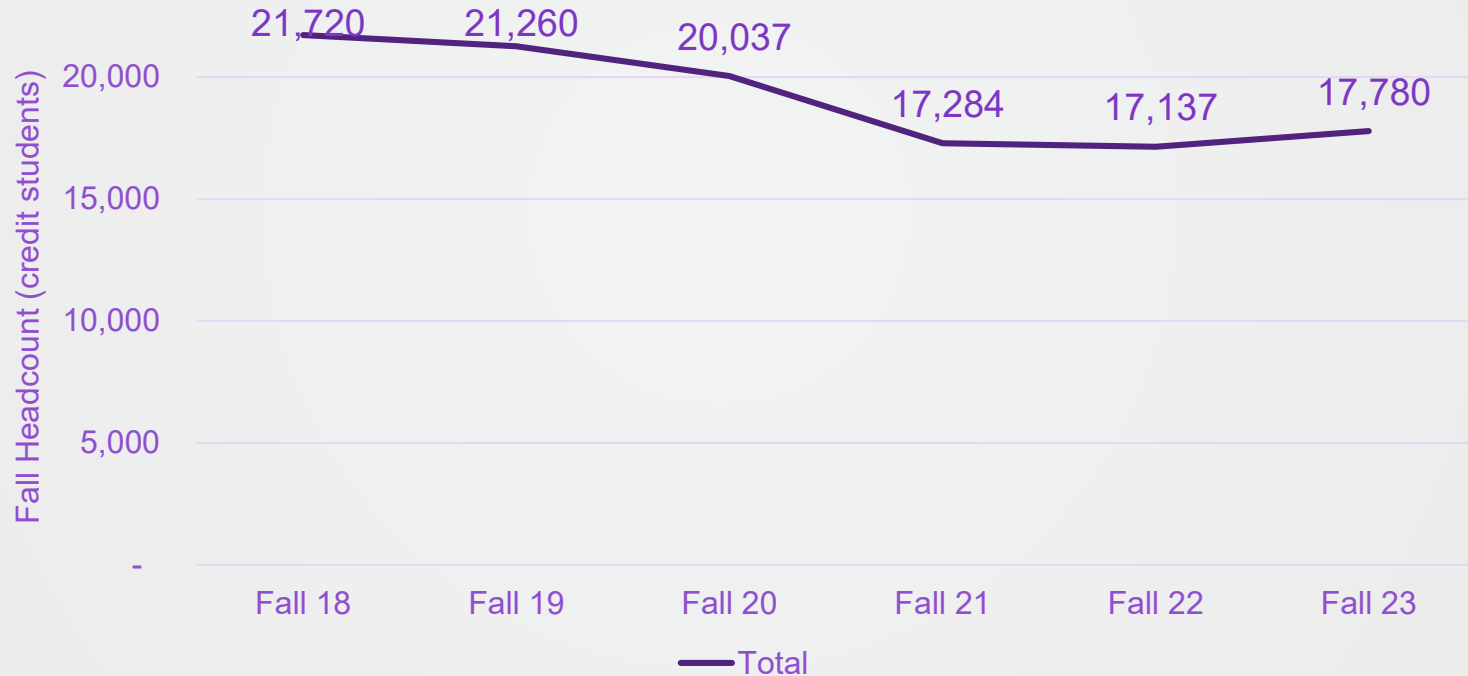
749 (4.2%)

montgomerycollege.edu/offices/institutional-research-and-effectiveness

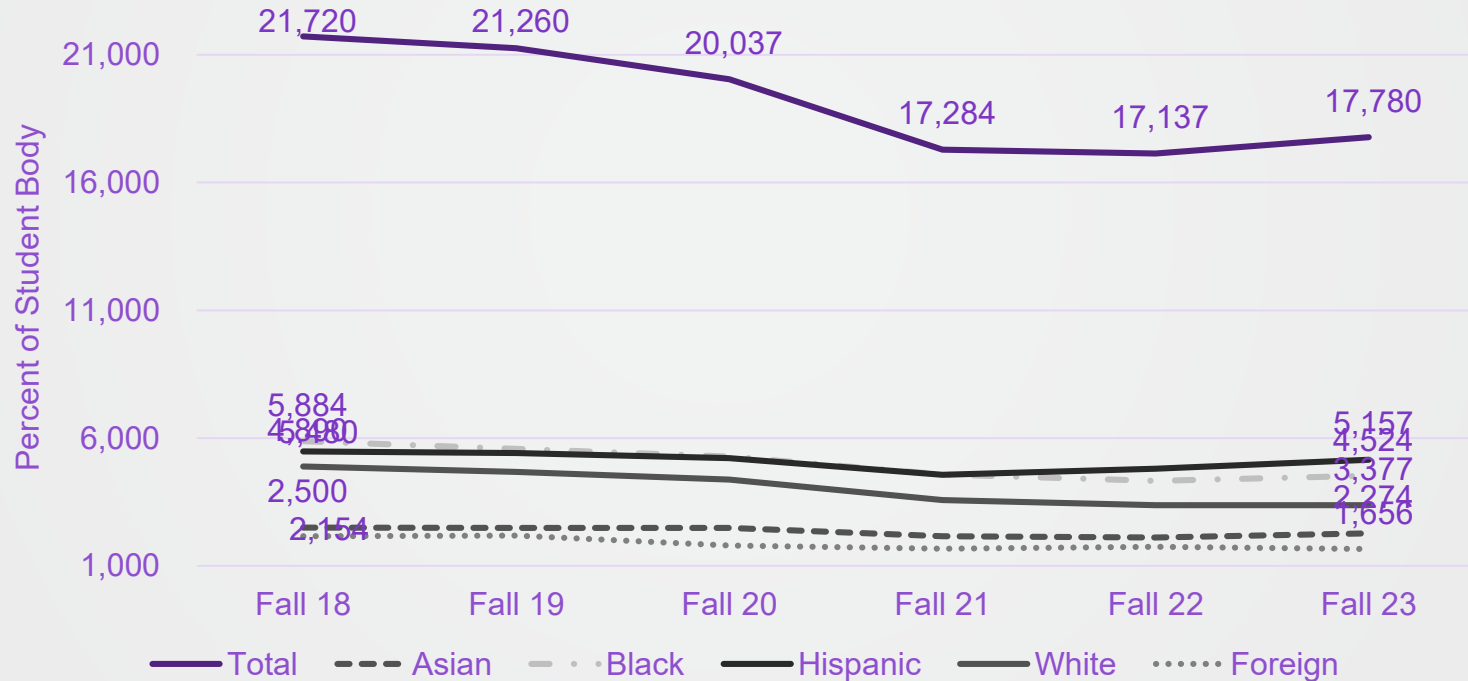
Fall Headcount Percentages over time 5 largest race/ethnicities



Fall Headcount – Fall 18 to Fall 23



Fall Headcount – Fall 18 to Fall 23



Fall Enrollment by 3rd Week

2014FA	2015FA	2016FA	2017FA	2018FA	2019FA	2020FA	2021FA	2022FA	2023FA
25,511	25,324	25,318	22,875	21,720	21,280	20,937	17,288		

☒ Keep Only
 ☐ Exclude

Term: 2023FA
 Count of Student: 17,780

Enrollment by Program (100+ student)

006, Business	611B, General Studies - STEM	107, Computer Science	611A, General Studies - HACL	412F, AS in Science-Biological	400, Nursing						
					530, Gen Ed/Pre						
	611C, General Studies - SSAH	570, Gen Ed/Pre Clinical Nursing	356A, Cybersecurity AAS								

What about our employees?

Employee Data Dashboard

The Office of Human Resources and Strategic Talent Management takes care to keep generalized information about the people it employs. In an effort to provide total

employee data* on a regular basis and encourage self-service to on-demand information and resources, we will update this dashboard on a monthly basis.

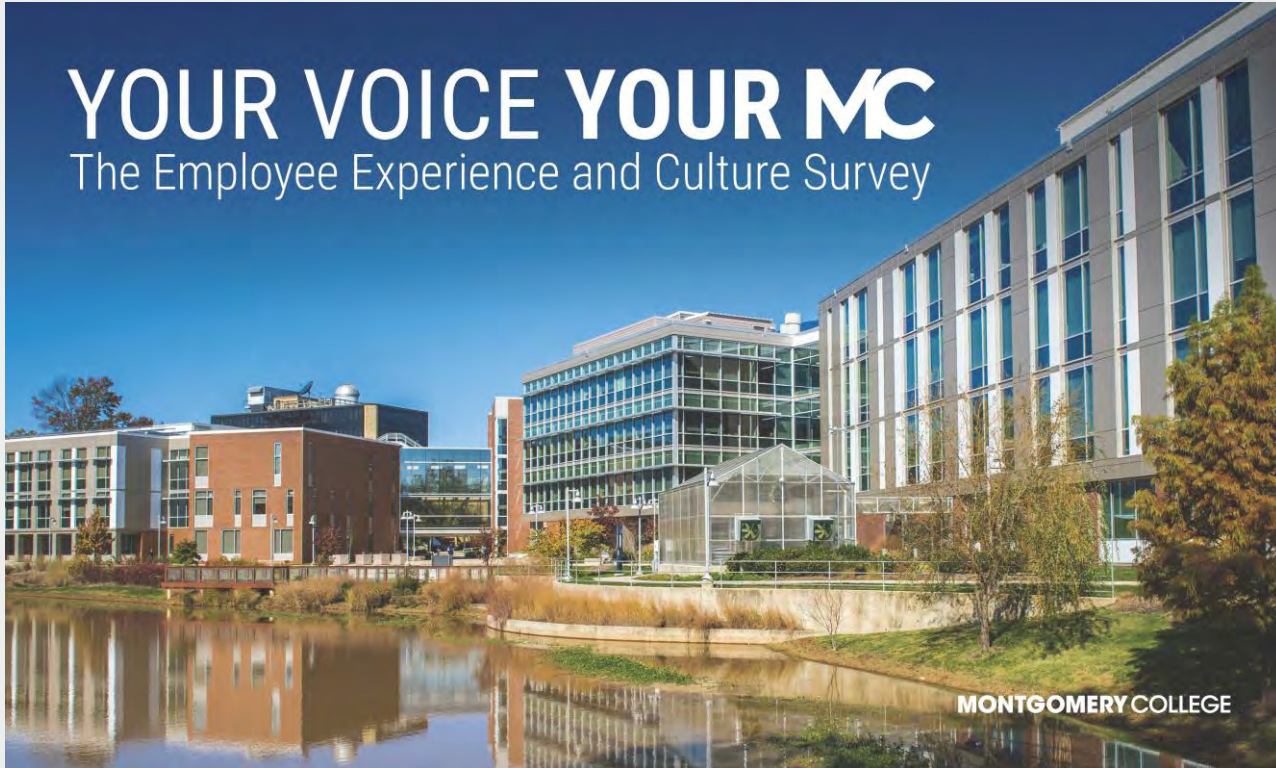
Current Employee Headcount
2,854

The data below is as of July 17, 2023.

CONSTITUENCY TYPE	AMERICAN INDIAN/NATIVE ALASKAN	ASIAN	BLACK	HISPANIC	NATIVE HAWAIIAN /PACIFIC ISLANDER	TWO OR MORE RACES (NOT HISPANIC)	WHITE	TOTAL %	TOTAL HEADCOUNT
Administrators	0.0%	7.3%	41.5%	4.9%	0.0%	0.0%	46.3%	100%	82
Casual Temporary	0.6%	11.1%	23.2%	15.5%	0.0%	3.3%	46.4%	100%	181
Department Chairs	0.0%	2.7%	21.6%	10.8%	0.0%	2.7%	62.2%	100%	37
Full-time Faculty	0.8%	11.7%	22.4%	6.1%	0.0%	1.7%	57.3%	100%	478
Full-time Staff	0.4%	15.1%	31.0%	16.8%	0.3%	1.9%	34.5%	100%	1,083
Part-time Faculty (<i>credit</i>)	0.0%	13.7%	28.1%	7.7%	0.0%	1.3%	49.2%	100%	313
Part-time Staff	0.0%	15.4%	19.2%	19.2%	0.0%	7.7%	38.0%	100%	26
Student Workers (<i>work study & aides</i>)	0.0%	22.3%	34.4%	25.4%	0.7%	2.1%	15.1%	100%	291
Temporary with Benefits	0.0%	12.1%	33.3%	27.3%	0.0%	3.0%	24.2%	100%	33
WDCE Instructors (<i>non-credit</i>)	0.0%	10%	26.4%	15.2%	0.30%	3.0%	45.5%	100%	330
Total Count	9	395	818	409	6	58	1,159		2,854

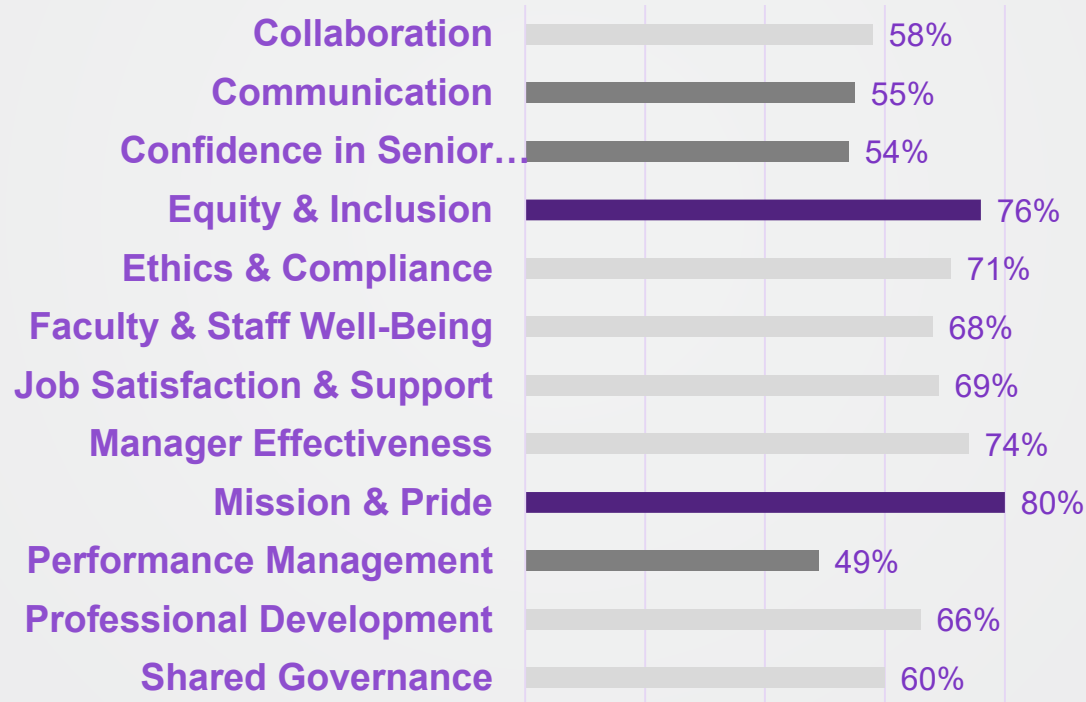
YOUR VOICE YOUR MC

The Employee Experience and Culture Survey



MONTGOMERY COLLEGE

Main Themes (Percent Positive)



Highest Positive Responses

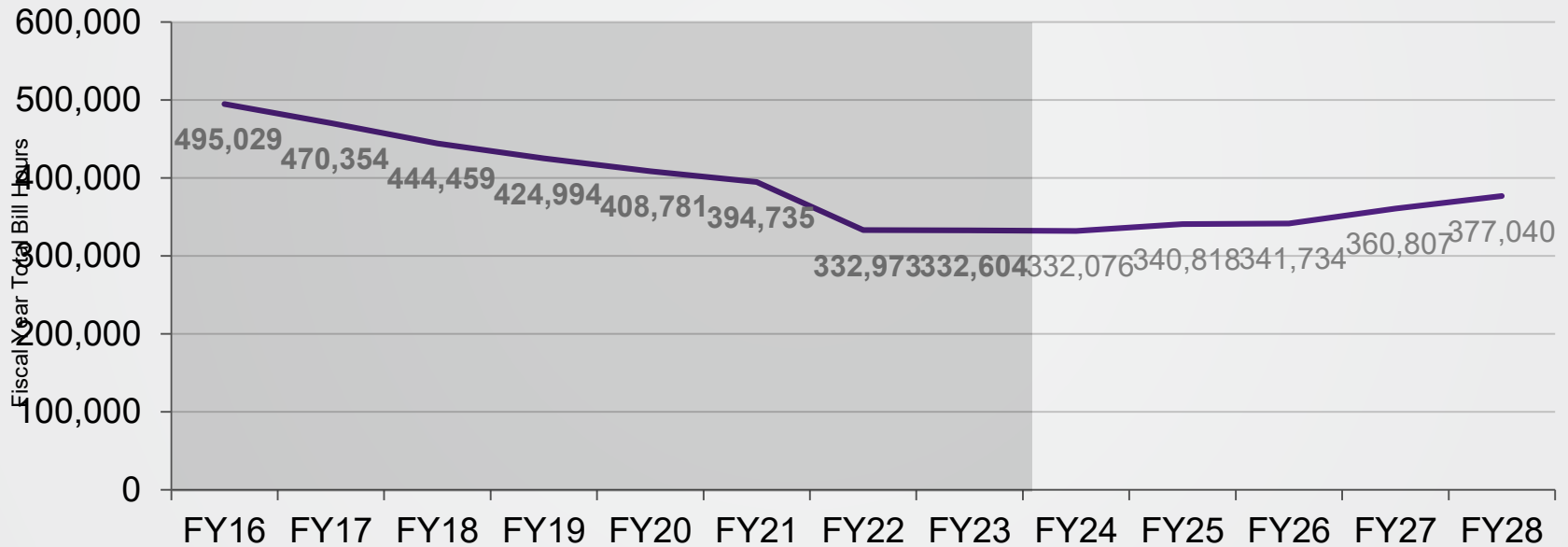
Collegewide

- I have a general understanding of the College's Code of Ethics and Employee Conduct. **95/01**
- I understand how my job contributes to the College's mission. **92/01**
- I am treated with respect as related to my sexual orientation. **91/02**
- I am treated with respect as related to my religion. **89/04**
- I have a clear understanding of Montgomery College's mission, vision and values. **88/02**
- The work I do is meaningful to me. **87/02**
- In my unit, we welcome diversity in all of its forms. **87/04**

Looking toward the future

Fiscal Year Bill Hours

Actual (shaded) & Projected



Source: MC Office of Institutional Research & Effectiveness

**TOP 25 COLLEGES AND UNIVERSITIES TO WHICH MONTGOMERY COLLEGE STUDENTS TRANSFER
FISCAL 2018 TO FISCAL 2022**

RANK*	College	FY2018	FY2019	FY2020	FY2021	FY2022	5-Year Total*	5-Year Avg
1	UNIVERSITY OF MARYLAND, COLLEGE PARK	1,599	1,465	1,616	1,682	1,469	7,831	1,566
2	UNIVERSITY OF MARYLAND, BALTIMORE COUNTY	514	466	401	394	353	2,128	426
3	UNIVERSITY OF MARYLAND GLOBAL CAMPUS	471	453	422	387	346	2,079	416
4	TOWSON STATE UNIVERSITY	455	408	342	412	293	1,910	382
5	UNIVERSITY OF MARYLAND - BALTIMORE	138	128	133	113	120	632	126
6	SALISBURY STATE UNIVERSITY	134	114	89	98	52	487	97
7	GEORGE WASHINGTON LAW	71	80	87	74	42	354	71
8	PENNSYLVANIA STATE UNIVERSITY	75	68	60	67	60	330	66
9	VIRGINIA POLYTECH AND STATE UNIV	48	38	37	51	53	227	45
10	UNIVERSITY OF BALTIMORE	55	41	46	47	26	215	43
11	BOWIE STATE COLLEGE	57	56	33	35	6	187	37
12	WASHINGTON ADVENTIST UNIV.Columbia Union	35	61	39	36	14	185	37
13	HOWARD UNIVERSITY	48	26	41	34	29	178	36
14	ST MARYS COLLEGE OF MARYLAND	37	40	28	41	31	177	35
15	AMERICAN UNIVERSITY	42	40	35	36	21	174	35
16	UNIVERSITY OF THE DISTRICT OF COLUMBIA-	43	37	33	29	19	161	32
17	FROSTBURG STATE COLLEGE	45	39	37	24	14	159	32
18	CATHOLIC UNIVERSITY OF AMERICA	44	34	26	19	24	147	29
19	HOOD COLLEGE	30	29	26	21	29	135	27
20	TRINITY UNIVERSITY	32	34	17	30	19	132	26
21	UNIVERSITY OF MARYLAND, EASTERN SHORE	61	28	33	9		131	26
22	MORGAN STATE UNIVERSITY	30	32	27	18	20	127	25
23	MOUNT SAINT MARY'S COLLEGE	19	29	25	25	27	125	25
24	MARYMOUNT UNIVERSITY	22	36	28	22	16	124	25
25	WEST VIRGINIA UNIVERSITY	35	27	17	18	15	112	22

Career Projections


Montgomery County, MD

Search new location

Salary Range


50th Percentile (Median)

Overview




10,961

Currently Employed



\$95,662

Average Salary



2,608

Job Postings

Top Occupations by Income

> Nurse Practitioners

\$116,898

> Postsecondary Teachers

\$93,067

> Registered Nurses

\$77,019

About this data

Apply for admission to Montgomery College

Apply Now

- **MC Student Employment Services:** Speak with the Student Employment Specialist for help with resume writing, interviewing, setting up a **College Central Network (CCN)** [CCN](#) account and other job search topics.
- **Career Coach:** Explore Career Coach to learn more about this career and/or discover related majors and in-demand careers based on your

Where do you fit in here?

Where did all this fascinating data come from?

- Office of Institutional Research and Effectiveness (OIRE)
- Human Resources and Strategic Talent Management
- InsideMC
- Department Webpages

2.2 Title IX and ADA

New Faculty Orientation

Office of Compliance, Risk and Ethics: Title IX and Youth Protection

Kristen Roe
Director of ADA Compliance and Title IX Coordinator

Title IX

Mission: Reduce or eliminate barriers to educational opportunity caused by sex discrimination in institutions that receive federal funding.

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." - U.S. Department of Education

Montgomery College is included on a list of colleges and universities who have been forbidden by a court from enforcing the 2024 Title IX Regulations.

On April 29, 2024, the U.S. Department of Education (the Department) published new Title IX regulations that were set to go into effect on August 1, 2024. (2024 Title IX regulations) However, following multiple legal challenges, the 2024 Title IX regulations are currently on hold in over twenty states and for hundreds of K-12 schools and postsecondary institutions, including Montgomery College.

What happens now?

- Until further guidance is provided by the Department or the court system, the College will continue to use its current policies and procedures, which are compliant with the Title IX regulations issued in 2020.
- College staff worked diligently to prepare updates to policy and procedures to ensure compliance with the 2024 Title IX regulations, and we are ready to implement these new policies and procedures should the current injunction be lifted.

Title IX Sexual Harassment

- **Sexual Harassment** - Conduct on the basis of sex that satisfies one or more of the following:

(1) *Quid Pro Quo* - An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;

(2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, **and** objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or

(3) "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

How to Report

- Must make a report to the Title IX Coordinator
- Advise the student that you will be making the report
- Complainant ultimately decides what will happen next
- Initial meeting with Title IX Coordinator fulfills the College's obligation to respond without deliberate indifference
- Title IX Resource Cards

Framework

- **Supportive Measures** - individualized services reasonably available that are nonpunitive, non-disciplinary, and not unreasonably burdensome to the other party while designed to preserve and restore equal education access, protect safety, or deter sexual harassment.
- **Provided regardless of whether a formal complaint has been filed or not. (§106.30)**
- **The College will treat complainants and respondents equitably, meaning that for a complainant, the College will offer supportive measures, and for a respondent, the College will follow the adjudication process before imposing disciplinary sanctions.**
- **Examples: No Contact Order, Counseling Referral, Academic Adjustments, Escort Service, Relocation of classes and schedules, etc.**

Pregnancy and Related Conditions

- Absences due to pregnancy or any related conditions must be excused for as long as their doctor says it is necessary for them to be absent. When they return to school, the student must be reinstated to the status you held before their leave.
- Faculty who base grades on class attendance cannot penalize a pregnant student for their absence and must allow the student to earn back the credit from the classes that were missed.
- Students must be given the opportunity to make up missed work, with the goal of having the student graduate on time, if possible and if desired by the student. Montgomery College is required to let students make up the work they missed while absent from class due to pregnancy or any related conditions, including bed rest or recovery from childbirth. It is recommended that for an extended absence, the student and professor work together to keep up with regularly scheduled assignments.
- With medical documentation, students may be provided with a larger classroom desk, a designated lactation room, or allowing frequent trips to the restroom.
- Students who are pregnant or dealing with any pregnancy-related conditions must be permitted to continue their off-campus work, including internships and career rotations. We cannot require a doctor to approve the continuation of these activities unless a note is required of all students with a medical condition.
- These rules supersede any school- or instructor-based attendance or other policies regarding allowable numbers of absences or ability to make up missed school work.

Inclusive Environment

Montgomery College is committed to creating and sustaining a safe, non-discriminatory, and inclusive learning environment for all students, faculty, staff and administrators.

This includes those who identify with a gender that is different from their sex, gender-assigned-at-birth, or express their gender identity in a non-binary way.

Not only does this respect the identities of those who are transgender or gender non-conforming, but it creates a culture of inclusion and diversity that benefits all students, staff, faculty, and administrators.

- Students and Staff may designate a chosen first name
- Individuals may use the restroom that corresponds to their identity
- Seek to use the designated pronouns of others

Youth Protection



Protection of Minors – 75005CP

- Distinctions between minors enrolled in credit/non-credit courses and those participating in a College or non-College sponsored program or event
- The College also has agreements with MCPS that apply to partnership programs, such as Dual Enrollment and ACES
- Key Elements of the Policy
 - Background Screening
 - Training
 - Rule of 3
 - Program Registration
 - Children in the workplace and in the classroom
 - Mandatory Reporting of Suspected Abuse

Mandatory Reporting of Suspected Abuse

- Anyone who has reason to believe a child has been subjected to abuse or neglect must make a report to government authorities.
- The most important factor in reporting is to act promptly.
- Reporting to external authorities and to the youth protection coordinator
- Also applies to abuse reported by an adult that occurred while they were a minor.
- Also applies if knowledge of minors in the home.
- If an individual is unsure about whether or how to make a report, promptly contact the youth protection coordinator, Debbie Bouyer.



2.3 ACES



FACULTY ORIENTATION

AUGUST 2024



BRIEF HISTORY

Established in 2013 at 10 high schools in Montgomery County, ACES is a collaborative partnership between Montgomery County Public Schools, Montgomery College and the Universities at Shady Grove (USG) to provide individualized support and interventions that increase college enrollment and completion, specifically targeting student groups that are underrepresented in higher education.

MONTGOMERY COUNTY
PUBLIC SCHOOLS

MC
MONTGOMERY COLLEGE


The Universities
AT SHADY GROVE



14

HIGH SCHOOLS

3

CAMPUSES

9

INSTITUTIONS

PROGRAM HIGHLIGHTS

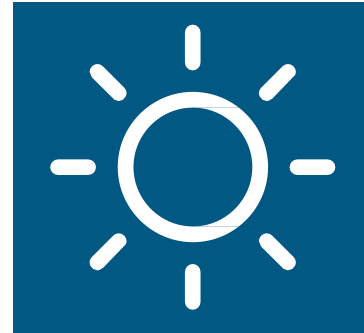
NO GPA
REQUIREMENT



ONE-ON-ONE
STUDENT SUPPORT



SERIES OF
SUMMER PROGRAMS



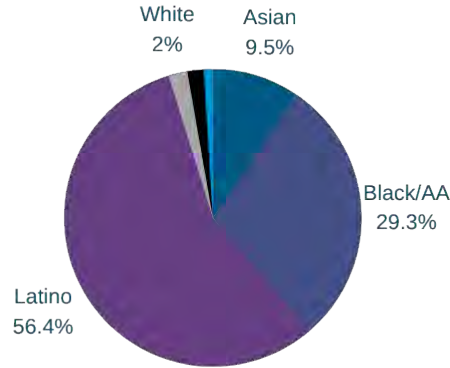
RECRUITMENT IN
10TH GRADE



PROGRAM BY THE NUMBERS

2653

CURRENTLY ENROLLED ACROSS THE ACES PATHWAY



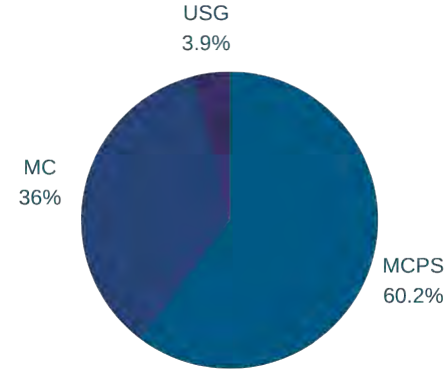
STUDENT PARTICIPANTS
BY RACE

1ST GEN TO COLLEGE

84%

LOW-INCOME

80%



PATHWAY PERCENTAGES

SINGLE PARENT HOUSEHOLD

26%

EMERGENT MULTI-LINGUAL LEARNERS

15%

*This slide is a collection of ACES Data
(data is self reported by students)

OUR IMPACT



92%

of credits attempted
are completed by
ACES students at MC

ANNUAL RETENTION RATES



90% 98%

for MC
ACESStudents

for USG
ACESStudents

99%

ACES HS Graduation
rate compared to
89% MCPS wide



31%

ACES students who receive
FARMS earned an associate's or
bachelor's degree within four
years (compared to a matched
group 18.6%)

3.4

average GPA of
ACES students at
USG



ADMINISTRATIVE TEAM



KAREN
CALLENDER-PRICE
FOUNDING
DIRECTOR



ANDRES MALDONADO
ASSOCIATE
DIRECTOR
(CAMPUS OPS & PROG.)



TERRE THOMAS
ASSOCIATE
DIRECTOR
(HS OPS & PROG.)



THERESA HOLTON
PROGRAM SUPPORT
COORDINATOR



DESARAI CABRERA
ADMINISTRATIVE
AIDE

HIGH SCHOOL COORDINATORS



MINJOTE MEKONEN
JAMES H. BLAKE
HIGH SCHOOL



DWAINE BROWN
MONTGOMERY BLAIR
HIGH SCHOOL



BLAIR BULLOCK
K
NORTHWOOD
HIGH SCHOOL



CARMEN SALAZAR
PAINT BRANCH
HIGH SCHOOL



VERNON SWANSON
SPRINGBROOK
HIGH SCHOOL



BELVEY RUSS
ALBERT EINSTEIN
HIGH SCHOOL



AMANI DADZIE
JOHN F. KENNEDY
HIGH SCHOOL



DANIELLE JORDAN
COL. ZADOK MAGRUDER
HIGH SCHOOL



BRITTNEY WALKER
ROCKVILLE
HIGH SCHOOL



TRACI JOHNSON
WHEATON
HIGH SCHOOL



BRITTANY BECKWITH
CLARKSBURG
HIGH SCHOOL



PATRICIA POLIMADEI
SENECA VALLEY
HIGH SCHOOL



JENNIFER MOXLE
YWATKINS MILLS
HIGH SCHOOL



BRITNEY CARTER
GAITHERSBURG
HIGH SCHOOL

MC CAMPUS COORDINATORS



TIFFANY SHAW
TAKOMA PARK/SILVER SPRING
CAMPUS



KRISTINA LITTLE
TAKOMA PARK/SILVER SPRING
CAMPUS



MELISSA GUDIEL
ROCKVILLE
CAMPUS



SYLENA ELLISON
ROCKVILLE
CAMPUS



SHAWN CARR
GERMANTOWN
CAMPUS

ROLE OF ACES COORDINATOR

One-stop, individualized support model for student services and academic support. This includes, but is not limited to:



Navigating Academic and Test Prep Resources



Comprehensive College and Career Guidance



Leadership Development

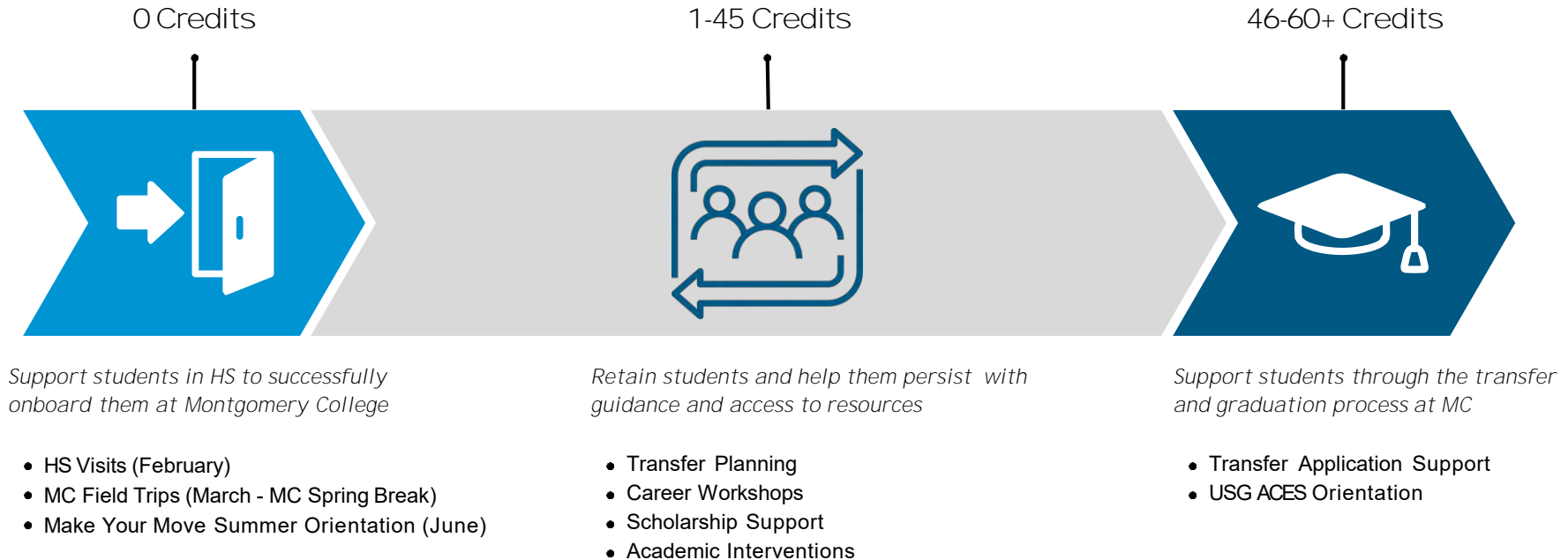


Financial Aid and Scholarship Guidance



Basic Needs Referral

ACES MC STUDENT PERSISTENCE PATH



ACES BANNER CODING

ACES Program Hold (AC) - Hold automatically added to ACES HS seniors who apply to Montgomery College. To have the hold removed, students will need to complete and MC ACES Scholar Agreement and meet with their ACES Campus Coordinator one-on-one. Once this hold is removed, an ACES Cohort tag is added to the student's account under SGASADD

AC	ACES Program		12/18/2023	12/31/2099
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▼ STUDENT COHORT

From Term

202420

Maintenance

To Term

999999

Cohort Code *	Description	Inactive	Reason
ACES23	ACES Student 2023 grads	<input type="checkbox"/>	

ACES Transfer Planning Hold (AT) - Hold added to students who have completed 30+ credits to help us identify/assist with transfer plans. To have the hold removed, students will simply need to complete an ACES Transfer Planning Survey that will be sent to their Montgomery College email from our EMMA messaging account (The ACES Program <reply@mcemail.org>). This hold will be added/removed manually by our Program Coordinator.

AT	ACES Transfer Planning Hold		08/22/2023	12/31/2099
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ACES Warning Hold (AW) – Hold added to students who become ineligible for ACES Scholarship opportunities or need to see an ACES Coordinator prior to course registration. The student must see an ACES Campus Coordinator to have this hold removed. This hold will be added/removed manually by our Program Coordinator or an ACES Coordinator.

AW	ACES Warning Hold		08/22/2023	12/31/2099
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CONTACT INFORMATION



240-567-2022



aces@montgomerycollege.edu



www.acesmontgomery.org

2.4 AAUP

Tito Baca

Aj.Baca@montgomerycollege.edu

See <https://mcaaup.org/>



Welcome!

MC

aaup
AMERICAN ASSOCIATION OF
UNIVERSITY PROFESSORS



American Association of University Professors
Affiliation to the American Federation of Teachers (AFT)



MC-AUPP Executive Committee

- ❖ Collective bargaining exclusive representatives at MC since 1980
- ❖ Elected officers across the college from multiple disciplines
- ❖ Bylaws / Terms of Office / Defined roles
- ❖ Annual Meetings / Regular forums / Faculty gatherings
- ❖ Regular email updates
- ❖ Monthly collaborations with Management
- ❖ Mediate challenges / conflict when appropriate
- ❖ Negotiate the Contract and other matters of concern



www.mcaaup.org



The Executive Committee Officers

President	AJ “Tito” Baca - Health Sciences - TP/SS	240-567-1448
Secretary	Carrie Fitzgerald - Astronomy - G	7-5415
Treasurer	Sherry Mirbod – Accounting – GT	7-7735
VP - G	Denise Dewhurst - Psychology - G	7-7721
VP - R	Maurice Shihadi – Business – R	7-1343
VP – T	Karl Smith - History Political Science. - TP/SS	7-1353
Past President	Harry Zarin - Counseling - G	7-7767
At-Large-G	Kay Ahmad - AELP - G	7-1804
At-Large-T	Rupa Das - Business/Economics/Mgmt. - TP/SS	7-1398
Grieve Officer	Tim Kirkner - Counseling - R	7-5049



The Montgomery College Chapter of American Association of University Professors

Who We Are

The full-time faculty at Montgomery College are represented by the American Association of University Professors via the MC-AAUP Chapter and are also affiliated with the American Federation of Teachers (AFT). The MC-AAUP Chapter is a non-partisan labor organization that represents all our diverse full-time faculty and their interests at the College.

Our Vision

We will remain steadfast in our commitment to duly represent all full-time faculty at Montgomery College. Our commitment is to the ongoing support, enhancement, and protection of the work of our faculty such that they can thrive and meet the needs of our students.

Our Mission

We collectively bargain in good faith on behalf of our members; effectively collaborate with Management to plan and problem solve; promote equity and inclusion across The College; regularly engage with our members to keep them informed; and coordinate with other college, county, and national labor groups to promote sound labor practices to support the best interests of The College and our members.

Ultimately, we protect our Contract, the rights of our members, and the academic freedom afforded in higher education. In doing so, we align with the Mission of The College to help students discover their passions and unlock their potential to transform lives, enrich the community, and change the world.

An AAUP / AFT Primer

“Voice of the Profession” since 1915 / New affiliation with AFT as of 2022

- “Redbook” of fundamental policy documents / reports recognized across higher ed
- Most widely recognized and respected national organization in higher education
- Monthly magazine – “Academe”
- Access to group insurance, Professional Liability coverage, and professional development opportunities
- National and State level support in Chapter legal and lobbying efforts
- <http://www.aaup.org/membership/memben.htm> for more information

Work Group Leads

Negotiating Team / Focus Group Co-Chairs:
Rick Penn – RV / Carrie Fitzgerald – TPSS

Lobby Work Group:
Brenda Crist
Lane Schwager

Outreach and Engagement Work Group:
Michael LeBlanc

Equity and Inclusion Work Group:
Katya Salmi



Strength in Numbers

- **We are stronger when unified and represent Everyone**

- **Full Membership:**

- Voting privileges for MCAAUP related Parliamentary Action
- Eligible for Executive Committee Membership
- Active voice in all we do
- Strengthen our collective voice and yours
- Stay more in tune with Labor related activities on your behalf
- Dues deducted directly from paycheck over 10 months

- **Service Fee Membership**

- Lower fees but no voting privileges and not eligible for E.C. elected office.



Please join today!

www.mcaaup.org

Reach out to explore the possibilities

MC AAUP online: www.mcaaup.org

AJ “Tito” Baca aj.baca@montgomerycollege.edu
ajbjr12@gmail.com

Best wishes & good luck!!!!



2.5 Student Affairs



Student Affairs Division

August 2024



Welcome from Dr.
Ed Cabellon

Sr. Vice President for
Student Affairs

Seven Truths for a Common Student Experience



Office of the Sr. Vice President



Dr. Melissa F. Gregory,
Assoc. Sr. VP for Student Affairs



Dr. Kimberly McNair
Assoc. Sr. VP for Student Affairs



Ms. Karen Callender
Director of Achieving Collegiate
Excellence and Success (ACES)



VACANT
Student Affairs Operations Director



Dr. Ja'Bette Lozupone
Director of Student Affairs,
ASCENDParent Initiative

Deans of Student Affairs



Mr. Marcus Peanort
*Student Access and
Germantown Student Affairs*

- Counseling and Advising
- Raptor Central
- Records and Registration
- Recruitment



Ms. Janeé McFadden
*Student Engagement and
Takoma Park/Silver Spring
Student Affairs*

- Counseling and Advising
- Disability Support Services
- SHAW Center
- Veterans/C2C



- Counseling and Advising
- Athletics
- Student Life
- Student Employment Services

Student Affairs Highlights

1. Multi-Campus = Multi-Hours
2. Mentoring/Support Initiatives
3. Career & Employment Services
4. Student Mental Health
5. SHAW Center Mobile Market
6. Raptor Central
7. Records and Registration
8. Engagement/Sense of Belonging Matters



Classroom Management and the Blurred Lines of Student Behavior

Presented by:

Janeé McFadden

Collegewide Dean of Student Engagement and

TPSS Student Affairs

Who We Are

Germantown Campus	
Mr. Marcus Peanort <i>Dean of Student Access and Germantown Student Affairs</i>	Ms. Katie Mount <i>Interim Associate Dean of Student Access</i>
Rockville Campus	
Dr. Tonya Mason <i>Dean of Student Success and Rockville Student Affairs</i>	Dr. Sue Haddad <i>Associate Dean of Student Success</i>
Lance White <i>Student Conduct Program Coordinator</i>	
Takoma Park/Silver Spring Campus	
Ms. Janeé McFadden <i>Dean of Student Engagement and Takoma Park/Silver Spring Student Affairs</i>	Dr. Alice Santoro <i>Associate Dean of Student Engagement</i>

Student Affairs Division

<https://www.montgomerycollege.edu/offices/student-affairs>



Learning Objectives

By the end of this presentation, we hope that you...

- Understand the implications of student behavior as it relates to the Behavioral Intervention Team (BIT) and/or the Student Code of Conduct (SCOC).
- Become more familiar with the resources available at the College.
- Understand the different approaches used to respond to the blurred lines of student behavior.



Behavioral Intervention Team (BIT)

What should be reported?

- Behaviors of concern – *think threat and/or risk*
- Examples can include:
 - Bizarre thoughts
 - Depression
 - Excessive anxiety
 - Mood swings
 - Inappropriate display of emotions



Behavioral Intervention Team (BIT)

the reporting process...



- **Step 1:** Incident report filed
- **Step 2:** Determine if BIT appropriate case or other
- **Step 3:** If a case, inform BIT team

Behavioral Intervention Team (BIT)

the reporting process...



BIT Reporting Form
<http://www.montgomerycollege.edu/BIT>

MC MONTGOMERY
COLLEGE

Behavioral Intervention Team (BIT)

the response process...



- **Step 4:** Background investigation
- **Step 5:** BIT conducts threat level assessment
- **Step 6:** Intervention recommended
- **Step 7:** Intervention takes place & follow up, as needed

QUESTIONS?



<https://giphy.com/explore/any-questions>

Student Code of Conduct (SCOC)

an overview...

The student conduct program **is committed to an *educational and developmental process*** that balances the interests of individual students with the interests of the College *community*. While the process is ***not intended to be punitive***, it does challenge, through appropriate sanctions, those whose behaviors are not in accordance with community standards and College policies.

All faculty are encouraged to put a statement in their syllabi referencing the Student Code of Conduct. Check out the Faculty Handbook online (see link below).

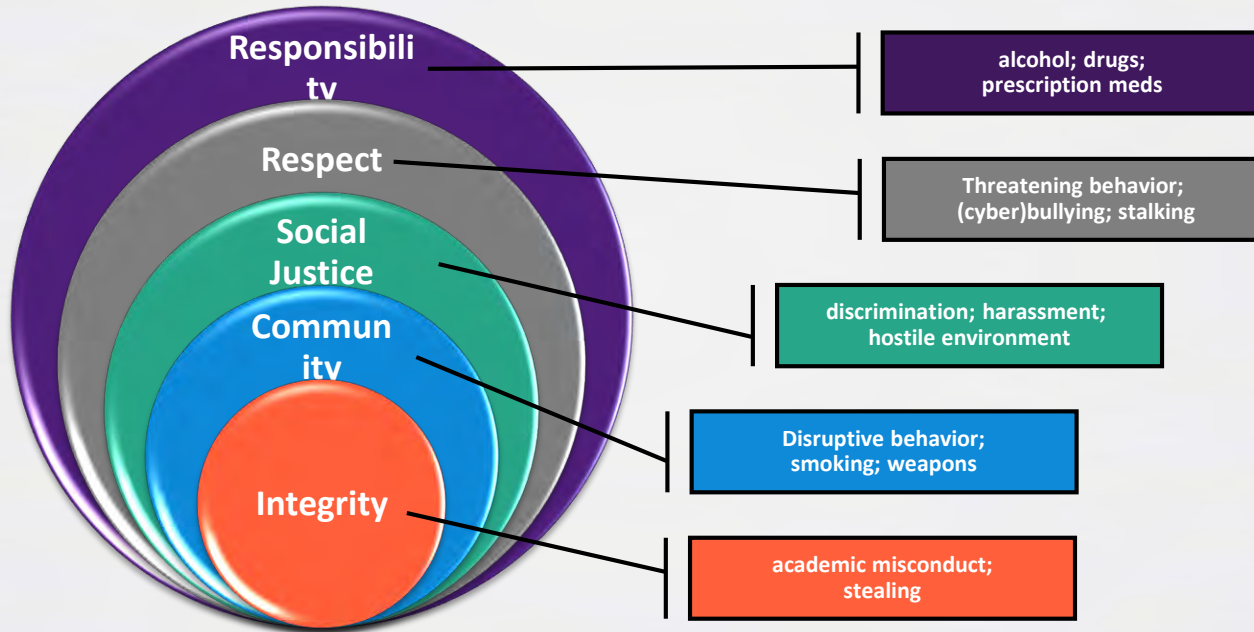
Faculty Handbook

<http://info.montgomerycollege.edu/faculty/resources/handbook>

MC MONTGOMERY
COLLEGE

Student Code of Conduct (SCOC)

core values & general violations...



Full SCOC in P&P

<https://www.montgomerycollege.edu/pnp>

Student Code of Conduct (SCOC)

the reporting process...

ACADEMIC INTEGRITY/DISHONESTY

- The faculty member is responsible for determining academic violations.
- Prompt notification to the student, especially if a warning given. Hold a conference with the student. *Please use online reporting form.*
- Faculty imposed sanctions range from:
 - *Grade of 'F' on assignment/exam*
 - *Grade of 'F' in the course*
- Can refer to the Office of the Dean of Student Affairs or WDCE for additional sanctions.
- Appealable to the appropriate campus or WDCE Vice President and Provost.



Student Code of Conduct (SCOC)

the reporting process...

ALL OTHER VIOLATIONS

- Complete the online reporting form to include:
 - *Student(s) info*
 - *Info about the incident/violation*
 - *One-time vs. reoccurring*
 - *Have you talked with the student?*
- Once a report is filed with the Office of the Dean of Student Affairs, they take the lead
 - *Dean's Conference vs. Hearing Panel*
 - *Sanctions range from warning to disciplinary probation to suspension or even expulsion.*
 - *Appealable to the Senior Vice President for Student Affairs.*



Classroom Management

***typical issues can include...**

- Inappropriate cell phone & technology use
- Continual tardiness
- Uncivil behavior (e.g., yelling/arguing, offensive/inappropriate language, etc.)
- Disruptive behaviors



Classroom Management

the basics...

Faculty are the authority within the physical and virtual classroom environment, primarily responsible for its equitable management.

Setting clear and fair expectations upfront is imperative.

Use your syllabus and follow it.

Important policies & class expectation to cover:

excessive absences, plagiarism/academic dishonesty, cell phone & technology use, withdrawal policy, etc.

- Create a safe space for sensitive topics.
- Be proactive, address it posthaste, & document it! A conversation can go a long way.
- **Resources to consult can include:**
 - Your department chair/coordinator
 - Counselor/DSS Counselor, *as appropriate*

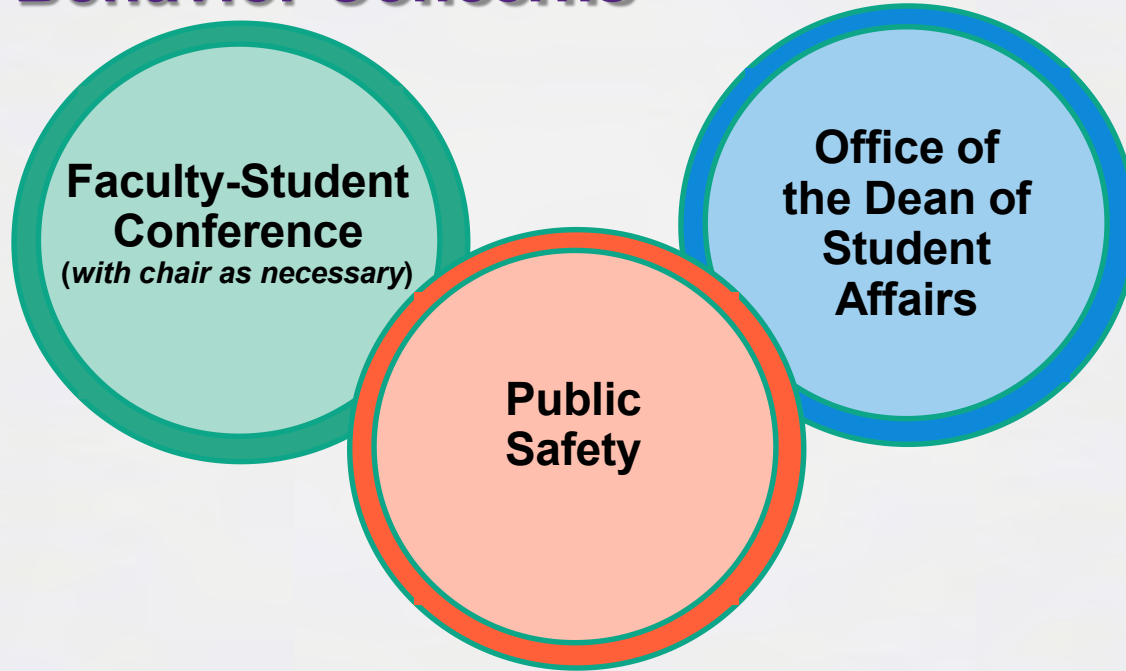


QUESTIONS?



<https://giphy.com/gifs/DUrdT2xEmJWbS>

Addressing Your Student Behavior Concerns



Contact Us

Germantown Campus	
Mr. Marcus Peanort <i>Dean of Student Access and Germantown Student Affairs</i>	Ms. Katie Mount <i>Interim Associate Dean of Student Access</i>
Rockville Campus	
Dr. Tonya Mason <i>Dean of Student Success and Rockville Student Affairs</i>	Dr. Sue Haddad <i>Associate Dean of Student Success</i>
Vacant <i>Student Conduct Program Coordinator</i>	
Takoma Park/Silver Spring Campus	
Ms. Janeé McFadden <i>Dean of Student Engagement and Takoma Park/Silver Spring Student Affairs</i>	Dr. Alice Santoro <i>Associate Dean of Student Engagement</i>

Student Affairs Division

[http:// www.montgomerycollege.edu/offices/student-affairs](http://www.montgomerycollege.edu/offices/student-affairs)



2.6 MC Library

See the Library Resources Packet on the NFO page at
[Resources | Montgomery College, Maryland](#)

Faculty Select Program / MC Open Initiative for OER
[MC Open Faculty | Montgomery College, Maryland](#)

The background of the slide is a complex, abstract network diagram. It consists of numerous small, semi-transparent dots in shades of brown, tan, and grey, connected by thin, light-colored lines. These lines form a dense web of interconnected nodes, with some nodes having more connections than others, creating a sense of a large, interconnected system. The overall color palette is warm and muted, with a focus on earthy tones.

A Partner for Success: The Library

Elizabeth Schlackman
MC Library

Today we will cover...



The extensive library **resources** for your teaching and students' learning



Tools to support the information literacy of your students, in every discipline



Scheduling in class **instruction** sessions with a librarian




How to get **help** from the library

Information Literacy Week

This year's theme is *Discover, Discern, Decide: Information Literacy in 2024*. It will be a week filled with fun activities, games, and workshops designed to develop advocates for information literacy across the college community and foster media literacy in advance of the 2024 elections.

- ✓ September 23-27, 2024, schedule available soon
- ✓ All four campuses
- ✓ Events in person and online
- ✓ **Please encourage your students to attend!**



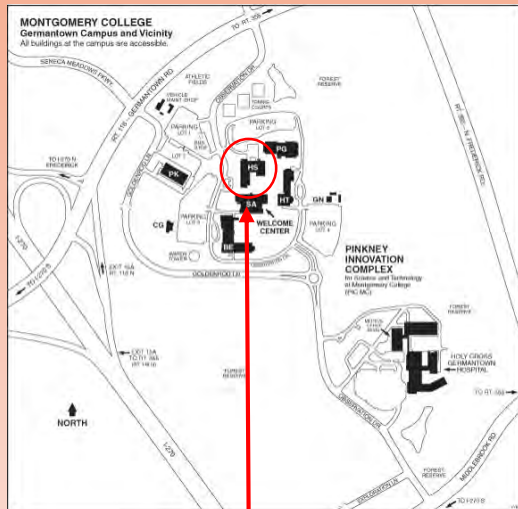


The who and where of the MC Library

Let's get you oriented!

CAMPUS LIBRARY LOCATIONS

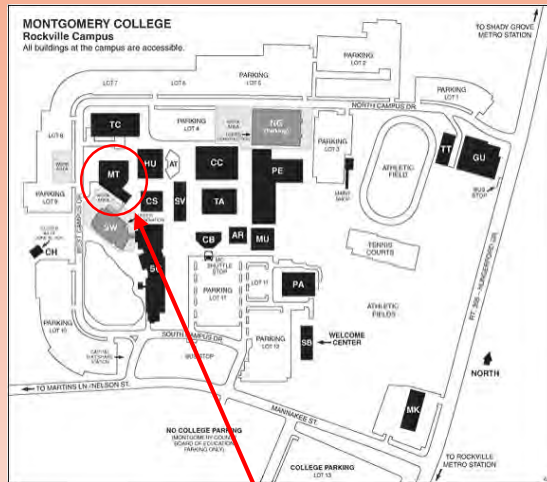
Germantown



Humanities and Social Sciences
Building
110

East County Education Center
Library – Room 112

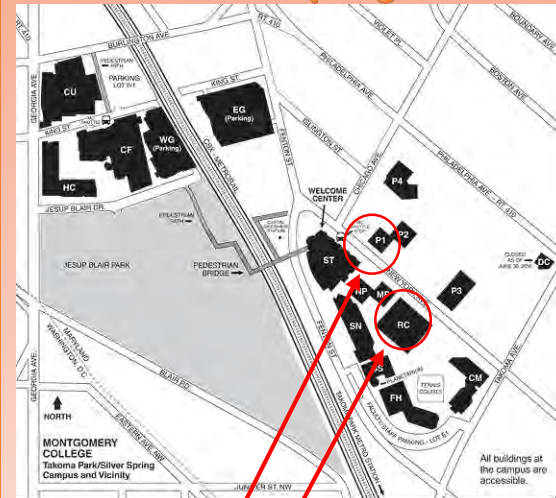
Rockville



Macklin Tower
110

Montgomery College Library

Takoma Park / Silver Spring



Resource Center 215
Closed for renovation
Temporarily located in P1 1st floor

LIBRARY SERVICES



Library instruction available online, in person, and asynchronously

[Instruction Request Form](#)

- Please select the subject or discipline area that matches your course .



Course reserves textbooks, books, and other physical items are available for students to borrow for 2 hours in the library



Research appointments with librarians are available online or in person



Regular walk-in research support and online chat services are also available.



Group Study Rooms can be booked by faculty for student appointments when faculty do not have other options

Discipline Liaison Librarian Teams

4 teams of librarians that support:

- Arts and Humanities
- Business and Social Sciences
- Health Sciences, Communications, and Special Programs
 - ELAP, WDCE, Student Success, and MORE!
- Science, Technology, Engineering, and Math

See your packet or <https://library.montgomerycollege.edu/research/find-your-librarian.html> to find the contact information for your team!

The what of the library

The resources we provide for the College Community.



The Collections

And growing with your
assistance!

A SNAPSHOT OF THE LIBRARY:

225,000+ Print Books & over 60,000 e-books

Over 200 Databases & Resources

100,000+ E-Periodicals (Journals, Magazines, & Newspapers)

More than 75,000 Streaming E-Videos

Over 4 million Historical & Current Events Photographs

1 million+ Art Images

3,000+ Music Scores

650,000+ Sound Files

150+ Library Course Pages & Research Subject Guides

Digitized special collections

MC Library Website

Montgomery College Homepage [Access MyMC](#)

MC LIBRARY

[Ask Us](#) [Library Account](#)

[Research](#) [Borrowing](#) [Technology and Study Spaces](#) [Faculty Support](#) [About](#)

The Takoma Park/Silver Spring Campus library is closed as staff prepare for renovations. We will temporarily move to the P1 building starting January 23, 2023. [Learn more about the project and temporary space.](#)

MC Library launched a new version of RaptorSearch! [Learn more about our new RaptorSearch on our dedicated webpage.](#)

Today's Hours

Germantown	8:30am – 5pm
Rockville	8:30am – 5pm
TP/SS	Closed

[Online Help Available](#) [Hours, Locations, and Contacts](#)

Montgomery College Library

RaptorSearch

[Help with RaptorSearch](#) [Looking for a specific database? A-Z List of Databases](#)

[Chat](#)

<https://library.montgomerycollege.edu/>

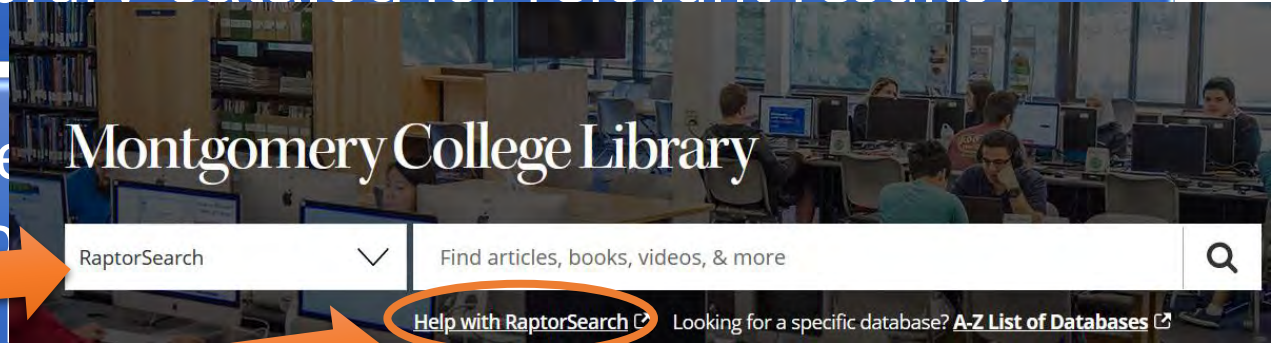
RaptorSearch

This search and discovery tool simultaneously searches many of the existing library databases and the library catalog for relevant results!

Allows one information starters, e

Default option is RaptorSearch

Help Available!



A Variety of Resources at Your Fingers!

- [Video resources](#)
 - Documentary and Feature Films
- Specialized content
 - Statistics, Plays, Business and Industry, Polls, and more
- [Citation tools](#)
- A [menu](#) of options to support your teaching needs
 - Embeddable Videos, Tutorials, and Quizzes on a variety of information literacy skills
- Discover an e-textbook or OER for your class with [Faculty Select](#)
- Let's dive a little bit deeper into Faculty Select...



Faculty Select Database: Enhanced OER & E-book Access

- **Faculty Select** – library database that streamlines access to OERs and rights-free e-textbooks
- Search and access open textbooks, Open Educational Resources (OERs), and unrestricted library e-books from academic publishers.
- Obtain access to free open materials and low-cost library-licensed resources to reduce the cost burden for students.
- **Faculty Select** - <https://library.montgomerycollege.edu/faculty-support/adopt-e-textbook-z-courses.html>



Search for Your Topic

New Search MC Library Faculty Support Ask Us Sign In Folder Preferences Language Help

Faculty Select MONTGOMERY COLLEGE library

Searching: Faculty Select

Keyword physical education in early childhood Search

Basic Search Advanced Search Search History

Refine Results Search Results: 1 - 20 of 81 Relevance Page Options Share

Current Search

Find all my search terms:
physical education in early childhood

Expanders

Also search within the full text of the articles

Apply equivalent subjects

Limit To

- ☐ Catalog Only
- ☐ OER Only
- ☐ Ebooks Available for Purchase

From: 2005 To: 2021 Publication Date

Show More

Subject

Publisher

Language

1 Physical Education Initiatives for Early Childhood Learners

By: Pedro Gil-Madrona. IGI Global, 2021. Language: English, Database: EBSCO DRM-Free eBooks

Subjects: EDUCATION, Physical Education, Early childhood education, Physical education for children, Physical education for children, Research.

Preview this eBook Request a purchase of this item from your library

2 Teaching Physical Education Creatively

By: Angela Pickard-Patricia Maude. Taylor & Francis (Unlimited), 2021. Second edition Language: English, Database: EBSCO Unlimited User eBooks

Subjects: Child development, Physical education and training; Curricula, Physical education for children; Study and teaching (Early childhood) Physical education teachers; Training of, EDUCATION, Physical Education

Preview this eBook Request a purchase of this item from your library

3 Introduction to Curriculum for Early Childhood Education

Minneapolis, MN : Open Textbook Library, Santa Clarita, CA : College of the Canyons, 2019. Language: English, Database: Open Textbook Library


Subjects: Education, Early Childhood; General education, Textbooks

Preview or Adopt this Open eBook


Refine
Your
Results


View an Ebook


[New Search](#) [MC Library](#) [Faculty Support](#) [Ask Us](#) [Sign In](#) [Folder](#) [Preferences](#) [Language](#) [Help](#)

 Searching: Faculty Select
Keyword [?](#)
[Basic Search](#) [Advanced Search](#) [Search History](#)

[Montgomery College](#)

 Detailed Record

 Preview this eBook

 Request a purchase of this item from your library

[Find Similar Results using SmartText Searching](#)

• Result List [Refine Search](#) 1 of 81

Physical Education Initiatives for Early Childhood Learners

Authors: [Pedro Gil-Madrona](#)

Publisher Information: IGI Global, 2021.

Publication Year: 2021

Series: Advances in Early Childhood and K-12 Education (AECKE) Book Series

Subject Terms: [EDUCATION](#)
[Physical Education](#)
[Early childhood education](#), [Physical education for children](#), [Physical education for children Research](#)

Original Identifier: OCN: 1202731344

File Description: EPUB, PDF

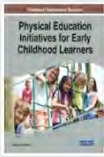
Language: English

ISBN: 978-1-79987-585-7
1-79987-585-7










Accession Number: edstac 2760344

Database: EBSCO DRM-Free eBooks

• Result List [Refine Search](#) 1 of 81




Tools

-  Google Drive
-  Add to folder
-  Print
-  E-mail
-  Save
-  Cite
-  Export
-  Create Note
-  Permalink

[Top of Page](#) [EBSCO Connect](#) [Privacy Policy](#) [A/B Testing](#) [Terms of Use](#) [Copyright](#) [Cookie Policy](#) [Contact Us](#)


Montgomery College Library

Request an Ebook

**Faculty Select**
MONTGOMERY COLLEGE LIBRARY

Request or Adopt an eBook

Item Details



Physical Education Initiatives for Early Childhood Learners
Pedro Gil-Madrone
2021

Your Information

Instructor's Full Name	Janelle Monae	★
Department	Education	★
Email Address	xx.yy@montgomerycollege.edu	★
Campus Phone Number	240-567-xxxx	★
Course Name	EDUC101	★
Planned Semester of Adoption	Spring	★

☒ Send a copy of this request to my email address

Submit


©2020 EBSCO Information Services

- Purchased by the library
- Link provided to embed in Blackboard
- Added to Course Reserves for your class

Faculty Select – Recent Data

- Spring 2023 had 165 active e-textbooks
 - Fall 2023 had 187 active e-textbooks
- Students clicked into the e-texts over 36,000 times during Spring 2023 semester
- Estimated textbook savings for students using e-textbooks (vs. buying their own print):
 - Based on the list print price for each e-book in the top 20 most used e-textbook titles, the library potentially saved over \$321,964 in textbook costs for the 3,503 enrolled students

Data provided by Beth Thoms, Collection Development Librarian/Resources and Collections Division



The how of the library... Information Literacy Instruction



Information Literacy Library Instruction



Librarian-led class sessions to facilitate student understanding of the need for and how to use reliable research resources effectively

Sessions can be flipped or traditional and can be delivered on campus or online to accommodate classes

A variety of tutorials and videos on many library and research concepts are available to incorporate into your course content or assignments

Helps students develop critical thinking skills

Request a session online:

<https://library.montgomerycollege.edu/faculty-support/instruction-request.html>

General Education Information Literacy Rubric

Updated in March 2022 and applies to all GenEd courses

Librarians are happy to assist you with incorporating learning activities for any of the categories (Research, Use, Evaluate, Attribute)

Faculty should feel free to make an appointment with a librarian – “research” appointments are not just for students.

Any faculty can also take advantage of this, not just GenEd faculty – Information literacy is a set of skills that all MC students should continue to develop for their college coursework and their personal lives

[Research Skills Guides](#) and [Tutorials, Videos, and Quizzes](#) already exist that address many of these skills and are an easy way to incorporate into your class

Embedded Course/Subject Research Guides



- Tailored content for up to date, one stop research for your students
- Content comes from collaboration between faculty and librarians
 - Want something added? Reach out to your discipline liaison librarian team!
- Already linked in your Blackboard Course Shell
- Find it under the Research Help menu link
 - Don't see the link? Contact your librarian for assistance or see the library website
- **Tools to make it easier to find applicable resources by your students = student success!**

Improved library created tutorials

- More interactive!
- Embeddable in Blackboard gradebook!

Titles:

- Academic Integrity and Avoiding Plagiarism
- APA Citations, 7th edition
- Begin Your Research
- MLA Citations, 9th edition
- Evaluating Information
- RaptorSearch
- Primary Sources



Technology and Finding Help

Montgomery College Library





Technology in the Library

- Macs and PCs
 - Students log into the computers by their M# and last name. The sessions are for 2-hour blocks of time, for a maximum time of 6 hours per day.
 - **We strongly encourage students to use a USB drive or cloud storage to save their work!**
- Laptops for in-library use
- Scanners (including high-speed overhead)
- One Button Studio

Artificial Intelligence

@ MONTGOMERY
COLLEGE LIBRARY



MC Library and Artificial Intelligence

- MC Library has created an online guide to Artificial Intelligence (AI) to help the MC community understand what AI is and strategies for using it effectively and appropriately in an academic setting.
 - The guide also includes information about common concerns and considerations when using AI, including bias, misinformation, and hallucinations.
 - <https://libguides.montgomerycollege.edu/ai>
- Students or faculty can get help using AI, including confirming and citing sources, by visiting any campus library or calling, texting, chatting, or booking an appointment with a librarian.

Finding Help

"Ask Us"

<https://libfaqs.montgomerycollege.edu/>

- 24/7 web chat
- Visit a library – librarians available during regular operating hours (until 8 PM Monday-Thursday)
- Appointments, for students and faculty, in person or Zoom
- FAQs
- Text a question, 240-654-1728



A close-up photograph of a gray and white tabby cat with striking blue eyes. The cat is peeking out from a brown paper bag, with its face framed by the torn edges of the paper. The cat's expression is curious and alert. The background is softly blurred, showing a wooden surface and a white wall.

What's in Your Packet?

Recap of the Most Important Points!

The MC Library is more than books and MC has EXTENSIVE resources to help students to succeed

- Can be overwhelming, so point your students to librarians!
- Don't forget to reach out yourself – we are here to help

Many asynchronous tools already exist that address **information literacy skills** for your students – ask us about them

- We also love to instruct students live, online or in person – fill out the instruction request form ASAP to schedule a session!

We want to work with you – we welcome your input for materials and resources, as well as tailoring our guides to help your students succeed.

We need your help to reach students – please remember we have textbooks and research assistance available for students, and refer them to us!

Questions?



Thank you
and
Good luck at
MC!

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

Elizabeth.schlackman@montgomerycollege.edu



Library Instruction request form
<https://library.montgomerycollege.edu/faculty-support/instruction-request.html>

2.7 Equity & Inclusion



New Faculty Orientation

Office Of Equity And Inclusion

Thursday, August 22, 2024

Kimberly Jones, Interim Chief Equity and Inclusion Officer

Antonio S. Montaña, Program Manager

OEI's Vision

Vision: Foster a culture that values respect, civil discourse, safety, and success to create an extraordinary educational institution.

Overall Goal: To promote social justice, radical inclusion, and racial equity within the College and the broader community, aiming to become an antiracist institution.

OFFICE OF EQUITY AND INCLUSION

WHAT WE DO

The Office of Equity and Inclusion at Montgomery College upholds a culture that values civil discourse, a safe environment for sharing, and one that observes, measures, and rewards success so that we can create an extraordinary educational institution. We will promote and create a working and learning environment rooted in the basic tenets of fairness, diversity, and inclusiveness.

10 CRITICAL AREAS OF WORK

The charge of the Office of Equity and Inclusion is to build a program that addresses ten critical areas of work:

1. Student Access, Inclusion, and Equity around the Student Completion Agenda
2. Climate and Culture Assessment, Responsiveness, and Action
3. Planning, Benchmarking, and Best Practices
4. Staffing Resourcing and Succession Planning
5. Recruitment and Hiring
6. Promotion and Retention of Employees
7. Faculty Teaching, Research, and Curriculum
8. Diversity, Equity and Inclusion Programming and Policies
9. External Community Engagement, Collaboration, and Linkages
10. Business Practices, Workforce/Career Pathways, and Procurement

THE IDEALS CONCEPTUAL FRAMEWORK

Inclusion
Diversity
Equity (for students, employees, partners)
Access (for students, employees, partners)
Antiracism
Leadership
Social Justice

ANTIRACIST STRATEGY

1. Ensure stakeholders have the resources and educational opportunities to execute, uphold, and measure the implementation of antiracist objectives.
2. Be accountable for hiring and retention of diverse candidates and employees' equitable treatment.
3. Be instrumental in the academic enhancement and excellence for Black and Latinx students.
4. Ensure policies/procedures and opportunities reflect antiracist approach and perspectives.

OEI Signature Programs



The diagram consists of three main vertical elements. On the left is a large light purple circle containing two dark purple rounded rectangles. The top rectangle contains the text 'Equity Week: April 7-9, 2025' and the bottom rectangle contains 'Heritage Months'. In the center is a large light purple rounded rectangle containing two dark purple ovals. The top oval contains 'Let's Talk Series' and the bottom oval contains 'Fall and Spring Equity Dialogues'. On the right is a large light purple triangle pointing upwards, containing two dark purple hexagons. The top hexagon contains 'Student Engagement' and the bottom hexagon contains 'Book Club'.

Equity Week:
April 7-9, 2025

Heritage Months

Let's Talk
Series

Fall and
Spring Equity
Dialogues

Student
Engagement

Book Club

President's Advisory Committee on Equity and Inclusion (PACEI)

As ambassadors, advocates, and advisors, PACEI identifies, addresses, and improves upon the current inequities in our College environment and helps usher in systemic change for an inclusive, civil, respectful, equitable community where all thrive and succeed.

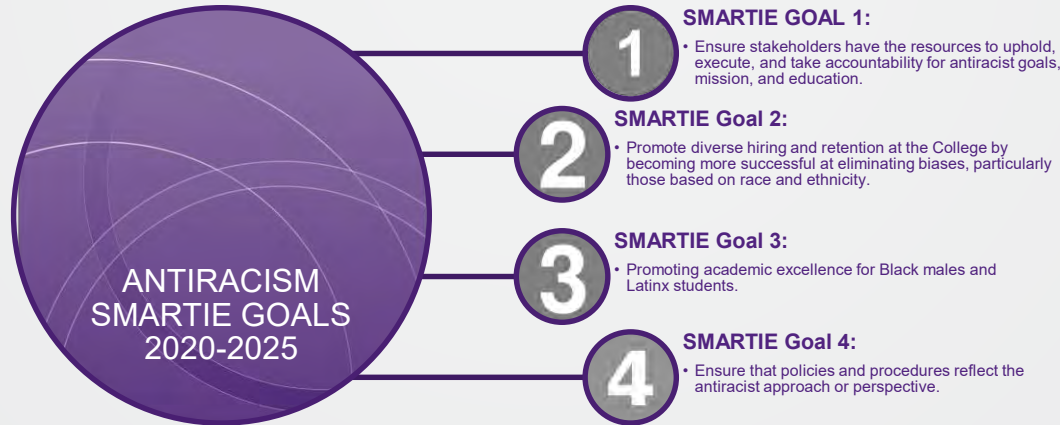
Equity and Inclusion Roadmap for Success Goals



Antiracism Strategy

BOARD OF TRUSTEES:

- Promote social justice, radical inclusion, and racial equity within the College and the broader community and continue the Board focus on the journey to being an antiracist institution (BOT FY22 Institutional Goal)
- Implementing the Antiracism Strategy



Model for Creating Change



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

THANK YOU

- Contact the Office of Equity & Inclusion

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Thank you for your participation!

Please reach out to us with any questions or concerns:

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