MONTGOMERY COLLEGE
CULTURAL DIVERSITY REPORT

ANNUAL PROGRESS REPORT
JULY 2023

MONTGOMERY COLLEGE

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MONTGOMERY COLLEGE **CULTURAL DIVERSITY REPORT**

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

June 2023

1. **A summary of the institution's Diversity, Equity, and Inclusion (DEI) goals, areas of emphasis and strategy for implementation. Explain how progress is being evaluated. Indicate where progress has been achieved and areas where continued improvement is needed. If there is continued improvement needed, describe how we intend to comply by July 1, 2024.**

Montgomery College's Diversity, Equity, and Inclusion goals, areas of emphasis, and strategies for implementation are laid out in the College's *Equity and Inclusion Roadmap to Success and in the Roadmap to Success Addendum* (Appendix I). The College is now in the fourth year of its five-year Roadmap and, in a continuously changing climate, the nature of the work emphasized in the Roadmap is evolving to ensure the needs of all students, faculty, and staff are being met. The College evaluates its progress against the Roadmap, with its values of equity and inclusion, excellence, integrity, respect, innovation, adaptability, and sustainability serving as the indicators by which the College measures its success. By integrating the values of equity and inclusion into the College's operational, tactical, and strategic plans, Montgomery College demonstrates its institutional commitment and can assess its progress, evaluate success, and plan for the future. Equity and inclusion are imbedded in each area of emphasis of the Roadmap, which includes: (1) student equity; (2) college workforce; (3) college culture; (4) multicultural teaching/learning experiences; (5) community-wide opportunities; and (6) antiracism strategy.

Progress is evaluated regularly throughout the year by the Office of Equity and Inclusion and the President's Advisory Committee on Equity and Inclusion (PACEI) and documented in an annual report submitted to the College's president to document progress, and to the Board of Trustees for its approval. Continued emphasis on diversity, equity, and inclusion and improvement in our work has been highlighted in 2022-2023 in many ways. A small sample of achieved progress included the following: developed a new College policy pertaining to the College's position on diversity, equity, inclusion, and social justice that was approved and adopted by the Board of Trustees; created and conducted "Journey Towards Becoming an Antiracist Institution" required training and trained over 1,400 College employees; launched an Antiracism Micro-credential Badge and trained over 85 employees and students; established a Hispanic-Serving Institution Taskforce; hosted a 2022 Fall Equity Dialogue on Antiracism; held seven affinity-focused writing groups through the College's Writing, Reading, Language Centers that focused on the themes of Latinx, Asian-American, LGBTQ+ identity and literature; provided evidence of a narrowing of the equity gap for all students, particularly African-American male and Latinx students on the most recent MC Student Success Score Card; trained 81 employees as search advocates; implemented a #YouBelongHere campaign to show that all belong and matter; collaborated among the College's Offices of Communications and its television station (MCTV), Human Resources and Strategic Talent Management (HRSTM), Special Events, and the ADA coordinator to provide recurring collegewide events with full inclusion and integration of American Sign Language (ASL) interpreter services into MCTV broadcast and streaming programs; offered history (HIST245) and Calculus I (MATH181) classes in Spanish; offering Spanish tutoring for BIOL150 and CHEM131; completed a 10-year data exploration and analysis on Transition, Enrollment and Graduation on Information Technology Institute (ITI) and noncredit

health sciences students; helped minority vendors understand the bids process at the College; and assessed the scope of diversity, equity, inclusion, and antiracism initiatives at MC.

The College is continuously looking to improve in all areas of cultural diversity to ensure all stakeholders feel they belong and matter. Particularly related to MC's DEI work, continued improvement is needed in college workforce (Roadmap Goal 2) and community-wide opportunities (Roadmap Goal 5). During the upcoming year, there will be a strong emphasis on these two specific goals as well as continued work on the other goals outlined in the Roadmap.

2. **A description of efforts to increase the numerical representation of and detail initiatives designed to recruit and retain traditionally underrepresented groups, listed below. Reports should include information on both campus-wide and program specific initiatives.**
   a. **Students**
   b. **Administrative staff**
   c. **Faculty**

Students

The College and its Academic Affairs division addresses cultural diversity for its student, faculty, and staff populations through various initiatives such as a syllabus statement (Appendix II); training on Critical Race Theory (CRT) and other relevant subjects by the Office of E-Learning, Innovation, and Teaching Excellence (ELITE); various initiatives to reduce DFW rates; S-STEM and HSI Improving Undergraduate STEM Education (IUSE) grants; and the offering of dual language courses.

Students: Efforts to Reduce the Number of Ds, Fs, and Ws

Achieving the Promise Academy (ATPA) Embedded Coaches/Implementation of co-requisite math model):

Since Academic Affairs first implemented the ATPA embedded coaches in gateway courses (for the past five years), there has been a marked difference in the DFW rates in courses where embedded coaches were utilized. College data shows that, on average, students in courses with embedded coaches have a 5 percent higher course pass rate compared to the collegewide course pass rate for those courses. While the College has had embedded coaching across many disciplines, beginning in fall 2023, every section of the identified high-enrollment, high-DFW courses will have an embedded coach. This means that 18 courses comprising an estimated 440 sections, with an estimated 8,500 students enrolled in them, are expected to be fully engaged with ATPA embedded coaches. Each of these identified courses is traditionally highly enrolled and has a DFW rate of over 30 percent. It is anticipated, based on previous results, that all 18 courses will see a significant decrease in the DFW rates, which would result in increased course completion and progress towards a degree.

Additionally, changing placement policies and implementation of a new teaching model for developmental math is resulting in more students attempting and passing college-level math in the first year in college, where many students left their math requirements until the end of their academic journey. Over a period from AY2016 to AY2021, the first-time-ever-in-college (FTEIC) student completion of gateway mathematics courses saw an overall increase from 23 percent to 37 percent. This improvement occurred across all demographics. For example, with FTEIC Black/African American completion more than doubling from 14 percent to 30 percent, and Hispanic student completion increasing from 19 percent to 33 percent. In some cases, there has even been a significant narrowing of equity gaps, previously

referred to as the achievement gap. In fact, the gap between Hispanic and white female completion rates has nearly been eliminated. The efforts to expand access and reduce barriers include the adoption of alternate placement processes that, in some instances, allow students to take college coursework either based on their performance in high school mathematics or based on their overall high school performance as measured by their GPA. These efforts also include the implementation of corequisite developmental math courses where students receive just-in-time support while taking a college math class. These initiatives emphasized and focused on removing barriers and increasing access to credit math courses while providing additional support where appropriate.

Dual Language Courses

Dual language courses provide an opportunity for students to learn academic material in their native language, where the College is focused on offering courses in English and Spanish. The College also utilizes non-native English speakers in the Learning Centers, where tutors/peers, who speak more than 25 different languages, and are available and paired with students upon request.

The College's multicultural efforts include prioritizing fundraising for two student success initiatives focused on serving Black/African American and Latinx students, with the goal of supporting the College in addressing equity gaps. These initiatives include the Presidential Scholars Program (PSP) and Achieving Collegiate Excellence and Success (ACES), which is a supportive pathway from high school to attainment of a bachelor's degree for an annual 2,700 students from underrepresented populations in higher education. To date, the College's Development Office has raised $1.3 million for PSP, now in its second year with a cohort of 60 students, and more than $7.7 million for ACES, which is celebrating its 10-year anniversary.

The College has also expanded Spanish- and Amharic-language marketing and news outreach, launching the #YouBelongHere campaign, and maintaining the College website with student-focused webpages in the seven most common languages in Montgomery County —Amharic, Chinese, English, French, Korean, Spanish, and Vietnamese. Staff members from the Office of Communications and the Office of Community Engagement serve on the College's Language Advisory Group, and partner to translate essential employee memos and trainings into Spanish.

The Community Engagement team continues to provide multilingual outreach services to underserved and underrepresented communities at community centers, nonprofit partners, public events, and virtually. In FY23, the Community Engagement team served 3,275 prospective students at 96 events, held over 4,000 one-on-one consultations, and conducted 45 workshops for 1,200 students and prospective students.

Administrative Staff and Faculty

The Office of Human Resources and Strategic Talent Management (HRSTM) conducted its annual internal assessment and implemented its Affirmative Action Plan (AAP) to ensure accessibility as it relates to the College's employment opportunities. The 2022 AAP[1] report indicates that 57 percent of employees are from traditionally underrepresented groups and 58 percent are women. Between April 1, 2022, and March 31, 2023, the College filled 222 budgeted positions. Of the 222, 72 percent of new employees were from traditionally underrepresented groups and 59 percent were women. The spring 2023 demographic data for employees is as follows: there were 3,389 employees of whom 52 percent

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[1] The 2022 AAP data covers the period from October 1, 2021, through the date of this report.

were employed part-time. Of the total number of employees, 43 percent were White, 28 percent were Black/African American, 15 percent were Asian, 13 percent were Hispanic, and 1 percent were American Indian/Alaska Native, Native Hawaii/Pacific Island or two or more for federal government reporting purposes.

Ensuring objectivity and fairness throughout the College's recruitment process is essential to attracting and retaining qualified talent. The College has robust policies and procedures governing the hiring process that reinforce the College's commitment to increasing the numerical representation of underrepresented groups. Also, to ensure the integrity of the search process, there are systems in place for reporting related concerns. Hiring managers are trained in all facets of interviewing and selection, as well as being educated regarding employment laws, unconscious bias, and best practices for attracting and retaining diverse talent. Every effort is made to have diverse search and interview committees, consisting of individuals with different backgrounds, perspectives, and experiences. HRSTM in collaboration with the Office of Equity and Inclusion is working to develop an in-house training program adapting the components of the Oregon State University Search Advocate training model to further incorporate the Search Advocate program into recruitment and hiring. The Search Advocate program is designed to enhance the equity, validity, and diversity of the process. This program will also include comprehensive training on strategies to increase equity and inclusion and to avoid bias.

The College continues its targeted recruitment efforts by updating marketing and advertising materials with organizations and/or publications that may prove helpful in attracting diverse groups. This year, the College has added a partnership with Ability Jobs to enhance our outreach to persons with disabilities. The College routinely uses the latest technology to support its efforts, including various forms of social media designed to target specific audiences.

The College monitors recruitments on an ongoing basis to ensure that a diverse applicant pool is attracted. Additionally, applicant tracking demographic metrics, including demographic data at each stage of the recruitment process, are reported quarterly. This data allows the College to identify where additional outreach efforts are needed. For the period of April 1, 2022, through March 31, 2023, of the applicants that self-disclosed, 75 percent were from a traditionally underrepresented group. The percentage of applicants self-disclosing as female was 56 percent.

Relevant training provided by the Office of E-Learning, Innovation, and Teaching Excellence (ELITE) for faculty and staff included:
- Critical Race Theory (CRT) and its connection to pedagogy
- Collaborative and active learning techniques for equity and diversity
- Progressive student engagement through inclusive teaching and coaching

There have been 118 workshops offered from July 1, 2022, through February 1, 2023. One of these workshops had 1,367 participants.

3. **A description of efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus. Details the following:**
   a. **Faculty and staff cultural training programs**
   b. **Curricular initiatives that promote cultural diversity in the classroom**
   c. **Co-curricular programming for students**

Faculty and Staff Cultural Training Programs

Equity and Inclusion Antiracism Training: Over 1,400 college faculty and staff have participated in the required two-hour training.

Search Advocate Program: The Search Advocate program seeks to increase diversity in hiring at all levels of the College. To date over 80 faculty and staff have been trained to participate in hiring searches. The goal of the program is to train and appoint equity-focused advocates to participate and serve on search and interview committees to help write/vet interview questions, raise awareness of unconscious bias, and promote the hiring of culturally competent employees across Montgomery College.

ELITE Training: Weekly professional development training is conducted by ELITE and includes a wide array of culturally relevant programming. The instructors' conference for 2023 focused on Building Inclusive Learning Environments.

Faculty and staff cultural training programs totaled over 84 sessions and include the following:

- *Exploring Critical Race Theory for the MC Classroom:* Throughout this series of six thematically linked virtual workshops, participants explored how Critical Race Theory impacts teaching and learning in MC classrooms. Faculty and staff are encouraged to attend one if not all sessions.

- *Creating an Inclusive Learning Environment:* When preparing a course or lesson, every educator hopes to maximize learning or impress the learner. The challenge is how to satisfy the broad range of expectations and/or needs that the learner will bring. There is abundant literature to show that most people learn best from an inclusive classroom, whether online or in-person. In this workshop, participants discussed evidence-based steps for creating an inclusive learning environment.

- *Exploring Decolonization:* Strategies for Teaching, Learning, and Engaging Students: Decolonization is the practice of dismantling the structures and practices that oppressed and robbed indigenous people of their freedom. But what does decolonization look like in Higher Education? What could it look like at Montgomery College? In this workshop, participants discussed the influence of colonization on past and existing instructional practices. Strategies were explored that promote understanding of decolonization and engage students' voices in learning.

- *Teaching Today for Tomorrow:* Many of today's students have grown up using different technology. Their learning preferences have changed, and their academic needs at times vary from previous generations. This conference discussed the role instructors play in preparing the next generation of workers and thinkers today for their future

Curricular Initiatives That Promote Cultural Diversity in the Classroom

Global Cultural Perspective (GCP): Students in Associate of Arts (A.A.) and Associate of Science (A.S.) programs will need to include one course designated as a GCP course from within the general education distribution areas for degree completion. These courses have a primary focus or provide in-depth study that leads students to an appreciation of the differences as well as commonalities among people, by studying the ideas, history, values, and/or creative expressions of diverse groups. This additional

designation was formerly called the Multicultural Requirement. Students may choose any course from the course list designated with a GCP designation to fulfill this requirement.

In FY23, there were 110 courses with this designation. This initiative was part of Montgomery College's strategic plan.

Co-curricular Programming for Students

For the 2022-2023 academic year, the Office of Equity and Inclusion, along with the divisions of Academic Affairs and Student Affairs, hosted over 25 co-curricular and cultural events, some of which are described here.

Ethiopian Coffee Ceremony and Ethiopian New Year Observance: During African Heritage Month in September 2022, Global Connections hosted a traditional Ethiopian Coffee ceremony at the Takoma Park/Silver Spring Campus. Students were shown how to build community by participating in this centuries old, ancient tradition. The ceremony featured traditional Ethiopian brewed coffee, Ethiopian cuisine, traditional snacks, and "abasha" bread. Chef Beth shared how the ceremony celebrates and sustains the Ethiopian communities around the world. She also explained the significance of special foods and traditions of the Ethiopian New Year.

Global Connections 2022 African Heritage Month—Self-guided, Hybrid Field Trip: "Ike Ude: Nollywood Portraits": During September 2022, students were able to explore this exhibit featuring multimedia artist Iké Udé's work where he used his camera to capture stunning images of the talented people who are in Nollywood, which is Nigeria's $3 billion film industry. According to reviews of Ude's work, "His photographs make a bold statement about the power of African identities."

MC International Creole Heritage Day Program: In October 2022, the MC Africa and Diaspora Heritage Committee invited the Haitian Creole Academy and KOMOLAK to present on the history of Haitian Creole and current language planning initiatives in Haiti and with the U.S. Haitian community. Attendees from the College and the community, who participated in the program, had an opportunity to learn the Haitian language, culture, music, and history.

Diversity, Equity, and Inclusion Reading List 2023: PACEI and MC Library staff created and released a list of over 35 books and resources that provide information for students to learn more about antiracism, equity, and inclusion, voting rights, immigration, social justice, and other crucial topics that affect the MC community.

MC Lunar New Year 2023 Celebration: Global Connections and the MC Asian Heritage Committee highlighted the lunar new year by featuring "Lunar New Year Fun Facts" for the College community during January 2023. Communications to the College community taught the significance of one of the most important social and economic holidays for millions of people around the world.

"Centering Black Resistance: A Black History Month Presentation": In February 2023, an in-person presentation was held at the Rockville Campus with a live- streaming via zoom for the Takoma Park/Silver Spring Campus. Several professors in the History Department highlighted the origins of Black History Month that focuses on this year's theme: Black Resistance. The presentation was followed by a lively Q&A session with the students.

F1/International Student Scholarship Information Session: The MC International and Multicultural Student Center and the MC Transfer Office partnered to host a virtual F1-Student Scholarship Information Session in March. Since it is exceedingly difficult for international students to find financial support to attend college in the U.S., staff connected these students with representatives from five four-year institutions that offered F-1 transfer scholarships. Students learned what is needed to maintain F-1 status, and what tax information and forms students need to file.

4. **A description of emerging populations that are currently underrepresented in higher education.**

    Montgomery College has been designated a Hispanic Serving Institution (HSI) and an Asian American and Native American Pacific Islander Serving Institution (AANAPISI). These designations make MC a Minority Serving Institution (MSI). Montgomery College is the only HSI in Maryland and these designations provide an opportunity for the College to continue to enhance its efforts around diversity, equity, and inclusion and speak to the work the College has fostered within cultural awareness and diversity.

    To promote cultural diversity in the classroom, Academic Affairs has focused on key areas including: working on pathways between credit and noncredit learners; adding a question on student course evaluations to reflect faculty's attention to diversity; inquiring about part-time faculty members' incorporation of diversity in their instructions as well as the faculty practices concerning student differences and respect for diversity; including wording for (an optional) "Diversity Is Our Strength" statement in the collegewide syllabus template; and ensuring that grade rubrics conform to discipline standards and standards to reduce bias.

5. **Description of other initiatives central to the cultural diversity plan but not captured in other sections.**

    Montgomery College routinely identifies grant opportunities that may be available to effectively recruit and retain a culturally diverse student body:

    As mentioned previously, some examples of these types of grants include the S-STEM and HSI IUSE grants. The goal of the S-STEM and HSI IUSE National Science Foundation grants is to help Montgomery College students achieve upward socioeconomic mobility. Funding from the S-STEM grant provides scholarships for students to cover their cost of attendance as full-time students in degrees leading to jobs with family-sustaining wages. In addition, as Montgomery College is now recognized as an HSI, funding from the HSI IUSE grant would provide the opportunity to identify, analyze, and breakdown barriers to STEM for Hispanic students. This grant would also provide additional customized support for students through mentoring, experiential learning opportunities, and peer support.
    Academic Affairs worked with the Grants Office on several proposals that would specifically target underrepresented groups in STEM-related fields. The College has already been awarded a $7.6 million NIST (National Institute of Standards and Technology) STEM award, which will fund 250 undergraduate research internships each year for five years. This has already begun to have a tremendous impact on students who typically work as well as attend classes.

APPENDIX I

Montgomery College's Equity and Inclusion Roadmap to Success 2020-2025

APPENDIX II

Syllabus Statement

Faculty are provided the (optional) verbiage that they can opt to include in their syllabi:

"Diversity Is Our Strength

It is my intent that every student is well served by this course, that the learning needs of every student is addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit within our classroom as well as in the broader community.
It is my intent to present materials and activities in a safe space that are respectful of diversity: religion, gender, sexuality, psychological experience, ability/disability, age, socioeconomic status, ethnicity, race, language, immigration status, ideological perspectives, and culture. Your suggestions are encouraged and appreciated. Please share with me ways to improve the effectiveness of this course for you personally or for other students or student groups. In addition, if any of the assignment due dates conflict with your religious observances, please let me know so that we can make arrangements. (Adapted from the University of Iowa School of Education).

I also acknowledge that here in Maryland, we are on stolen land belonging to the Pocomoke, Choptank, Accohannock, Assateague, Nanticoke, Susquehanna, Powhatan, and Piscataway Native American peoples."

APPENDIX III

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

Our process for reporting campus–based hate crimes, as defined under Title 10, Subtitle 3 of the Criminal Law Article and consistent with federal requirements under 20 U.S.C. 1092(f), known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. Our policies listed below focus on hate-based crime reporting which may have a direct impact on retention and recruiting.

Reporting Hate-Based Crimes

This section contains information concerning the process for reporting hate-based crimes, consistent with federal requirements as defined under Title 10, Subtitle 3 of the Criminal Law Article and consistent with 20 USC §1092(f) known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act ("the Clery Act").

"All students and employees are encouraged to report if they are the victim of a crime, observe a crime in progress, or believe a crime may be in progress. If a life-threatening emergency is taking place, call 9-1-1 first, then call the Office of Public Safety and Emergency Management at the appropriate campus. Officers are required to record any crime information reported to them and do not have authority to maintain complete confidentiality. However, special consideration is given to complainants and victims who prefer to remain anonymous. Personal identifying information will not be published and only shared with college officials on a need-to-know basis."[2]

All hate-based crimes reported to Public Safety staff, typically via telephone, in-person, walk-up, or by written correspondence will be assessed to determine if a timely warning or advisory needs to be issued. The report is then forwarded to appropriate personnel such as the dean(s) of student affairs, Title IX coordinator, and/or the director of employee and labor relations, and chief equity and inclusion officer. External law enforcement will be notified of the report and coordinate an investigation when deemed appropriate. The report will be recorded and retained by Public Safety and the resulting statistics will be printed in the College's Annual Security Report.

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[2] Montgomery College Annual Security Report, January 1–December 31, 2022, prepared by The Office of Public Safety and Emergency Management.

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

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

In addition, articles, trends, and safety tips are regularly publicized through college media, public service announcements, student newspapers, and targeted messages on radio and television. Crime prevention programs, including reporting procedures and related materials, are made available to students, staff, and faculty by the College's Office of Public Safety and Emergency Management. For example, such information is delivered at both new-student and new-hire orientations, as well as being made available through student resource and compliance fairs. In summary, the College's strategy for information dissemination concerning processes and procedures for hate-based crime reporting is multifaceted and designed to provide critical information to various audiences using several methods and employing available technology.

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