

Progress Report on the *Plan for a Program of Cultural Diversity*
Submitted to the Maryland Higher Education Commission
HARFORD COMMUNITY COLLEGE
July 20, 2016

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 to Success 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 year through the FYE (First Year Experience) Across the STEM curriculum and through active learning strategies in mathematics courses. The impact of the implementation of the strategies on student retention will be analyzed when 2015-2016 data is published in the early fall. Additionally, over the past academic year, the STEM Division developed a model called HStEM (High Impact Student Engagement Model), designed to retain at-risk and underrepresented students in STEM fields. The College has applied for an NSF grant to fully implement the program.

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. In 2015, it was proposed that diversity-designated courses be eliminated and that each academic program develop a goal related to diversity. The Chief Academic Officer (CAO) requested that assessments and a plan for the attainment of this goal be developed before diversity courses are eliminated, which will be examined in 2016-2017. A subcommittee of the Cultural Diversity Committee was created to look at embedding diversity in the curriculum. A summary of their work follows in this report. 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.

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):

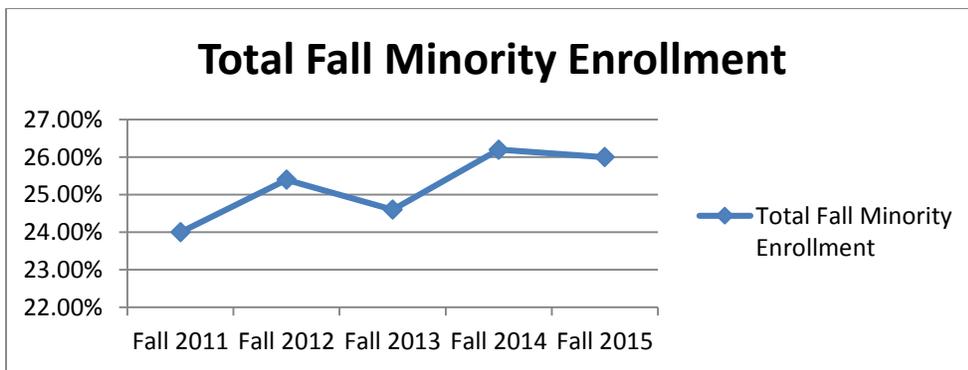
Strategy 1: Develop a plan for ongoing diversity training opportunities for employees. The target group is newly hired College employees; the development and implementation of diversity modules will be used to measure success. The College currently speaks to the importance of diversity in new hire orientation 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 intends to expand on this training to include the development of an 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 FY15 AAP identified two categories of employment where the availability of minorities varied significantly from the employment percentage. These areas include Senior Level Officials/Managers as well as credit and noncredit instructors.

Efforts to Increase Representation of Underrepresented Students, Staff and Faculty

Initiatives to Recruit and Retain Students, Enrollment 2015-2016

The MHEC Performance Accountability Report (PAR) provides the following assessment measure regarding the diversity of the student population at HCC:

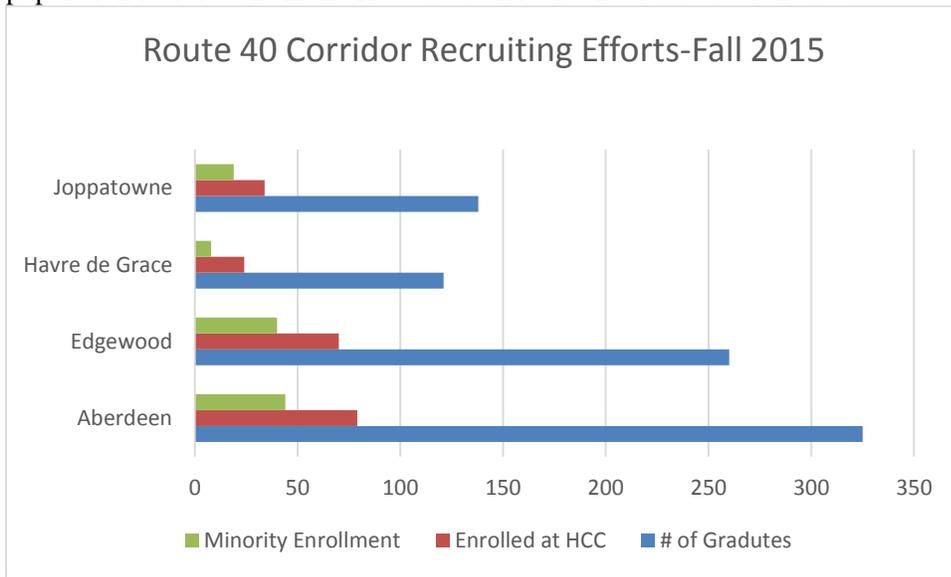


*Data: HCC Institutional Research Office: Official Fall Enrollment Data

Although the college experienced a drop in overall enrollment beginning in the fall of 2014, the number of underrepresented student populations as a percentage of total enrollment has continued to increase since the fall of 2011 (despite a slight dip between Fall 2012- Fall 2013). In the Fall of 2015, minority enrollment represented 26% of total enrollment.

When looking at new first-time student enrollment from HCPS, in the Fall of 2015, the College enrolled 33.8% of that year’s HCPS graduating class. 25% of those were minority students. The College’s Admissions Office has dedicated recruitment efforts to the Route 40 corridor high schools, which have

the highest underrepresented populations in the county. For the Fall of 2015 the African American population recruited from the Route 40 corridor schools was 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. These include a dedicated recruiter, regular on-site cafeteria visits, as well as scheduled admissions application days, placement test days and iPlan days.

Harford County Public School Outreach

In addition to regular high school recruiting visits and iPlans (planning sessions that orient students to College services, resources, scheduling and course planning), the College has specialized programming and outreach to targeted prospective student populations. During the 2015/2016 academic year the admissions office sponsored the following programs targeted at specific populations within the HCPS:

1. Admissions co-sponsored a program with Athletics that invited middle school students from around the county to an event aimed at exposing these students to the concept of the college search process, learning in a college environment, and how to access college services. They heard a first- hand account of College life from one of HCC’s student athletes. Educational facilitators and students found the program to be worthwhile.
2. The Admissions office will also host 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 American society. This partnership allows for admissions to showcase opportunities at the college for these members and their families. They are introduced to options for higher education, given a campus tour, and learn about all other College resources.
3. During their high school visits, the admissions specialists in their high school visits also explain and promote opportunities through the Maryland Dream Act for prospective students who may qualify. This addition publicly promoted the mission of the College to grant admission to students regardless of citizenship. Maryland Senate Bill 167 (known as the Maryland 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), when they meet state approved guidelines.

SEM Initiative

In January of 2015 the College implemented its Strategic Enrollment Management Plan (SEM) with three overarching goals and thirty-one objectives leading to stabilization in current student enrollment and an increase in new student enrollment at the College by fall of 2018. As all major enrollment categories have decreased since the fall of 2013, the SEM Plan did not focus on any one particular category of students; rather it looked at student enrollment as a whole.

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 142 attendees in February 2016. 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. A new effort for this year was a designated staff member to serve as a liaison to the *My College Success Network* and be the direct financial aid contact for students in the 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. This year, three students received awards totaling \$1550.

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%

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 2014, non-white student headcount was 25% of overall credit student enrollment, while awards again went to 39% of non-white awardees compared with the number of all students awarded Pell Grants. This is evidence of higher financial need among non-white students.

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:

77% of all students continued to succeed and persist after 4 years of initial enrollment:

	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Fall 2011 Cohort
Percentage of ALL Students Who Graduated, Transferred, or Persisted	78%	77%	80%	77%

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

63% of African American students continued to succeed and persist after 4 years of initial enrollment:

	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Fall 2011 Cohort
Percentage of African American Students Who Graduated, Transferred, or Persisted	63%	65%	65%	63%

Graduation-Transfer Rate After Four Years of Enrollment for ALL students:

57% of all students graduated and/or transferred after four years of initial enrollment.

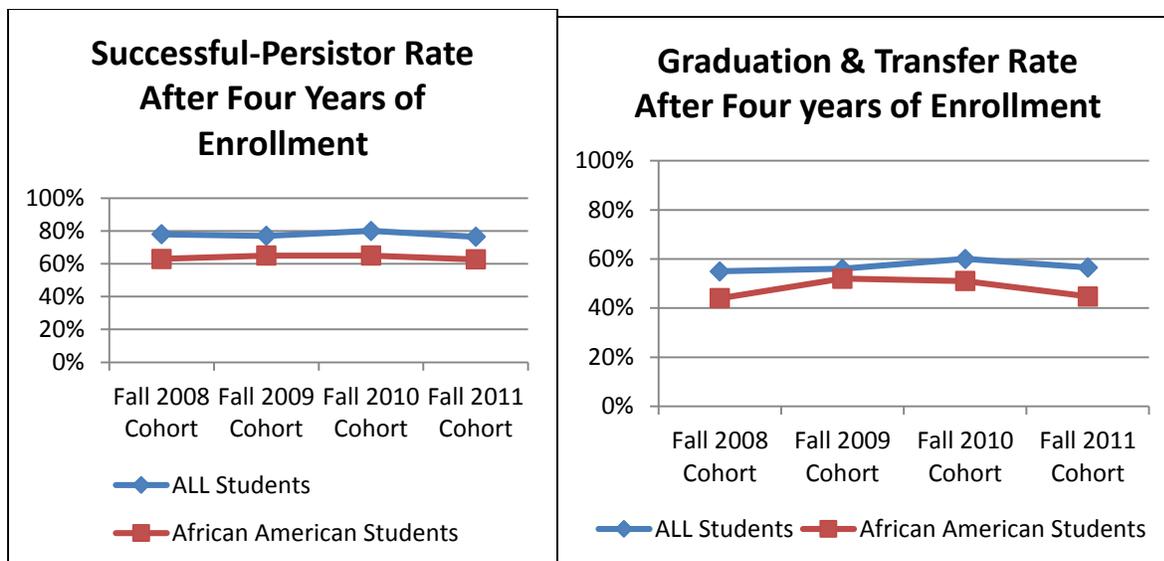
	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Fall 2011 Cohort
Percentage of ALL Students Who Graduated and/or Transferred	55%	56%	60%	57%

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

45% of African American students graduated and/or transferred after 4 years of their initial enrollment.

	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Fall 2011 Cohort
Percentage of African American Students Who Graduated and/or Transferred	44%	52%	51%	45%

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 include the following:

My College Success Network (MCSN) is a network of services, events, staff, and faculty geared toward empowering and supporting African American students. The MCSN 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 enrolled from 2014 through spring 2016 were assigned to one of three full-time Student Success Advisors. The Advisor provides academic, career, and transfer planning services to students in all majors, which provides continuity and guidance throughout a student’s time at HCC. Students within the network who require 0-3 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 in the form of a class, HD 110 – *Success in College and Beyond*. Therefore, students who satisfactorily complete academic coaching receive a college credit. Scholarship money was allocated to cover the academic coaching course tuition and fees so that students did not have to pay for the course. All students in MCSN are also connected to cultural programming coordinated through the Soar2Success Program.

Program participation and outcome results continue to indicate that the MCSN program is beneficial to students. One hundred forty-four students were invited to participate in fall 2015. Eighty-four percent (121) students participated in the program and were retained for spring 2016 at a rate of 86%, exceeding the fall to spring retention goal of 70%. Sixty-eight of the 121 students were selected to participate in academic coaching. The students who received academic coaching were retained for spring 2016 at a rate of 90% and 88% of them received an A, B, or C grade in HD 110. Further, MCSN students who participated in academic coaching performed better than non-participants (GPA of 2.14 compared to 1.99 for non-participants). Since the MCSN program began in fall 2014, 455 students have participated and 204 of those students have participated in the academic coaching component of the program. During FY 2016, intrusive, supportive academic advising was provided to 80% of the students selected to participate in the My College Success Network, an increase from 70% in FY 2015.

iPrep Week is a week-long academic review program. Students have a chance to “warm up” for the fall semester, learn about student services, and take part in faculty-led instructional review sessions in reading, writing and math. 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 2015, the College hosted 43 students for iPrep; 82% (35) tested into a higher level transitional or college level course at the conclusion of the week.

An ESL Lab was created, in coordination with Continuing Education and Training (CET) to provide academic support to both credit and continuing education students.

The Soar2Success Program, coordinated by a student diversity specialist, provides programs and events to increase cultural awareness and to engage all students, and in particular 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 2015-2016 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 2015, 9.9% of the full-time faculty were members of minority populations.

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

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

In 2015, 15.6% of the full-time administrative and professional staff were members of minority populations:

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

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:

Human Resources continues to use targeted advertising both for under-represented groups and field-specific searches. Recently sixteen faculty, administrator and professional level job searches were advertised in the publication *Diverse Issues in Higher Ed*. The College also advertises vacancies on the following websites: *DiverseEducation.com*, *Journal of Blacks in Higher Education*, *The Chronicle’s Diversity Edition*, and *Insight into Diversity*. Furthermore, the College recently purchased 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 finalist 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 by the search committee for interviews and makes recommendations to expand gender, age, and ethnic diversity when appropriate. Additionally, Search Committee Chair training is offered to all supervisors twice per year. This training includes encouragement to include a diverse group of individuals to serve on search committees and to identify candidates who demonstrate a commitment to inclusion and educational equity.

Deliberate recruitment efforts are used to hire a diverse group of students to work on campus as Orientation Leaders, Peer Leaders, and Student Assistants. Students hired varied in age, ethnicity, and high school attended. Student leaders are visible to large numbers of students and the positions provide opportunities for personal growth and leadership development.

Efforts to Create Positive Interactions and Cultural Awareness

Cultural Diversity Committee

The Cultural Diversity Committee reorganized itself in 2016 and created several subcommittees to advance the goals related to the Cultural Diversity Plan.

The **Communications Subcommittee** works on streamlining and enhancing communications among various constituencies on campus. For example, it recently recommended that cultural events on campus be scheduled during already existing class meeting times, such as 11:20-12:15, rather than 11-12pm, so that faculty members can invite their classes to attend and that students feel more comfortable participating without worrying that they will miss later classes. The Communications Subcommittee is also working on ways to maximize marketing of various events, and it is investigating the various platforms upon which events should be advertised; this is essential because it has become apparent that students, faculty, and staff seem to get their information about campus events from different sources. It is also working on conducting cross-programming on campus to reach out to various constituencies; for example, it is planning to host a cultural program in the Fall of 2016 during one of the season's major basketball games. It is anticipated that the large turnout for the game will provide a terrific opportunity to present cultural programming for the campus community. The Communications Committee has also suggested future work regarding the Black Lives Matter movement in Harford County and promote conversations between students and law enforcement, perhaps by inviting members of the Harford County Sheriff's Office to attend a panel discussion to share concerns about the civil rights of young African Americans.

The task of the members of the "**Think Tank**" Subcommittee is to maintain awareness of the changing diversity landscape and report back to the larger committee the new developments in the national conversation. In this way, the larger committee will always know what issues it needs to organize around

and enable it to conduct its work with a broader vision. The Think Tank met shortly after its formation in the spring of 2016 and recommended the following issues for future work: Islamophobia, transgender rights, LGBTQ issues, religious rights (i.e., are people of faith being silenced?) and the Black Lives Matter movement. The Think Tank will collect information about these issues in the form of newspaper articles and scholarly reports, as well as investigate the ways in which other college campuses are addressing these issues; the subcommittee will then work with the larger committee in the 2016-2017 academic year to plan around these developing issues.

The **Professional Development Subcommittee**, working with the College's newly developed Center for Excellence in Teaching and Learning and the Office of Global Education and Engagement, hosted a workshop titled "Cultural Variations in Your Classroom: A Best Practices Workshop." Nearly 40 faculty and staff attended the event, which included a discussion of case studies, best practices for creating a more dynamic and productive learning environment for all students, and a panel discussion with four students from culturally unique backgrounds. The subcommittee also developed some programming for the 2016-17 year.

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 developed an initiative to be launched in 2016-2017 of having a College-wide cultural focus area, around which activities would be developed both in and outside of the classroom. Cuba will be the focus, and the initiative launches in August 2016 during the annual faculty luncheon. Faculty will be encouraged to include assignments and activities in their courses related to Cuba in the upcoming year. As described earlier, efforts related to increasing STEM retention were also implemented via FYE Across the Curriculum, the development of the HStEM model, the application for the 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 FY16 include the following:

- The interpretive exhibit at the Hays-Heighe House from mid-November through the end of June was titled *Voices of Change: Social Protest through the Arts & Humanities*. The entire exhibit focused on issues pertaining to social justice. Two of the sub-themes were especially focused on cultural diversity: one room of the exhibit focused on civil rights and race; another room focused on civil rights in regard to gender and sexual orientation. About 255 people viewed the exhibit. During the last month that *Voices of Change* was in place, it was expanded to include work done by HCC students in response to the exhibit.
- Many of the educational programs that accompanied the *Voices of Change* exhibit also had a culturally diverse aspect, including the following:
 - Lecture & discussion: Moving Pictures: Social Protest and the American Visual Culture (Nov. 18, 2015)
 - Lecture & discussion: "Je Suis Né dans la Rue:" Social and Political Protest in a Global Context (Nov. 19, 2015)
 - Poetry jam: Waging Peace, Working for Justice (Dec. 2, 2016)

- Lecture & discussion: From “Lift Ev’ry Voice and Sing” to “Compared to What?” (Feb. 3, 2016)
- Concert featuring texts from the African-American canon and original music composed by Benny Russell: *Sing Me a Dream: Music & Protest* (2 performances, Feb. 27, 2016) [note: numerous units within HCC co-sponsored this concert and provided financial support but it was entirely organized by the Hays-Heighe House, which obtained grant support to cover most of the cost]
- Lecture & discussion: “The Times They Were a-Changin’”: Popular Music and Social Protest, 1963-1973 (Mar. 22, 2016)
- Lecture & discussion: The Harlem Renaissance (Apr. 4, 2016)
- Lecture & discussion: From Debutante to Activist for Peace and Social Justice: The Life of Adelaide N. Noyes of Harford County, Maryland (Apr. 12, 2016)
- While the *Voices of Change* exhibit was still in place, the Hays-Heighe House also hosted a traveling exhibit titled *Changing America: The Emancipation Proclamation, 1863 and the March on Washington, 1963*. This exhibit was in place from Feb. 17, 2016 through Mar. 25, 2016. The exhibit and all of the programming pertained to the long march for civil rights for African Americans in the U.S. These were the programs:
 - Living History Presentation of Dr. Martin Luther King, Jr. (Feb. 17, 2016)
 - Film screening & discussion: *Freedom Riders* (Feb. 22, 2016)
 - Lecture & discussion: Opposite Sides of the Spectrum: Martin Luther King, Jr. and Malcolm X (Feb. 24)
 - Panel discussion: We Lived Through It: Gaining Civil Rights in Harford County (Mar. 1, 2016)
 - Film screening & discussion: *The Loving Story: Love in a Time of Jim Crow* (Mar. 7, 2016)
 - Lecture & discussion: Civil Rights in Harford County (Mar. 10, 2016)
 - Film screening & discussion: *Slavery By Another Name* (Mar. 15, 2016)
- The HCC Library also organized several educational programs during FY16, which had a culturally diverse focus. These included:
 - A Constitution Day Lecture that focused on freedom of speech: The Art of Controversy: The Enduring Power of Political Cartoons – by Victor Navasky (Sept. 17, 2015)
 - A Living History Interpretation of Frida Kahlo (Oct. 7, 2015)
 - A Dia de muertos celebration held in the Library and in the Hays-Heighe House (Nov. 2, 2015)
 - An African-American Readathon (Feb. 29, 2016)
 - A reading by D. Watkins of excerpts from his book, *The Beast Side: Living and Dying While Black in America* (Apr. 14, 2016)
- Many of the HCC Library’s display cases on the main floor of the library featured culturally diverse topics over the course of the year, including Cartooning, U.S. Constitution, Freedom of Speech, Banned Book Week, Martin Luther King, Jr., Irish Americans.
- The Library ensures that its collections (print, non-print, and digital) include many resources relevant to cultural diversity and we have created several subject guides to help library users discover such resources.
- The Library appointed an internal committee, the Library Committee on Diversity and Inclusion, which was asked to study the questions related to creating a more welcoming environment for diverse student and faculty/staff population and other library users. The Library’s Management

Team is evaluating which recommendations to implement and developing an action plan for their implementation.

Faculty and Staff Training

- The Safe Zone Committee focused on education as a way to improve the campus climate for LGBTQ+ students and faculty/staff. To that end, committee members presented basic sensitivity training to over ten departments and five new employee orientations, resulting in over 200 employees receiving training. Committee members also offered advanced ally workshops for employees who are interested in furthering their commitment to the LGBTQ+ community. Three sessions were offered in FY16, resulting in 35 employees being recognized as allies. The committee also worked with Marketing to create a web presence for LGBTQ+ resources: www.harford.edu/lgbtq
- In addition, the College:
 - Participated in the Community of Practice for Primarily Black Institutions and Equity Minded Affiliates sponsored by the U.S. Department of Education
 - Completed the *Community College Student Success Inventory* to assess HCC's efforts in supporting students of color across the campus.
 - Hosted Washington Regional Task Force Against Campus Prejudice (WRTF) on March 14. Event speaker was Dee Watkins, author of the *Beast Side: Living and Dying in Baltimore*.
 - Hosted a staff and faculty screening/discussion of *The New Black*, a documentary about how the African-American community is grappling with the gay rights issue. The film is directed by Yoruba Richen.
 - Presented a workshop on disability case law and instructor responsibilities to faculty to enhance the delivery of disability accommodations and, in turn, educational content to students with disabilities
 - Included a presentation at faculty Professional Development and Note taker Training on My College Success Network update.
 - Presented to MCSN faculty and staff on program outcomes and satisfactory academic progress as it relates to student attendance and financial aid eligibility.
 - Presented, "Addressing the Attainment Gap through Academic Coaching" to College Reading and Learning Association members at the regional conference.

Office of Student Activities Programs and Events

The Soar2Success program hosted "iCanSucceed" in September 2015. This year, approximately 90 students attended the program, which is designed to introduce African American students to staff and services available to them. Students rated the program at 4.85/5.00 on preparation for academic success and 4.95/5.00 on preparation for life in a multicultural society. Students also attended the annual Black Male Summit conference at the University of Akron in Ohio and Black, Brown and College Bound in Tampa, FL. Both conferences included nationally-renowned speakers from academia and the business community and provided students with an opportunity to network with professionals. As a follow-up to attending the conference, student participants facilitated post-conference presentations for the campus community in which they shared their experiences.

Additionally, the Soar2Success program and the Harford County Commission for Women hosted a screening and discussion of *Miss Representation*. Panelists included students and representatives from Sexual Assault Spouse Abuse Resource Center and Bel Air based advertising firm "A Bright Idea." The Soar2Success program also launched "Con Mucho Sabor," a bi-weekly discussion group about issues of importance to the Hispanic community on campus (but open to all). Discussions were predominately spoken in Spanish with English translation. Topics of the six sessions explored culture, stereotypes and challenges facing the Hispanic community and overall satisfaction ratings averaged 4.83/5.00.

Furthermore, a workshop was offered at the Transitioning Youth 2016 EXPO to assist students and parents on navigating the college experience for students with disabilities. The Office of Student Activities sponsored several cultural and diversity related events such as: 1001 Black Inventions, Kevin Powell, “A Tiny Ripple of Hope – Your Activism Makes a Difference,” Tamara McMillan, “How Diverse Are You?”, trips to Blacks in Wax, Reginald Lewis Museum, and American Indian Museum, Coming Out Day Luncheon, and International Education Week (a screening and discussion of “The Danger of a Single Story” by Chimamanda Ngozi Adichie).

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 FY16, the College presented The Young Irishers — eight talented Irish artists and a live band who performed an eclectic mix of traditional Irish, Celtic, folk, and world music. Having toured with Riverdance and Michael Flatley’s Lord of the Dance, The Young Irishers provided an excellent cultural opportunity for students, faculty, staff, and the community at large to experience traditional Irish music and dance. This talented group of contemporary artists perform internationally with the goal of making old traditions new by sharing their Irish heritage and attracting more young people to their music. The attendance drew an intergenerational audience of over 640 patrons

Fly Dance Company, an all-male Hispanic and African American dance company, offered the unique cultural experience of high-energy pieces that combined styles and cultures to reflect contemporary Americana. Known as “The Gentlemen of Hip Hop,” the five talented young men crossed street dance with classical choreographic principles to produce clean-cut hip hop and provided audience members a creative, gymnastic and highly distinctive experience. In conjunction with the performance, the dancers offered a free, pre-show workshop/Meet the Artists event for HCC students.

Office of Global Education and Engagement (GEE)

- The college has been celebrating International Education Week (IEW) each November for the past decade with activities that include a mixed schedule of events targeted to students, employees and Harford County residents. IEW is truly a collaborative effort across campus as the attached schedule demonstrates. The highlight of the week is *Kaleidoscope of Cultures*, an evening of song and dance performances and workshops for all Harford County residents. This is a free event for all children, and we provide reserved blocks of tickets for local youth organizations, including the Boys and Girls Clubs of Harford County and Scout troops.
- The Coordinator for GEE is an active member of the Sister City committee in the Town of Bel Air. In the spring, a six-hour noncredit course was provided, Where East Meets West – Bel Air’s Sister City of Narva to introduce Harford County residents to Estonian history, culture, food, politics, and more, with a sharp focus on how the sister city partnership between Bel Air and Narva is progressing. Representatives from the Estonian embassy in Washington, D.C. joined for the first two class sessions, and the third session featured a Skype conversation with the vice-mayor of Narva during which concrete steps for future joint activities were established.
- The Coordinator for GEE is an active member of the Maryland Community Colleges International Education Consortium (MCCIEC), which coordinates resources to provide short-term travel/study opportunities for all Maryland community college students. MCCIEC also

sponsors a professional development forum for staff and faculty each year. The March 2016 forum was held in Cuba and featured HCC's Coordinator for GEE as the keynote speaker. Two additional College faculty members participated and are incorporating their experiences in campus-wide programming for faculty, staff and students.

- GEE helps faculty design, promote and deliver short-term travel/study courses. The most successful ongoing program is a two-week experience in Belize embedded as an option in the Nursing Practicum. In the 2015-16 academic year, six students took advantage of this opportunity.

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.

In 2015-2016, Academic Affairs continued to pursue its goal to address the achievement gap. The Academic Affairs Strategic Plan includes a focus on eradicating the attainment gap based on income, race, gender, and ethnicity and developing programs to increase student success and promote goal completion. The plan instructed each academic division to formulate for itself at least one goal addressing the African American achievement gap. Similarly, the plan asked all faculty to incorporate in their yearly goals at least one that addressed the achievement gap of African Americans. Faculty professional development days in August and January included "Enhancing Students' Capacity for Success"; "Interdisciplinary Learning Communities"; "Developing Strategic Global Partnerships to Engage Students"; "Strengthening partnership between faculty and the Student Engagement, Retention, and Completion Committee"; "How the Learning Sciences Inform Pedagogy"; "Embedding a Global Component in the Coursework"; "Who are HCC Students?"; "The People's (with Disabilities) Court: Case Law and Accommodations." Faculty also made a deliberate effort to have more intrusive outreach and conferencing with African American students. E-Learning staff engaged in research regarding success of minority students in online courses and are developing plans to implement some success measures in the upcoming year.

The College sponsored other co-curricular activities to support women, adult students, and create a welcoming environment for all students, such as revised 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. Sessions were offered to various sub-groups of students to connect with others like them (e.g., Men of Color, LGBTQ, Homeschooled, First Generation, and Athletes). Students reported feeling welcomed to Harford Community College (PU: 4.63/5.00 and Adult 5.00/5.00) and said that orientation helped them feel prepared for academic success (PU: 4.17/5.00 and Adult 4.75/5.00). Additionally, the College presented "Be Safe," a risk reduction and self-defense workshop for students and community members, and it hosted screenings and discussions of the movie *Escalation*, created by the One Love Foundation, to increase awareness about relationship violence, prevent relationship violence, and educate students to say something if they see something.

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.