

MONTGOMERY COLLEGE CULTURAL DIVERSITY REPORT

Our College Roadmap for Ensuring and Sustaining Diversity and Inclusive Excellence



ANNUAL PROGRESS REPORT
JULY 2021



A handwritten signature in black ink, reading "DeRionne P. Pollard".

Dr. DeRionne P. Pollard
President

A handwritten signature in black ink, reading "Michael J. Krupp".

Chair, Board of Trustees

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

June 2021

Section 1: A description of how the institution defines diversity (no more than one page); how did the institution develop that definition (e.g., processes, sources, and guidance used)?

Description of how the institution defines diversity:

Montgomery College is committed to becoming an equity-minded institution. 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. 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 operates under a more comprehensive framework that is broader than the term "diversity". Cultural competency is 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. Moreover, the College's cultural competency definition and commitment align with the best practice guidance from the National Center for Cultural Competence and the seminal works of Terry Cross and others who identify five essential elements contributing to an institution's ability to become more culturally competent:

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

Through the President's Advisory Committee on Equity and Inclusion (PACEI), the College participated in a series of focus groups and town Hall meetings to develop consensus around our definitions, including how we define diversity. **Diversity is defined as:** Individual differences (e.g. personality, language, learning styles and life experiences) and group-social differences (e.g. race, ethnicity, class, gender, gender identity, sexual orientation, sexual identity, disability, country of origin and ability status as well as cultural, political, religious or other affiliations) that can be engaged in the service of learning.

Sources and guidance used to develop the definition:

Development. <https://nccc.georgetown.edu/curricula/culturalcompetence.html>

Also adapted in part by Cal State College, National Association of Diversity Officers in Higher Education, Webster's Dictionary/Association of American Colleges and Universities

Achieving the Dream. <https://achievingthedream.org>

APPROVED BY President's Advisory Committee on Equity and Inclusion 1-10-18; Revised 12-1-19, Revised 4-28-20, Revised 6/3/20, Sharon Bland, Chief Equity and Inclusion Officer

Section 2: A brief (no more than one page) highlight of the most successful ongoing and new institutional initiatives designed to address issues related to cultural diversity within the campus and the broader community, and how their efficacy is measured;

The President's Advisory Committee on Equity and Inclusion (PACEI) was initiated in November 2017 with the goal to create and implement an Equity and Inclusion roadmap for the college. This committee is comprised of diverse multigenerational and multicultural stakeholders including faculty, staff, administrators, and students. Ultimately, PACEI identified 5 priority goals to focus on for the next 5 years (i.e., 2020-2025) based on a three-year prior equity and inclusion internal and external review and research of the College's operations. The goals include:

1. Improve persistence, retention, and completion/graduation/transfer of all students, particularly African American male and Latinx students.
2. 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.
3. Foster college culture of equity, inclusion, civility, accessibility, kindness, trust, and respect for human dignity through targeted programs, activities, and educational opportunities.

4. Integrate relevant and equitable multicultural teaching practices that infuse international/multicultural awareness into the educational experience, classrooms, and curriculum.
5. Support diversity and inclusion in our staff, faculty, students, community, and business population. Provide increased opportunities for the college's communities to foster equity and economic empowerment.

Currently, the five sub-committees on PACEI corresponded to the five priority goals of the College. In an effort to strategically implement the goals, in August 2020 each of the four Senior Vice Presidents identified 2-3 objectives from the roadmap that they wanted their unit to prioritize for FY21; similarly, each sub-committee also identified 3-5 objectives from the *Roadmap for Success* to prioritize for FY21, along with measurable outcomes for each objective, estimated budget, specific activity/task(s), target start and finish dates, and selected monitor(s) for the progress of the specific objective. The objectives were to be implemented during the FY21 academic year (Appendix B), with the understanding that five new/different objectives will be identified from the *Roadmap for Success* (Appendix A) and implemented for the upcoming FY22 fiscal year while monitoring the continued progress of FY21 goals.

Collegewide Dialogues

The Office of Equity and Inclusion (OEI) leads collegewide discussions and programs in this space. OEI has developed the Let's Talk! Series, which are dialogue sessions designed to address the current and breaking issues of the day, nationally, locally, and statewide. At the beginning of the COVID-19 pandemic, we pivoted to a completely virtual model to deliver this programming. OEI developed and uses its Cycle of Change Model to evaluate its dialogues. The evaluations are distributed after each session and their results are tabulated and reviewed to determine effects of the discussions.

OEI also virtually launched the Social Justice Inclusive Leadership Institute in the Spring (March-May 2021) with a cohort of 24 students. It was so successful that we followed it up with a SJILI Summer Session (May-June 2021) with a cohort of 15 students. This programming will continue as in-person programming once the College resumes in-person learning.

Community Engagement Roundtables

The College hosts quarterly roundtables with more than two dozen community groups to increase community engagement while addressing issues of cultural diversity, understanding, and student barriers. In these roundtables, partners have provided significant guidance on how the College can address cultural diversity and understanding with its students and the community as a whole. These partners have also given feedback on strategic and master plans to ensure that the lenses of diversity, equity, and inclusion are incorporated into major initiatives.

Section 3: A brief (no more than one page) discussion of the ways in which the institution anticipates COVID-19 most affecting—either negatively or positively – its efforts to enhance diversity on its campus or campuses. This may include, for example, acknowledgement of issues such as disproportionate impacts on retention and graduation among certain populations; the shift to distance education modalities limiting the ability to provide in-person programming; or, in contrast, the shift to online education providing opportunity for more students to access diversity programming.

The Office of Academic Affairs

Some of the Office of Academic Affairs' most successful efforts to address and enhance cultural diversity within the campus and broader community are achieved through partnerships. The College recognizes a community need, partners with others to address the need, develops a program to address the need – all of which grow enrollment, especially from underserved communities. Recognizing that many retail and hospitality employees lost their jobs during COVID: The College partnered with WorkSource Montgomery and GalaxoSmithKline to develop a Biotech Boot Camp which ran in January 2021 to train this population to work on vaccine manufacturing and distribution locally. This pilot program was successful and will be scaled up to meet local needs for those workers displaced by the pandemic. In addition, the College's Workforce Development and Continuing Education unit has developed and marketed short-term training opportunities which will also support displaced workers from hard-hit industries.

Divisional Conversations on Social Injustice and Systemic Racism

The Office of Advancement and Community Engagement launched a series of a dozen conversations over FY'21 for its 77 employees and student workers regarding social injustice and systemic racism. Through these dialogues employees have become more mindful of the lived experiences of others, learned new resources for educating themselves about social injustice, and provided more than 25 recommendations for the consideration of the President's Advisory Council on Equity and Inclusion (PACEI). The efficacy of the program is in its high participation rate (>90%) and the number of new ideas for expanding cultural diversity and understanding.

a. Impact of COVID on campus diversity

- Remote teaching and learning make MC more accessible to all, eliminating the need for multiple buses, and other duplicative efforts.
- There are limited impacts on the TP/SS Campus, as 75% of students are people of color. The exception is the possible impact on the number of F-1 visa students, which is less than 5% of campus enrollment.

- Funding levels will remain the same or increase for programming and other services for the Institute for Racial Justice and Civic Engagement. Expanded programming at all three campuses is anticipated for the Center and will be enhanced via webinars and other virtual delivery mechanisms.
- Increased diverse academic programming will be delivered via new streaming equipment installed in the Cultural Arts Center during the pandemic. Larger audiences are anticipated.

b. Shift to online

At the same time Montgomery College moved to a structured remote and fully online schedule as a result of the pandemic, there was a growing focus by faculty to look at decolonizing their curriculum and engage in culturally responsive teaching. Faculty continued to explore the use of Open Educational Resources to bring in different cultural voices, providing opportunities for all students at Montgomery College to see themselves in the course content. The importance of the shift to online education meant that more students had access to this type of diversity content. Students who may have had trouble attending classes on-campus because of work obligations, family responsibilities, transportation issues, or physical limitations now had access to education. As a result, they too had access to wide range of educational opportunities, both academic and co-curricular. Students could participate in virtual student clubs and events and connect with other like-minded students, all because they now could take classes online.

Positive ways Covid-19 has impacted the College

- Remote status has been effective for emotional support and understanding of the cultural shifts that have occurred in that more people appear to be understanding and empathetic
- Enhanced accessibility via remote tools
- Increased number of graduates and student success
- Access to services has been increased and less taxing for some students
- Increase of instructors and students from other countries and parts of the US

Negative ways Covid-19 has impacted the College

- Populations of students who do not have the necessary resources to manage on their own
- Public transportation cuts and delays in bus and train service during the height of the pandemic created mobility challenges
- Problematic for ESOL students, traditional ways of reaching certain communities in person were not able to occur
- Direct community outreach and engagement did not occur (tied to above)
- Employees with disabilities, ADA increase with vision and dexterity issues have increased as a result of remote work
- Inability to have face to face awareness and outreach programs on campus which limited the number of students who received outreach information around diversity

In addition to these narratives, each institution should provide, as an appendix, a copy of the diversity plan in place during the reporting year (Academic Year 2020-2021). This should be the plan approved by the institution's Board on or before July 1, 2020. Note that the required elements of this plan are defined in §11-406 of the Education Article.

Appendix A - Equity and Inclusion *Roadmap for Success* - <https://www.montgomerycollege.edu/about-mc/equity-and-inclusion/index.html>

Appendix B – Office of Equity and Inclusion Definitions for Cultural Competency, Inclusion, Equity, Access, and Diversity, Racism, Antiracism and White Supremacy

