**Progress Report on the *Plan for a Program of Cultural Diversity*
Submitted to the Maryland Higher Education Commission**

HARFORD COMMUNITY COLLEGE
July 10, 2018

This progress report on Harford Community College's plan to improve cultural diversity is submitted as required by Education Article, §11–406.

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

Harford Community College has valued diversity since its inception 60 years ago. The HCC Cultural Diversity Committee, created in 2012, was formed with the following specific purposes:

1.   Review and update the College's Plan for a Program of Cultural Diversity, as required by MHEC;
2.   Assess the College's progress toward achieving the goals and implementing the plan;
3.   Complete required annual reporting by stated due dates for Board of Trustees approval (MHEC progress report);
4.   Identify those programs/services/activities that can have the greatest possible impacts on campus cultural diversity and recommend how our resources might best be utilized and coordinated to fulfill the campus cultural diversity plan;
5.   Identify barriers to achieving greater success in fulfilling the cultural diversity plan and provide recommendations on how the College can overcome those barriers;
6.   Assist in the preparation of funding requests to support cultural diversity activities;
7.   Work with governance committees/councils, departments and offices on promulgating positive cultural diversity practices;
8.   Serve as a clearinghouse and communications center for activities relating to cultural diversity on- and off-campus.

The CDC Committee's most recent *Plan for Improving Cultural Diversity, 2017-2020*, was developed based on past plans as well as assessing current needs on campus. The plan simplifies and streamlines the efforts to improve cultural diversity by proposing the following two goals; while there is no specific goal with respect to recruiting and retaining highly qualified, diverse employees, the Cultural Diversity Committee strongly supports this, will remain updated on progress in this area, and will add a strategy to address this as needed. Each of the two goals is supported by a series of strategies in order to achieve progress.

In 2017-2018, the Cultural Diversity Committee had a change in faculty and staff leadership, but great strides were made to meet the goals of the new plan.

GOAL 1: **Increase campus dialogue on and engagement in critical cultural diversity issues, with an emphasis on deliberate civility reflective of Harford Community College Values.**

Strategy 1: *The Committee plans to offer regular professional development for faculty and staff in critical areas to include Safe Zone training (all employees should have basic training),*

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culturally responsive instructional methods, closing achievement gap, and in critical emerging diversity issues. Safe Zone Committee members also serve on the Cultural Diversity Committee, and they are planning to work with the college's Center for Teaching and Learning to offer two levels of Safe Zone training to faculty; in addition, the CDC wrote a June 2018 article for The Parliament Call campus newsletter on the topic of Safe Zones. The Committee has also offered five Gathering In sessions (discussed in more detail below) for faculty, staff, and students regarding the achievement gap and equity in higher education. More sessions, in which open discussion is encouraged and promoted, are planned for the 2018-2019 academic year. The Committee will also maintain a subcommittee called the Cultural Diversity Think Tank for their recommendation of emerging issues. For example, the Think Tank keeps track of issues of local and national importance which it believes the Committee should bring to the attention of the campus community.

Strategy 2: *The Committee works to increase opportunities for dialogue on critical cultural diversity issues through a variety of programming.* It encourages and supports discussion on current topics pertaining to cultural diversity. The Committee continues to offer as well as co-sponsor rich co-curricular opportunities that enrich the cultural diversity of our campus, but it also seeks to improve the coordination and communication of these events between all divisions offering these events, including Student Affairs and Academic Affairs. The Committee has launched a "Cultural Diversity Corner" monthly column in The Parliament Call, the newsletter of the Office of Academic Affairs, in which it defines terms such as "equity" and "microaggressions" for its campus readership. In addition, the Committee offers professional development sessions for faculty on issues of diversity; at least one session is offered at the Professional Development Day for faculty at the beginning of the fall and spring semesters, and more are being planned in conjunction with the Center for Teaching and Learning Excellence (CETL).

Strategy 3: *The Committee strives to work with faculty to embed diversity in curriculum to help students to think globally, reinforcing the importance of factual information*. It works with the Accessibility Committee to be proactive in establishing and supporting the implementation of Universal Design for Learning on campus. It also focuses on one country each year and helps faculty bring issues related to that country into their classes; for example, the upcoming year country of focus is Syria, and the Committee will hold a professional development session to help faculty access data, fact sheets, LibGuides, and other tools to embed issues of Syria into their classes.

Strategy 4: *The Committee seeks to define and support mechanisms for augmenting student engagement in issues of diversity.* The Committee has held an informational meeting about the College's new status as an Achieving the Dream (ATD) campus. It plans to work with the administration to implement the goals of the program. For example, one of the 7 ATD capacities is "equity," an area in which the Committee plans to work and collaborate with other constituencies on campus. For example, HCC plans to administer the ATD Institutional Change Assessment Tool (ICAT) assessment in the fall 2018 semester in order to understand better our current level of capacity in each of the seven areas identified by ATD. In addition, the Committee is also planning a campus-wide fall 2018 survey of students to assess their awareness and/or concerns of diversity on campus.

GOAL 2: **Employ a variety of assessment methods to understand the campus cultural diversity climate.**

Strategy 1: *The Committee will employ a follow-up campus wide survey to understand the campus climate; we will compare new results to results of the previous survey.* The Committee has drafted the survey, relying on research about surveys conducted by other campuses, and will implement it in Fall 2018.The majority of questions remain the same from the first survey in order to better determine whether or not progress has been made in the intervening time.

Strategy 2: *The Committee will work to add cultural diversity climate questions to the graduation exit survey in order to assess the experiences of graduating Harford Community College students.* The Committee has discussed this goal and will work actively with the administration in the fall to make progress on it.

Strategy 3: *The Committee will work with others on campus to establish a process for capturing and responding to information on campus cultural diversity climate incidents.* The Committee has an agreement with the campus Public Safety Director to funnel news about hate crimes incidents to the Committee in order to track whether trends on campus are emerging.

Efforts to Increase Representation of Underrepresented Students, Staff and Faculty

Harford Community College values diversity among its students. Our goal is to serve the diverse needs of the county's population through our credit and noncredit programs.

The MHEC Performance Accountability Report (PAR) provides the following assessment measure regarding the diversity of the student population at HCC. The nonwhite service area population in July 2016 was 20.9%.

The minority student enrollment compared to service area population has grown from Fall 2013 to Fall 2016. In Fall 2013, the number was 24.6%, and that grew to 28.1% in Fall 2016 despite a decrease in overall enrollment across the college. The benchmark for 2020 is 26.5%, which was surpassed.

The percent of nonwhite continuing education enrollment has also grown. In 2013, that number was 16.1%, which has grown to 18.1% in 2016. The benchmark for 2020 is 16.5%, which has been surpassed. In other words, the number of nonwhite students, both credit and noncredit, has increased steadily despite a decrease in the overall college enrollment numbers.

In the past several years, many efforts have been made to ensure the success of students from underrepresented minority groups. **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

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provides academic, career, and transfer planning services to students in all majors. Students within the network who require one 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. Scholarship money was allocated to cover the academic coaching course tuition and fees so that students do not need to pay for the course. All students in the Network are also connected to cultural programming coordinated through the Soar2Success Program, offered through the Office of Student Life.

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 which was the smallest coaching class to date (27 students) due to the resignation of an academic coach in January 2016:

My College Success Network Student Academic Achievement

Cohort	Fall '14	Spring '15	Fall '15	Spring '16	Fall '16	Spring '17	Fall '17
MCSN academic coaching students	2.39	2.05	2.19	1.79	2.57	2.70	2.40
Comparison group of students	2.12	1.85	1.99	1.96	1.51	2.00	2.00
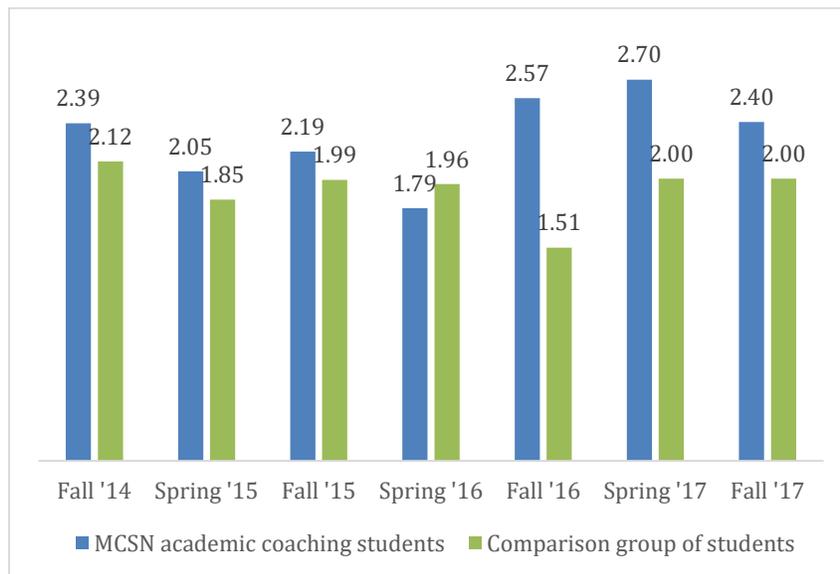
In addition, retention rates for MCSN students also show promise in that the retention rate for the academic coaching cohort exceeds that of the comparison group:

My College Success Network Retention Rates

Cohort	Timeframe	Retention Rate
MCSN academic coaching students		93%
All new HCC African-American students	Fall '14-Spring '15	73%
All new HCC students		78%
MCSN academic coaching students		90%
All new HCC African-American students	Fall '15-Spring '16	72%
All new HCC students		80%
MCSN academic coaching students		83%
All new African-American Students	Fall '16-Spring '17	75%
All new HCC Students		80%
MCSN academic coaching students		76%
All new African-American Students	Fall '17-Spring '18	70%
All new HCC Students		81%
MCSN academic coaching students	Fall '14-Fall '15	54%
New African-American students		42%
MCSN academic coaching students	Fall '15-Fall '16	43%
New and continuing African-American students		38%
MCSN academic coaching students	Fall '16-Fall '17	50%
New African-American Students 1-3 Transitional Need		49%

My College Success Network (MCSN) increased student engagement opportunities by adding peer and faculty mentoring, co-curricular learning experiences, and student travel into the program of services. MCSN students in their first semester of academic coaching participated in peer mentoring sessions to promote a sense of belonging and connectedness at HCC. Students in their second semester of academic coaching selected a faculty mentor to discuss career aspirations and goal setting. MCSN students participated in Black Minds Matter, an online, free course developed by Dr. J. Luke Wood from San Diego State University. The eight-week course unpacked the parallels between the Black Lives Matter movement and inequities in education and other aspects of society. MCSN partnered with Soar2Success and Student Activities to encourage student travel to the National African American Museum in Washington, D.C., Black, Brown and College Bound in Tampa Florida, Student Advocacy Day in Annapolis, and the Maryland Male Students of Color Summit which will be rescheduled due to inclement weather.

Career Services and the My College Success Network are co-sponsoring a new program titled "**Making Career Connections and Meeting People**" series designed to empower students of color to be more informed about future career opportunities. The main goal of this program is to assist students who seek career clarity and ensure that students of color are tuned into the extensive network of Harford County employers. Employers have been invited to participate. Further partnership between Career Services and My College Success Network includes the creation of a transferrable skills workshop series where MCSN students learn from a career

advisor about how to market their skills and strengths as they seek opportunities in their chosen career fields.

Harford Community College values diversity among its faculty and staff. In total, of the 996 college employees (staff, administrators, and faculty), 14.3% are minorities. As a college, we continue to work towards the goal of increasing this number. We have set a benchmark of 20% by Fall 2020.

Employee Class	Caucasian		Minorities		TOTAL
	#	%	#	%	
Admin	28	90.3%	3	9.7%	31
Credit Faculty	289	90.6%	30	9.4%	319
Noncredit Faculty	100	92.6%	8	7.4%	108
Staff	437	81.2%	101	18.8%	538
TOTAL	854	85.7%	142	14.3%	996

Human Resources continues to use targeted advertising both for under-represented groups and field-specific searches. The College routinely purchases online posting enhancements to reach diversity candidates. Examples include HigherEdJobs.com's Diversity and Inclusion e-mails, weekly e-mails sent to more than 330,00 job seekers, and Social Media Upgrade; and *The Chronicle of Higher Education*'s Diversity Network, which includes listings on sites such as DiversityandCareer.com, Diversity.com, and DiversityJobs.com. Further, the College recently renewed a contract with localjobnetwork.com, which distributes our postings to a wide variety of local minority, women's and veteran's organizations.

Human Resources 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. The percentage of the College's internal promotions filled by non-white employees has increased over the past five years from 6% in FY12 to 11% in FY16. Also in FY 2016, 75% of promotions were awarded to women candidates.

The College complies with requirements to complete an annual Affirmative Action Plan.

Specifically regarding hiring and retention of diverse faculty, the College's academic deans use strategies to encourage minority recruitment and hiring which include the use of personal contacts, professional associations and advisory board affiliations, direct advertising at institutions with large minority student enrollments, as well as the use of publications that target minorities. Some academic deans have mentored, advised, and supported minority faculty in their work and hired minority faculty to work with incoming students over the summer to be strong role models.

The Human Resources office continues to review the applicants selected for interviews by the search committees and makes recommendations to expand gender, age, and ethnic diversity

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when appropriate. The Human Resources Specialist meets individually with Search Committee Chairs to provide training on the College's search process and online tools. Training includes encouragement to include a diverse group of individuals to serve on search committees to demonstrate a commitment to inclusion and educational equity.

Efforts to Create Positive Interactions and Cultural Awareness

Harford Community College has a very active and successful Soar2Success Program, which helps students of color succeed in their studies and in college life. Some of their activities and events over the 2017-2018 academic year include:

- Students have been afforded several opportunities to participate in local and national conferences one of which included, "Black, Brown and College Bound," held in Tampa FL. The conference theme and workshops focus on retention and persistence of males in academia. Upon their return, attendees shared their experience with the campus community via a Student Symposium sponsored by the Humanities Division

- The *Film for Thought* series included several documentaries and biopics. Of special note, shown was the Academy award winning film *Moonlight* pertaining to the rarely seen experience of being black, male and member of LGBTQ community. S2S supported the Rainbow Alliance screening of the National Geographic documentary *Gender Revolution*. Both were shown as part of National Coming out events.

- The documentary *Paris Noir: African Americans in the City of Light* highlighted the indelible African American influence on French culture. Highlighted were the lives of poets, writers, intellectuals, artist, musicians that included Lt. James Reese Europe, Sidney Bechet, Langston Hughes, Claude McCay, Negritude Movement Founders Leopold Senghor and Aime Cesaire, Josephine Baker, Edmonia Lewis and others.

- The film which garnered the most views with more than 300 people attending the screening was *Walking While Black: L. O. V. E. Is The Answer*. Focused on the relationship between police and black communities around the country, the filmmaker A.J. Ali was joined by a panel of community and faith leaders. The film series concluded with the biopic *Marshall* based on the early legal career of Supreme Court Justice Thurgood Marshall.

- The most honored guest was civil rights legend Rev. Dr. Cordy Tindell Vivian. A strategist for the Southern Christian Leadership Conference and advisor to Rev. Dr. Martin Luther King Jr., Vivian began his career of activism in the 1940's. He was on the front lines of efforts to desegregate public facilities across the south. Vivian was the featured speaker for Black History Month. Dr. Vivian was presented with thank you letters from students, local clergy and the fraternal brothers of Alpha Phi Alpha. Among the co-sponsors for this event was HCC's Diversity Committee.

- In celebration of Women's History Month, Traciana Graves presented the lives of several local, national and international women including visionaries such as Harriet Tubman, Frida Kahlo, Rosa Parks, Sr. Theresa, Malala Yousafzai, Adrienne Rich, Maya Angelou and others. Explored were the challenges, achievements and legacies of each woman who used their voice to create a more tolerant, equal society for people of all backgrounds.

- Con Much Sabor: Conversacion Entre Amigos is a biweekly series of discussions designed to engage Latino/Latina students. Topics range from the image of Latino's in popular media and surnames to life in Latin America and Cinco de Mayo.

- During the fall "Harford Festival" and the spring Student Orientation community members and students were able to participate in an activity titled "What Color is in Your Cup?" The activity provided a visual snapshot of the diversity (or lack thereof) in a participant's life.

- In addition, during Student Orientation held in August and January, students were given the task of matching fictional students who possessed multiple identities with services available on campus.

The **Cultural Diversity Committee**, under new leadership, has worked hard to nurture awareness of the value of cultural diversity on our campus in many ways.

- Beginning in the spring 2018 semester, the Committee has contributed a regular column, titled "**The Cultural Diversity Corner,**" to the monthly faculty newsletter, *The Parliament*. Topics of the columns have included "microaggressions" and "equity in education." Each column offers an explanation of the topic, examples of how they affect students and campus life, research about the issue, as well as "thoughts for reflection" in terms of real-life scenarios in the classroom, as a way to foster further discussion.

- The Committee has also started to plan for a major fall 2018 event, a guest speaker to talk about issues of equity in education and how it impacts student success, especially for students from underrepresented minorities.

- The Committee has also continued its sponsorship of a "**country of focus**" for every academic year. The 2017-2018 country of focus was Syria, which allowed the Committee to discuss issues such as the refugee crisis, immigration, and Islamophobia in America. A professional development session, to help faculty incorporate themes related to Syria in their curriculum, was planned for the all-faculty professional development session.

Other Initiatives Supporting the Cultural Diversity Plan

HCC's Cultural Diversity Committee has sponsored a series of discussions titled "**Gathering In**." The phrase "Gathering In" was originally coined by the college's president, Dr. Dianna G. Phillips, after a February 2017 webinar on equity and inclusion. After the tragic events unfolded at the University of Virginia in Charlottesville in August 2017, a diversity and inclusion statement was created by members of our campus community and publicly shared by Dr.

Phillips. The statement acknowledges our responsibility to provide a safe and welcoming environment at Harford Community College:

As the anchor institution for higher education in Harford County, Harford Community College embraces equity and inclusion as guiding principles for best serving our students and all Harford County residents. Collectively, we benefit from the collaborative learning environment that is fostered when everyone's unique voices and life experiences are welcomed. Our policies, practices, and pedagogies are designed to create a pluralistic environment that is free from intolerance and honors our College's values. Through education and awareness, we empower members of our community to contribute to the advancement of social justice in our global society.

During the fall 2017 semester, the Cultural Diversity Committee sponsored a series of discussions about this important work, titled, "Gathering In: Equity & Inclusion Discussion Series." These participatory and interactive discussions offered opportunities for College employees to share their experiences, learn from each other, and ultimately foster a more inclusive, safe, and welcoming campus environment. Two of our sessions focused on the information presented in the free public online course, *Black Minds Matter,* facilitated by Dr. J. Luke Wood of San Diego State University.

Black Minds Matter addressed the experiences and realities of Black males in education, drawing parallels between the Black Lives Matter movement and the ways that Black minds are engaged in the classroom. Our final session focused on feedback provided by HCC students who viewed the Black Minds Matter public course. Students overwhelmingly reported that they believed it was important to discuss these issues at HCC.

The Cultural Diversity Committee sponsored discussions that focused on the important work of equity and inclusion, which ultimately supports HCC's strategic goal to eradicate attainment gaps based on income, race, gender and ethnicity.   These Gathering In sessions, held for staff, students, and faculty, included an interactive discussion on best practices to promote engagement, equity and inclusion in the classroom. Special topics included implicit bias and historical inequities.

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.

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.

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[1]   **34 CFR 668.46 (c)(3)**

Appendix B

Articles from the "Cultural Diversity Corner,"
a monthly feature in *The Parliament Call* newsletter (Office of Academic Affairs)

March 2018 Issue

Cultural Diversity Corner:
Reflections from the HCC Cultural Diversity Committee

"Microaggressions"

In recent years, the term "microaggression" has been used frequently as the national debate about racism evolves and grows. According to Dr. Derald W. Sue, microaggressions are defined as "brief and commonplace daily verbal, behavioral, and environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial, gender, sexual-orientation, and religious slights and insults to the target person or group" (2010, p. 5). Additionally, Sue (2010) notes that when a microaggression occurs, the perpetrator often does not even realize that they have demeaned another through their words. Nevertheless, having an awareness of how our communication can impact others in our community is paramount to creating an inclusive and welcoming environment that celebrates and values our diversity.

Additional themes (although not comprehensive) for microaggressions include "Ascription of Intelligence" or attributing intelligence based on race, "Assumption of Criminal Status" or when a person of color is assumed to be a criminal based on their race, and "Alien in Own Land" in which an Asian American or Latino are assumed to not be born in the U.S. An example of the theme of "Alien in Own Land" includes a statement made by a nonwhite American to a person of color such as "You speak such good English." (Sue, Capodilupo, Torino, Bucceri, Holder, Nadal, & Esquilin, 2007). The assumption that a person of color was not born in the U.S. is quite offensive, whether intentional or unintentional.

Thoughts for Reflection:
- Have you witnessed microaggressions in your classroom?
- How can you effectively stop microaggressions?
- Consider this scenario: *A student in your class always does very well on exams and tests. This student is Chinese-American. One day, you overhear another non-Asian student, who doesn't perform as well, saying, "All Asians are just smart." What do you say to bring awareness about this misconception?*

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April 2018 Issue

<p align="center">*Cultural Diversity Corner:*
Reflections from the HCC Cultural Diversity Committee</p>

<p align="center">"Equity in Higher Education"</p>

 What does the term "equity" mean when it comes to higher education? In recent years, this term has been frequently used when referring to pedagogy. A simple definition is that equity is the practice of giving someone what they need to be successful.

 In education, an equitable environment is one in which personal circumstances (social class, family obligations, physical or learning disability, race, gender, etc.) do not present a barrier to one's academic achievement. According to Luciano Benadusi, "Educational inequality is one of most relevant issues in the history of the sociology of education."

 Students with disabilities often suffer from a non-equitable environment in education. Some people believe that making buildings physically accessible (using ramps and doors that open at the push of a button) is a way to "take care of" the issue of accessibility; however, this does not even brush the surface. At an institution of higher education, the more challenging job is to make our curriculum and classes accessible. In a recent CETL workshop on accessibility, Rick Smith cited Schelly, Davis and Spooner, who note that between 60-80% of higher education students who have a disability never inform their teachers or administrators.

 In other words, these students are silent and not proactive about informing us of their needs. In an equitable environment, however, they should not have to ask.

 Part of making sure equity exists on campus, faculty need:

 1)   To be aware

It is not legal for faculty to ask students if they have a disability. However, we don't need to ask if we are generally aware that disabilities exist among our student population. We can use this awareness to guide our overall teaching and curriculum design.

 2)   To offer options

Students with disabilities, who are in an equitable environment, simply need options to learn the material. In a classroom, a photograph may be displayed on the SmartBoard; in an online class, a

photograph may be included in a learning module. How can a visually impaired students partake of the lesson? Good options include, in a face to face class, the instructor offering a verbal description of what they are presenting. In an online class, that photograph should be captioned in a detailed way so that it can be read to the student via the course reading software.

 Reflection:

 1) Think about the challenges your students face in your classes. What are the barriers that are preventing them from achieving their academic goals? Think specifically of disabled students -- is there anything you are currently doing that you can adjust to remove a barrier?

 2) Consider the following assignment in a class. How might this assignment be promoting a non-equitable environment for a student who is deaf? How could it be written in a way that presents options for students with a hearing impairment?

 "Choose a partner and watch the following lecture (available on YouTube). Write a 2-page analysis with your partner. You can meet face to face or hold a phone conference to discuss the video outside of class."