

Progress Report on the *Plan for a Program of Cultural Diversity*
Submitted to the Maryland Higher Education Commission
HARFORD COMMUNITY COLLEGE
June 27, 2017

The Harford Community College Board of Trustees approved the *2015-2017 Harford Community College Plan for a Program of Cultural Diversity* at its meeting on August 11, 2015. This progress report is submitted as required by Education Article, §11–406.

A Summary of the Institution’s Plan to Increase Cultural Diversity

Harford Community College (HCC) has a history of promoting diversity and creating an environment that is open and inclusive to students and employees. The College’s 2013-2017 Strategic Plan includes the value of diversity (“We embrace differences, respect intellectual and academic freedom, promote critical discourse, and encourage socio-cultural and global awareness”) and objectives that relate to diversity (1. “Eradicate attainment gaps based on income, race, gender and ethnicity,” and 2. “Recruit and retain highly, qualified employees”). The *2015-2017 Cultural Diversity Plan* grew from previous Plans for Cultural Diversity and current demographics, and it aligned its two goals and initiatives to address the diversity specific objectives of the College’s Strategic Plan. A campus-wide Cultural Diversity Committee began in fall 2012 and continues its work to further the campus’s diversity efforts.

The Committee developed three strategies to address the first goal: ***Eradicate attainment gaps based on income, race, gender and ethnicity*** (Strategy 1 of the Strategic Plan):

Strategy 1: Maintain My College Success Network and Soar 2Success services, established July 1, 2015. The target groups for this strategy are African American and Black students, with a goal of obtaining retention, graduation and transfer rates equal to those of Caucasian students. Both strategies have been maintained over the past year and a summary is provided later in this document.

Strategy 2: Implement best practices to retain students of color and women in STEM, computing, and other technical fields. The target groups are African American, Black, Hispanic, Latino, and/or female students. Success will be measured by the enrollment and retention rates of students of color and women that match Caucasian and male students. Some best practices in teaching and learning have been implemented over the past two years through the FYE (First Year Experience) across the STEM curriculum and through active learning strategies in mathematics courses. Additionally, the STEM Division developed a model called HStEM (High Impact Student Engagement Model), designed to retain at-risk and underrepresented students in STEM fields and applied for an NSF grant (SSTEM grant) to fund this model, which it received in June 2017.

Strategy 3: Embed diversity in the curriculum. The target groups are all students and the measures are development and assessments of specific general education and program goals. One general education goal is to *apply knowledge and skills necessary to be informed global citizens in a diverse and changing intercultural world*. The College offers courses with a Diversity designation and all students are required to complete one of these courses in order to graduate. Humanities general education courses (GH) and the College’s current Diversity designated courses address the general education goal. To date, diversity awareness has been built into the Teacher Education program through a partnership between the College and Presbyterian Teachers College-Rubate in Kenya. There is a formalized Memorandum of Understanding between the two institutions and faculty exchanges between PTC-Rubate and the College have enhanced the partnership. Furthermore, there was a college-wide focus on Cuba in the curriculum last year, during which faculty in most divisions embedded related class projects, assignments and lecture/discussions.

The Committee developed two strategies to address the second Cultural Diversity Plan goal: **Recruit and retain highly qualified, diverse employees** (Strategy 2 of the Strategic Plan):

Strategy 1: Develop a plan for ongoing diversity training opportunities for employees. The target group is newly hired College employees. The College currently speaks to the importance of diversity in new hire orientation and also requires staff to complete bi-annual harassment training, including a review of the College’s policies prohibiting harassment based on all protected classes. In FY17 the College purchased an online training system which contains a Diversity Awareness Module. In FY18 the College intends to expand on this training to include this online training module specific to Diversity Awareness, to be completed by all new hires within the first thirty days of employment and by all employees annually.

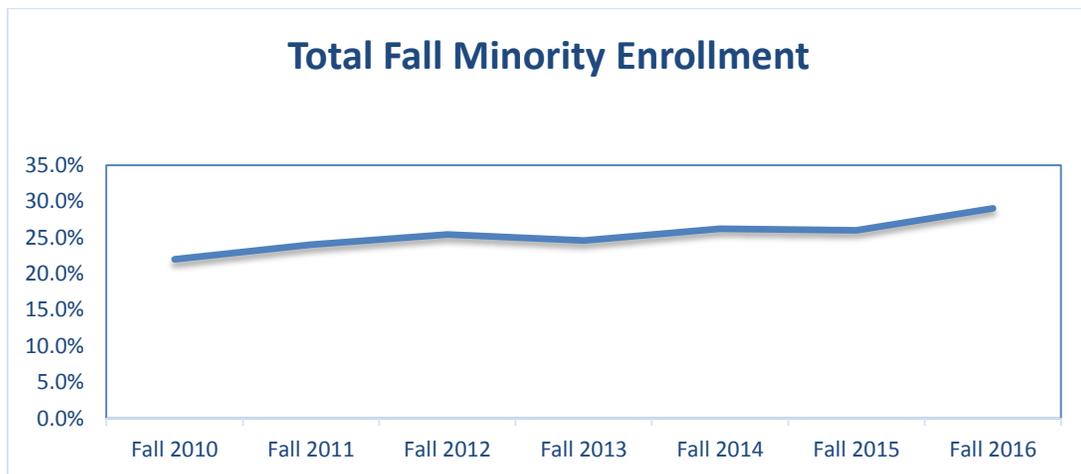
Strategy 2: Support the achievement of the goals of the Affirmative Action Plan. When the percentage of minorities or females employed in a particular group is less than what would reasonably be expected given the availability of women and minorities in the geographic area, a goal is established. The FY16 AAP identified two categories of employment: Senior Level Officials/Managers as well as credit and non-credit instructors.

Efforts to Increase Representation of Underrepresented Students, Staff and Faculty

1. Initiatives designed to recruit and retain traditionally underrepresented students, staff, and faculty.

Enrollment 2016-2017

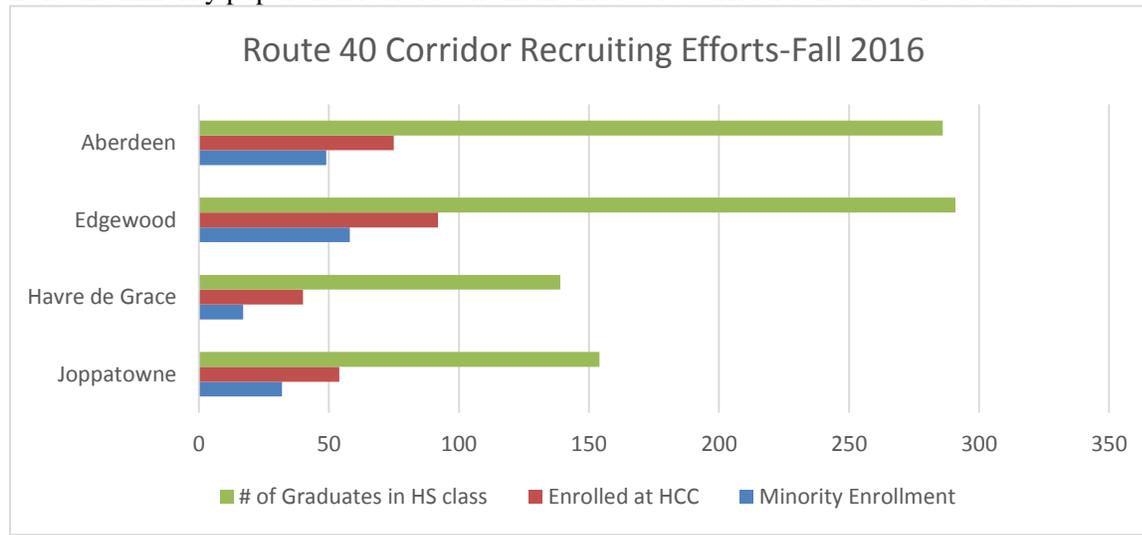
Although the college experienced a drop in overall enrollment beginning in the fall of 2014, when considering underrepresented student populations as a percentage of total enrollment, the percentage has continued to increase since the fall of 2011 with a slight dip between the fall of 2012 and 2013. In the fall of 2016, minority enrollment represented 29% of total enrollment.



**Data : HCC Institutional Research Office: Official Fall Enrollment Data*

When looking at new first time student enrollment from HCPS, in the fall of 2016, the college enrolled 33% of all HCPS graduates from that year’s graduating class. 26% of those students were minority. The college’s admissions office has dedicated significant human resources to the Route 40 corridor high schools, which have the highest underrepresented populations in the county, in its recruiting efforts in

order to increase the educational opportunities for the students attending these schools. For the fall of 2016 the minority population recruited from the Route 40 corridor schools were as follows:



**Data: HCC Institutional Research Office: Official HCPS High School Enrollment Data*

The college’s Admission’s Office Recruitment Plan will continue to focus on increasing the educational opportunities to students within the Route 40 Corridor schools. With a dedicated recruiter, regular on-site cafeteria visits, as well as scheduled admissions application days, placement test days and First Semester Advising (FSA) days, the admissions focus continues to be on bringing into balance the underrepresented student populations on campus.

Harford County Public School Outreach:

In addition to regular high school recruiting visits and FSAs, the college has specialized programming and outreach to targeted prospective student populations. During the 2016/2017 academic year:

- Admissions co-sponsored a program with Athletics that invited middle school students from around the county to an event aimed at exposing middle school aged students to college and opportunities. Students were introduced to the concept of the college search process, learning in a college environment, and how to access college services. They also heard from HCC athletes about college life.
- The admissions office hosted community members from LASOS (Linking All So Others Succeed), a Harford County Nonprofit whose vision is to provide resources needed by non-English speaking residents to support integration into the American society. Attendees are introduced to options for higher education, given a campus tour, and learn about all other college resources.
- The admissions specialists in their high school visits also explain and promote opportunities through the MD Dream Act information, for prospective students who may qualify. This addition publicly promoted our mission to grant admission to students regardless of citizenship. Maryland Senate Bill 167—also known as the MD Dream Act—provides the opportunity for some undocumented non-U.S. citizens who attended high school in Maryland to receive in-state tuition (in-county or out-of-county tuition rates).

Financial Aid Office Outreach

The Financial Aid Office (FAO) offers outreach programs to recruit students. It hosts the *You Can Afford College* event in which students, their families, and community members receive information and one-on-

one assistance to complete the FAFSA. The event drew 76 attendees in February 2017. The FAO also collaborates with Department of Social Services to provide financial aid materials to students in foster care. In addition, the FAO assists high school seniors who are members of the Harford County Boys and Girls Clubs to apply for financial aid. Efforts to assist with retention include additional meetings and correspondence to students on financial aid warning and providing additional information via Financial Aid TV to teach students strategies for becoming successful students. Financial Aid continues to have a designated staff member to serve as a liaison to the **My College Success Network**.

The Palmas McGowan Memorial Scholarship was established in 2013. Students who participate in the **Soar2Success** and **My College Success Network** programs are eligible to apply for the \$1000 award. To date nine students have received the award, totaling \$4,450.

Percentages of students receiving need based Pell Grants:

Year	Pell Grant Recipients				Percentage of Total		
	White	Non-White	Missing	Total	White	Non-white	Missing
2011-2012	1432	928	15	2375	60.29%	39.07%	0.63%
2012-2013	1524	992	19	2535	60.12%	39.13%	0.75%
2013-2014	1378	913	22	2314	59.58%	39.47%	0.95%
2014-2015	1325	943	12	2281	58.13%	41.43%	0.53%
2015-2016	1053	789	9	1851	56.89%	42.62%	0.49%

Pell Grants continue to be awarded to non-white students at a rate slightly higher than the overall population of non-white students. In FY 2012, the non-white headcount student population was 26.5% of overall credit student enrollment while awards were made to 39% non-white awardees compared with the number of overall Pell Grant recipients. For FY 2016, non-white student headcount was 27.7% of overall credit student enrollment, while awards went to 42.62% of non-white awardees compared with the number of all students awarded Pell Grants.

Student Success Rates

The MHEC PAR tracks student success, persistence, graduation and transfer rates for all students and for African American students over four years of enrollment. Increases in the rate of improvements from fall to fall in persistence and graduation for African American students outpace the rate of improvements of all students, indicating some progress in closing the achievement gap.

Successful-Persistor Rate After Four Years of Enrollment for ALL students:

81% of all students continued to succeed and persist after 4 years of initial enrollment:

	Fall 2009 Cohort	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort
Percentage of ALL Students Who Graduated, Transferred, or Persisted	77%	80%	77%	81%

Successful-Persistor Rate After Four Years of Enrollment for African American Students:

71% of African American students continued to succeed and persist after 4 years of initial enrollment:

	Fall 2009 Cohort	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort

Percentage of African American Students Who Graduated, Transferred, or Persisted	65%	65%	63%	71%
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Graduation-Transfer Rate After Four Years of Enrollment for ALL students:

59% of all students graduated and/or transferred after four years of initial enrollment.

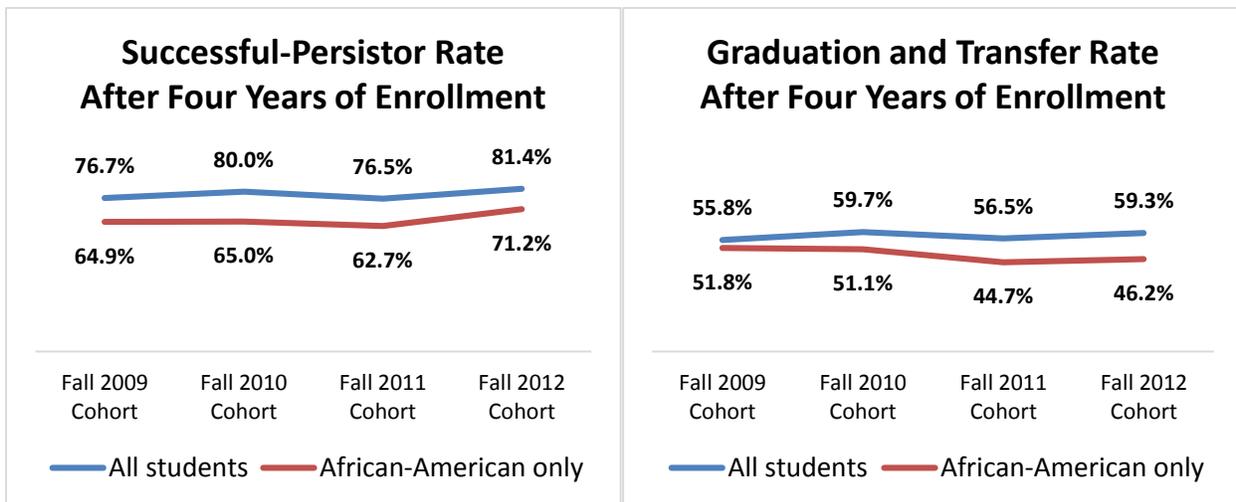
	Fall 2009 Cohort	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort
Percentage of ALL Students Who Graduated and/or Transferred	56%	60%	57%	59%

Graduation-Transfer Rate After Four Years of Enrollment for African American Students:

46% of African American students graduated and/or transferred after 4 years of their initial enrollment.

	Fall 2009 Cohort	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort
Percentage of African American Students Who Graduated and/or Transferred	52%	51%	45%	46%

These data indicate there are still opportunities to improve student success, persistence, graduation, and transfer rates of African American students.



Some of the initiatives in place to address the attainment gap between Caucasian and African American students follow.

My College Success Network (MCSN)

My College Success Network is a network of services, events, staff, and faculty geared toward empowering and supporting African American students. The Network was implemented in July 2014 to address the attainment gap that exists between African American and Caucasian students. While the program is open to all students, newly enrolled African American students are invited to participate. All newly enrolled African American students are assigned to a Student Success Advisor. The Student

Success Advisor provides academic, career, and transfer planning services to students in all majors. Students within the network who require zero to three transitional courses or are low income or first generation students are invited to participate in academic coaching, an additional layer of support. Two full-time Academic Success Coaches meet bi-weekly with selected students to establish student success plans, monitor academic progress, and provide cognitive and non-cognitive strategies for success. Academic coaching is offered as a series of individualized, one-credit courses (Success in College and Beyond, and Personalized Career Exploration), and the tuition for these courses is covered by a scholarship. All students in the Network are also connected to Soar2Success cultural programming.

Since the inception of the program, students who participated in the **My College Success Network** academic coaching program earned higher GPAs than the comparison group with the exception of spring 2016 (the smallest coaching class to date (27 students) due to the resignation of an academic coach):

My College Success Network Student Academic Achievement, 2014-2017

Cohort	Semester	GPA
MCSN academic coaching students	Fall 2014	2.39
comparison group of students	Fall 2014	2.12
MCSN academic coaching students	Spring 2015	2.05
comparison group of students	Spring 2015	1.85
MCSN academic coaching students	Fall 2015	2.19
comparison group of students	Fall 2015	1.99
MCSN academic coaching students	Spring 2016	1.79
comparison group of students	Spring 2016	1.96
MCSN academic coaching students	Fall 2016	2.57
comparison group of students	Fall 2016	1.51
MCSN academic coaching students	Overall Average	2.20
comparison group of students	Overall Average	1.89

In addition, retention rates for MCSN students also show promise in that the retention rate for the academic coaching cohort exceeds that of the comparison group:

My College Success Network Retention Rates

Cohort	Timeframe	Retention Rate
Fall-to-Spring Retention		
MCSN academic coaching students	Fall 2014-Spring 2015	93%
All new HCC African-American students	Fall 2014-Spring 2015	73%
All new HCC students	Fall 2014-Spring 2015	78%
MCSN academic coaching students	Fall 2015-Spring 2016	90%
All new HCC African American students	Fall 2015-Spring2016	72%
All new HCC students	Fall 2015-Spring2016	80%
MCSN academic coaching students	Fall 2016-Spring 2017	83%
All new African American Students	Fall 2016-Spring 2017	75%
All new HCC Students	Fall 2016-Spring 2017	80%
Fall-to-Fall Retention		
MCSN academic coaching students	Fall 2014-Fall 2015	54%
New African-American students	Fall 2013-Fall 2014	48%
MCSN academic coaching students	Fall 2015-Fall 2016	43%
New and continuing African American students	Fall 2015-Fall 2016	38%

iPrep Week is a week-long academic review program for incoming students. Students engage in vigorous review in English, reading, math and time management skills with faculty and learn about student services. At the end of the week, students may re-take the placement test with the hope of placing into a higher level course and accelerating their progression at the College. In 2016, the College hosted 44 students for iPrep; 52% (23) tested into a higher level transitional or college level course in at least one of the three areas at the conclusion of the week.

An **ESL Lab** is available to provide academic support to both credit and continuing education students. The Learning Center and the Continuing Education and Training Department collaborated to provide assistance in a group session format for English as Second Language students enrolled in both credit courses and continuing education courses. The Learning Center provided a learning assistant to facilitate the group sessions and Continuing Education and Training provided funding for the learning assistant's hours. During Spring 2017, three unique students regularly attended the group session, which was held once a week for two hours. Two of the students were enrolled in credit English courses, and one student was enrolled in the GED program through Continuing Education. All three students also visited the walk-in Learning Center frequently for additional assistance.

The **Soar2Success Program**, coordinated by a student diversity specialist, provides programs and events to increase cultural awareness and to engage all students, particularly African American students. The program has three main goals: to help students to become engaged in their academic success, to help students to develop their leadership skills, and to help students to expand their world view. This program also coordinates co-curricular events and campus-wide cultural programming and collaborates with academic affairs to promote culturally relevant instruction. The specific events hosted during 2016-2017 will be highlighted later in this report.

Efforts to Recruit and Retain Employees

The MHEC Performance Accountability Report (PAR) contains two indicators that track the percent of minorities of full-time faculty and full-time administrative and professional staff:

Percent of Minorities of the Full-Time Faculty

In 2016, 9.9 % of the full-time faculty were members of minority populations.

	2010	2011	2012	2013	2014	2015	2016
Percent of Minorities of the Full-Time Faculty	7.3%	7.1%	8.7%	6.7%	8.9%	9.9%	9.9%

Percent of Minorities of the Full-Time Administrative and Professional Staff

In 2016, 12.7 % of the full-time administrative and professional staff were members of minority populations:

	2010	2011	2012	2013	2014	2015	2016
Percent of Minorities of the Full-Time Administrative and Professional Staff	16.3%	17.4%	16.4%	14.3%	15%	15.6%	12.7%

The College's goal is to increase the percentage of minority candidates by 5% per year until 2020, with a final goal of 12.6% for FT Faculty and 20% for Administrators and Professional Staff. Some of the initiatives in place include the following:

The College's Human Resources Department continues to use targeted advertising to attract under-represented groups, in an effort to develop a workforce more reflective of our surrounding community and student population. To this end, many faculty, administrator and professional level job searches are regularly advertised in the publications which target a culturally diverse population, including *Diverse Issues in Higher Ed*, *DiverseEducation.com*, *Journal of Blacks in Higher Education*, *The Chronicle's Diversity Edition*, and *Insight into Diversity*. Furthermore, the College actively recruits through *localjobnetwork.com*, which distributes our postings to a wide variety of local minority, disability, women's and veteran's organizations.

Human Resources also works closely with search committee chairs to ensure a diverse pool of candidates and finalists for employment consideration and provides review and oversight for all hiring and promotion decisions to ensure fairness, equity, and commitment to the College's principles of diversity. Human Resources has the authority to recommend the expansion of candidate pools to increase gender, age, and ethnic diversity when appropriate.

Additionally, Search Committee Chair training is offered to all supervisors twice per year. This training includes instructions related to the formation of search committees that are inclusive of members representing diversity in the areas of gender, ethnicity, age and other characteristics. In the upcoming months, the College will be offering training to search committee members on identifying and avoiding implicit bias. The College also complies with requirements to complete an annual Affirmative Action Plan.

Efforts to Create Positive Interactions and Cultural Awareness

Cultural Diversity Committee

The Cultural Diversity Committee focused faculty professional development and on developing the goals for the new 2017-2020 Cultural Diversity Plan over the past academic year.

The members of the "**Think Tank**" Subcommittee continued to develop awareness of the changing diversity landscape and reported back to the larger committee on the new developments in the national conversation. This allowed the larger committee to know the issues it needs to organize around and enabled it to conduct its work with a broader vision. Their work helped to inform the direction the 2017-2020 Plan for Cultural Diversity.

The **Professional Development Subcommittee**, working with the College's Center for Excellence in Teaching and Learning and the Office of Global Education and Engagement, hosted several workshops. A workshop was offered in October 2016 on "Culturally Responsive Teaching." The workshop provided successful strategies and tips for making the physical and virtual classroom more inclusive. The event included a student panel, case study activities and discussion. In May 2017 a faculty workshop titled "International Students and Academic Integrity" was offered. The event focused on how academic integrity varies widely by culture and how faculty members can aid students in understanding the differences. Also, eLearning and the Cultural Diversity Committee offered a workshop on "Making your (online) course a 'Safe Zone'." This LGBTQ+ Sensitivity Training provided college employees with basic terminology and knowledge of issues and resources related to the LGBTQ+ community and how to apply the knowledge to an online course environment.

The **Curriculum Subcommittee** explored ways to embed cultural diversity into the curriculum and considered ways to increase the diversity of STEM majors, in alignment with a key strategy of the Cultural Diversity Plan. This committee launched a College-wide cultural focus area, around which activities would be developed both in and outside of the classroom. Cuba was the focus this year, and the initiative launched in August 2016 during the annual faculty luncheon. Faculty included assignments and activities in their courses related to Cuba. As described earlier, efforts related to increasing STEM

retention were also implemented via FYE Across the Curriculum, the development of the HStEM (High Intensity Student Engagement) model, the awarding of the SSTEM NSF grant, and the active learning strategies in math courses.

Co-Curricular Programming

Through the efforts of the Library, Hays-Heighe House, the Office of Global Education and Engagement, and Office of Student Activities, the College has robust co-curricular programming for students and cultural diversity awareness programs for employees and community members.

HCC Library and Hays-Heighe House

The HCC Library and the historic 1808 Hays-Heighe House at Harford Community College each develop and deliver educational exhibits/displays and educational programming throughout the year; much of the programming and many exhibits include culturally diverse topics and themes. Relevant exhibits, displays and programs during FY17 include the following:

Library Displays:

- November 2016: American Veterans
- January 2017: Dr. Martin Luther King, Jr.
- February 2017: Black History Month
- March 2017: Irish American History Month
- June-July 2017: Voices from the Great War: W.E.B. DuBois and African-American Soldiers

Library Programming:

- September 26, 2016: With Harford County Public Library, co-sponsored author readings of the 2016 One Maryland One Book Selection, *All American Boys*. Description of the book: *All American Boys* is a 2016 Coretta Scott King Author Honor book, and recipient of the Walter Dean Myers Award for Outstanding Children's Literature. In this award-winning novel, two teens—one black, one white—grapple with the repercussions of a single violent act that leaves their school, their community, and, ultimately, the country bitterly divided by racial tension.
- September 19, 2016: Hosted discussion of *All American Boys* on campus.
- February 28, 2017: African-American Read-in held at the Library (a national event: <http://www.ncte.org/aari>)

The HCC Library also regularly posts information on our social media pertaining to cultural diversity. The Hays-Heighe House organized the following exhibits and programming, which included a cultural diversity focus:

HHH Exhibits:

- “APG as Catalyst: Harford County’s Changing Landscape:” In place from February through June 2017. Included a focus on military culture and on families (including African-American families) who were displaced when the Aberdeen Proving Ground was constructed in 1917. Also included a focus on women in the military and in the workforce.

HHH Programming:

- February 7: Lecture, “APG: Historical Highlights;” Jeff Smart, Command Historian RDECO
- February 14: Military Tea
- February 28: Community Discussion, “I Remember When:” Uprooting and Relocating; Moderated by Iris Barnes, curator, Lillie Carroll Jackson Civil Rights Museum, executive director of Hosanna School Museum
- March 2: Lecture, “Stress on the Home Front: Life of a Military Family;” Regina Roof-Ray, Assistant Professor of Psychology, HCC
- March 9: Living History Presentation, “Rosie the Riveter,” interpreted by Mary Ann Jung

- March 15: Community Discussion, “I Remember When:” Women at Work ; Moderated by Sharon
- March 21: Military Tea
- May 9: Lecture, “Harford County Planning & Zoning Comes of Age: APG’s Impact on County Growth and Development;” Carol Deibel, former director for Bel Air Planning and Community Development

Office of Student Activities Programs and Events

The Safe Zone Committee is a group of staff and faculty dedicated to improving the campus climate for LGBTQ+ individuals through education and support. The committee assisted with the drafting of the College’s all-inclusive restroom and locker room statement, and helped to identify single stall facilities in most campus buildings. Committee members have presented basic sensitivity training to nearly all college departments and at new employee orientations, resulting in over 375 employees receiving training. This year, committee members also presented during faculty professional development day. Advanced ally workshops were offered for employees who are interested in furthering their commitment to the LGBTQ+ community. Three sessions were offered in FY17, resulting in 40 employees being recognized as allies. The committee planned and offered an LGBTQ+ regional conference that will take place in June 2017.

An Equity and Inclusion Summit was offered in April 2017. The summit was designed to bring together offices, committees and student groups currently doing equity work. The primary goal of the summit was to exchange information about initiatives and enhance campus dialogue around diversity and equity-related issues. Over 40 people representing 15 different campus groups attended the summit. During the summit, facilitators conducted an assessment of the current campus climate surrounding diversity and equity issues. The results are currently being compiled for possible action plans.

The Office of Student Activities offered the following **Soar2Success** programs and activities during the FY17 academic year:

- **iCanSucceed**-Provides orientation for new students. Information was provided about campus resources. In addition to faculty and staff, students have the opportunity to hear the travails and triumphs of second year students and alumni. Keynote speaker Dr. LaMarr Shields underscored the importance of utilizing campus resources to maximize academic success and being mindful of associates with similar goals. A breakout session was held for parents.
- **Yoruba Richen**-Independent filmmaker and director of the documentary *The New Black*, Richen focuses on the issue of Gay marriage equality and the Black community. This program was a collaboration with several classes, faculty and the student organization the Rainbow Alliance in celebration of National Coming Out.
- **Kevin Powell**-Nationally known author, activist and educator provided a presentation during Black History Month titled *#Education of Us: A Celebration of History and Diversity*. Students, faculty, staff and community members were in attendance.
- **Conferences:** Four conference opportunities were provided for students and included the following:
 - *Congressional Hispanic Caucus Institute:* (Washington DC) Provided an opportunity for students to hear and dialogue with national and local leaders about issues impacting the community including citizenship, STEM, educational opportunities, criminal justice, media images, health and the environment.
 - *Congressional Black Caucus:* (Washington DC) This national conference convenes thought leaders and legislators from around the U.S.A, several African countries and the Caribbean. Students are provided the opportunity to choose from a variety of workshop sessions on issues such as criminal justice, education, entrepreneurship, health, culture and more.
 - *Black, Brown and College Brown:* (Tampa FL) Provided was an opportunity for students to hear local and national speakers focused on issues inside and outside of the classroom that impact retention and persistence of Black and Latino males in post-secondary education.

- *The Black Women Rise*: (West Palm Beach FL) Focused on issues impacting the LGBT community across the nation and included sessions on Women in Corrections, historical writers and entertainers, gender violence, health and healing, finance, activism, organizing and culture.
- **Con Mucho Sabor**-A series of bimonthly discussions were held throughout the year in Spanish and English on issues germane to the Latino/a community. Topics of discussion centered around providing increased awareness of various cultures within the Latino/a community, addressing and dispelling stereotypes.
- **Taharka Brothers**-A Baltimore based confectioner, managed primarily by college age students shared the dual mission of their business model- to make good ice cream while promoting social change. The event was coordinated with the business instructors from the BECAT division.
- **Fades and Fellowship**-A theatrical production with the barbershop as a backdrop focuses on issues ranging from educational inequities and racism to entrepreneurship, and healthy relationships. The production featured several local barbers and special guest Mr. Nelson Malden, the personal barber to Rev. Martin Luther King Jr. The event concluded with Q&A facilitated by an HCC Board Member.
- **Morgan State Pep Band**-collaborated with the campus Athletic Department to facilitate the performance of the Pep Band for a double header basketball game and Veterans appreciation night.
- **New student group *Natural Roots***. The mission of the group is to “Strive to empower students to embrace their natural hair and be proud to walk in their own skin.” Membership is open to any student who is passionate about hair or anyone who wants to learn how to better take care of their hair. During the spring semester, they sponsored a hair fashion show titled “Don’t Touch My Hair!”

Special Cultural Events and Performances

The College presents special events and performances by nationally known artists as well as shows and exhibitions by local artists, students, and faculty members. The programming provides members of the community fine cultural and artistic opportunities that are normally only available in more urban areas. Striving to present offerings that broaden cultural awareness, the College is eager to share these opportunities with all who are interested and keeps admission prices as modest as possible to reach the broader community.

In FY17, the College presented New Shanghai Circus — the troupe of over 40 talented acrobats hailing from Jinan, China, brought dramatic interpretations of classic and traditional Chinese circus performances to the Amoss stage at Harford Community College. This nearly sold-out performance provided a unique cultural opportunity for students, faculty, staff, and the community at large to learn about ancient Chinese tradition. The attendance drew an intergenerational audience of over 865 patrons.

Office of Global Education and Engagement (GEE)

The following programs and initiatives were offered via the Office of Global Education and Engagement over the FY17 Academic year.

1) Faculty and Staff Cultural Training Programs

- Six faculty participated in the Maryland Community College International Education Consortium (MCCIEC) workshop in Iceland, *Maximizing Instruction for Global Learning*
- Co-sponsored faculty/staff workshop, *International Students and Academic Integrity*
- Participated in the HCC *Equity and Inclusion Summit*

2) Curricular Initiatives that Promote Cultural Diversity in the Classroom

- Short-term travel/study: Four nursing students completed two weeks of practicum at a hospital/clinic in Belize

3) Co-Curricular Programming for Students

- International Education Week (November 14-18, 2016)

- *Foreign Film Series*: Students enrolled in MC206: History of Film present their work on *Pan's Labyrinth* (Spain, 2006), *Spirited Away* (Japan, 2001) and *Battle Royale* (Japan, 2000)
- Students in Cultural Anthropology present a poster exhibit, *Celebrating Cultural Diversity in Harford County*
- *The Neo-African Americans*, film and discussion
- The Diversity Block Party, presented by the Multicultural Student Association, featuring food, games and cultural learning centers
- Greek dance lessons in the Student Center
- *Kaleidoscope of Cultures*: An evening of music, dance and interactive workshops with performances from Ewabo, a Caribbean calypso band; dancers from the Ryan-Kilcoyne School of Irish Dancing; and Brazilian percussionists Pandeiro Repique Duo.
- Panel discussion: *Bel Air's Sister City...Narva, Estonia: Living on the Russian Border*, featuring Tarmo Tammiste, Mayor of Narva, Estonia, Slava Konovalov, Vice Mayor of Narva, Estonia, Kristjan Kuurme, Secretary of Political Affairs, Estonian Embassy, Karl Altau, Director, JBANC (Joint Baltic American National Committee)

Other Initiatives Supporting the Cultural Diversity Plan

The College complies with the U.S. Department of Justice Civil Rights Division Dear Colleague Letter on Transgender Students issued in May 2016 to create and sustain an inclusive, supportive, safe, and nondiscriminatory communities for all students. Title IX of the Education Amendments of 1972 (Title IX) and its implementing regulations prohibit sex discrimination in educational programs and activities operated by recipients of Federal financial assistance. This prohibition encompasses discrimination based on a student's gender identity, including discrimination based on a student's transgender status. The College allows transgender students access to facilities consistent with their gender identity. The College is working to expand individual-user options for all students, employees and visitors who voluntarily seek additional privacy.

The College continues to expand the development of single-stall options for individuals seeking such options; over 50% of campus buildings offer a single-stall, all gender option. The College advertises its policy and the locations of these options on a newly created resource page for LGBTQ+ individuals (www.harford.edu/lgbtq).

The College sponsored other co-curricular activities to support women, adult students, and create a welcoming environment for all students, such PowerUp! Orientation (recent high school graduates) and Adult Orientation programs, with specific focus on insuring that students felt welcomed to the College and prepared for its academic demands.

In addition, the College:

- Hosted a screening and discussion of *The New Black*, a documentary about how the African-American community is grappling with LGBTQ+ rights. Film maker Yoruba Richen was on campus for the day to facilitate student and faculty/staff discussions.
- Provided three Safe Zone Ally Workshops designed to provide advanced training for people interested in being advocates for LGBTQ+ persons.
- Offered two trips to the new National Museum of African American History and Culture in Washington, DC.
- Hosted a movie screening of *The Neo-African-Americans*
- Took students to "Fades & Fellowship" in Baltimore and then brought the program to campus.

Appendix A

Campus Process for Reporting of Hate-Based Crimes STANDARD OPERATING PROCEDURE

Hate Crime Investigations *for Racial, Religious, Ethnic, Gender, Sexual Orientation, and Disability-Related Incidences*

Updated July 8, 2016

I. Policy

It is the policy of the Department of Public Safety to promptly and fully investigate all reported incidents of hate crimes that occur on property owned or controlled by Harford Community College. Recognizing the potential trauma associated with hate crimes, members of the Department of Public Safety will take special care to assist the victims.

II. Directives

34 CFR 668.46, promulgated under the Jeanne Clery Disclosure of Campus Security Policy & Campus Crime Statistics Act and amended by Section 488(e) of the Higher Education Opportunity Act.

III. Definitions

A hate crime is broadly defined as crime for which evidence exists that the victim was intentionally selected because of the victim's actual or perceived race, gender, religion, sexual orientation, ethnicity, or disability.¹

Before an incident can be classified as a hate crime under Clery reporting, sufficient objective facts and circumstances must be present to lead a reasonable and prudent person to conclude that the offender's actions were motivated, in whole or in part, by the perpetrator's bias. These crimes include any crime which the victim is intentionally selected because of any of the above designations. These crimes can also include larceny-theft, common assault, intimidation, and destruction, damage or vandalism of property and other crimes involving bodily injury.

IV. Procedures

In order to complete a thorough investigation into an alleged hate crime while remaining sensitive to the needs of the victim, the following procedures will be followed by members of Public Safety staff.

- A. Respond in a sensitive manner to the feelings and needs of victim(s), and commence the preliminary interview with the victim in private.
- B. Promptly secure the area to preserve the crime scene and all available evidence.
- C. Contact the Director of Public Safety.
- D. If needed, contact 911 to request investigative assistance and crime scene processing by the assigned police agency.
- E. Photograph the scene.
- F. Gather all available pertinent information and witness statements.
- G. Follow all applicable directives from the Director of Public Safety.
- H. Prepare a complete, clear, concise, and accurate report and ensure that it is forwarded to Director of Public Safety as soon as practically possible.

¹ 34 CFR 668.46 (c)(3)

- I. Post-Incident: Conduct a follow-up inquiry as appropriate and prepare a supplement report containing any additional facts.
- J. The Director of Public Safety will ensure that copies of reports are promptly forwarded to appropriate members of administration to include AVP for Student Development, and VP of Finance and Operations.

The director of Public Safety will work in concert with college administration, the investigating police agency, and the State's Attorney's Office to facilitate the prosecution of all criminal suspects related to the hate crime.