

EQUITY AND INCLUSION

ROADMAP FOR SUCCESS



JULY 1, 2020
2020–2025

MC
MONTGOMERY
COLLEGE

Office of Equity and Inclusion, Office of the President



S
T
R
U
C
T
U
R
E

OFFICE OF EQUITY AND INCLUSION ROADMAP FOR SUCCESS

5	Equity and Inclusion Cycle of Change Graphic
6	I. Montgomery College Mission, Vision, Values
7	II. Introduction
7	III. Office of Equity and Inclusion
8	IV. Equity and Inclusion Goals, Philosophy, and Purpose
10	V. Montgomery College Equity and Inclusion Roadmap Purpose and Institutional Framework
13	VI. PACEI Overview
14	VII. Institutional Assessment and Surveys, PACEI Subcommittees' Research and Data
17	VIII. PACEI Subcommittee Objectives, Outcomes, and Indicators
40	IX. PACEI General Recommendations by Area
44	X. Equity Plans
50	XI. References
53	XII. Contributors
54	XIII. Appendix A – PACEI Recommendations (June 2018 and June 2019)
75	XIV. Appendix B – Civility Norms

Message from Sharon R. Bland Chief Equity and Inclusion Officer



Over the past two years, our president, Dr. DeRionne Pollard, has led the College on a journey of discovery around radical inclusion. As part of the Achieving the Dream network, we are focused on student equity. To ensure that we are our best selves in the delivery of student success, we all, as a college community, want to better understand the landscape of our student population and to educate ourselves on incoming equity issues.

As Chief Equity and Inclusion Officer, I would like to thank you for your commitment to the work of building and fostering a college culture of which we can all be proud. I want to also express my appreciation for all of your work in supporting the Office of Equity and Inclusion and the efforts of the President's Advisory Committee on Equity and Inclusion (PACEI). PACEI represents employees and students at all levels of the College. Together we are working hard to ensure Montgomery College is a civil, inclusive, welcoming, safe, accessible, equitable, and affirming community. We deliberately embarked on a twenty-month strategic planning process that produced more than 80 recommendations, many of which have found residence in this *Roadmap*. Some of the recommendations are also reflected in the *Montgomery College 2020–2025 Strategic Plan*, where you will see the principles of equity and inclusion embedded therein.

The President's Advisory Committee on Equity and Inclusion is an important leadership resource in advancing such work and the *Equity and Inclusion Roadmap for Success 2020-2025* will guide our work in this space. MC is committed to becoming an equity-minded institution. We seek to AIM HIGH and commit to amplify, integrate, and measure our work. By working together, I am confident we will continue to pursue equitable student outcomes, inclusive excellence in teaching and learning, and fair and inclusive employee experiences, and we will raise our institution to a level of civility of which we can all be proud.

I also want to say thank you to all of those who have provided me the time to listen and speak to your staff regarding civility, one of the key tenets of our Code of Ethics that we are continuing to uphold this year. At every turn, the work that we do as College employees contributes to creating and sustaining a healthy and safe teaching, learning, and working environment that is inclusive and equity-minded. During this crazy time in the midst of a worldwide pandemic, the College has truly embraced and propelled our work through the delivery of services via remote teaching and work.

In uplifting our focus on equity and inclusion, I invite you to reimagine our College's mission as such: We empower our students (*in an equitable and inclusive manner*) to change their lives, and we enrich the life of our community (*in an equitable and inclusive manner*). We are accountable for our results (*in an equitable and inclusive manner*).

Sincerely,
Sharon R. Bland, JD, CPM

A handwritten signature in black ink that reads "Sharon R. Bland".

sharon.bland@montgomerycollege.edu

"As we embark on the next chapter of our work, the College will continue to integrate its already radically inclusive work in multiple areas of service to students." —Dr. DeRionne Pollard, *Montgomery College 2020-2025 Strategic Plan*

Montgomery College, 9221 Corporate Boulevard, Rockville, Maryland 20850



"Creating equitable and inclusive experiences starts with each of us. Advancing social justice, creating a sense of belonging, and addressing systemic inequities are bedrocks of Montgomery College's commitment to student success and institutional cultural competency." —Sharon Bland, CEIO, November 2017



EQUITY & INCLUSION CYCLE OF CHANGE AWARENESS TO ACTION TO CHANGE



AWARENESS

Acquire knowledge of a situation and facts, listen, recognize inequities, ask questions, participate in equity and inclusion programming and events

UNDERSTANDING

Perceive the meaning of equitable and inclusive actions, practice being mindful of them; dialogue with others; seek knowledge and training; do research

EMBRACING

Acknowledge inequities and social justice issues exist and decide to adopt and wholeheartedly accept that equity and inclusion work is paramount

COMMITMENT

Get involved; do the work necessary to eradicate inequities and create inclusive environments; be accountable; be dedicated

ACTION

Identify and execute plans to continually drive equity and inclusion inside and outside of the classroom and within communities

CHANGE

Review policies, practices, and action plans to continually contribute to being a more equitable and inclusive community; document, evaluate, and strengthen outcomes

OFFICE OF EQUITY AND INCLUSION

For more information, visit montgomerycollege.edu/about-mc/equity-and-inclusion, or call 240-567-3080
 Sharon Bland, Chief Equity and Inclusion Officer
 PACEI 2019

I. Montgomery College Mission, Vision, and Core Values

As stated on the Montgomery College homepage, MC has grown into an institution where radical inclusion—that is, deeply rooted values of welcoming all individuals who seek higher education or continuing education—is an essential element of our identity. By intentionally cultivating our campuses as places where equal education and employment opportunity flourish, we have advanced our own educational mission, contributed to the aspirations of Montgomery County, and added to the vision of our nation.

We are here to ensure that every student—regardless of ability, background, economic status, race, or age—has access to higher education. One of our main challenges is to focus on equity in successful outcomes. This means that we provide all students, including those from disadvantaged backgrounds who typically don't perform as well in college, with the assistance, opportunities, and tools not just to attend college but to effectively reach their goals. Our job is to ensure that everyone has the ability to achieve success by redesigning our institutions to achieve those outcomes.

Montgomery College faculty and staff have gone to great lengths to create robust learning environments in which all persons feel safe voicing their perspectives and where intellectual rigor is the basis for engaging across difference. The College will continue to affirm the rights of all persons to study and pursue opportunity through education free from fear and distraction. Our institution will continue to be a place where inclusion and diversity thrives, and where difference is celebrated.



OUR MISSION

We empower
our students to change their lives, and

We enrich
the life of our community.

We are accountable
for our results.

OUR VISION

With a sense of urgency for the future, Montgomery College will be a national model of educational excellence, opportunity, and student success. Our organization will be characterized by agility and relevance as it meets the dynamic challenges facing our students and community.

OUR VALUES

excellence | integrity | innovation
equity & inclusion | stewardship | sustainability

Adopted by the Montgomery College Board of Trustees, June 20, 2011

II. Introduction

Creating equitable and inclusive experiences starts with each of us. Advancing social justice, creating a sense of belonging, and addressing systemic inequities are bedrocks of Montgomery College's commitment to student success and institutional cultural competency. Institutional Cultural Competency is a best practice for valuing diversity, practicing inclusion, and creating equity. MC boasts 55,000 students from more than 160 countries. Our employees are also diverse. As such, we are committed to both cultural competency and racial equity for all. Cultural competency enables our organization to acquire the wisdom and develop capabilities for critically examining our institutional and social policies and how cultural worldviews influence perceptions of power, dominance, and inequality. Studies show that investing time and resources to organization-wide cultural competency efforts is positively related to greater innovation, performance, success, problem solving, talent acquisition, and market share.

The College defines cultural competency as the state of having and applying knowledge and skill in five areas: awareness of one's own cultural worldview; recognition of one's attitudes toward cultural differences; realization of different cultural practices and worldviews; reflective practices and improvement; and thoughtfulness in cross-cultural interaction.

Racial equity is defined as the condition that would be achieved if one's racial identity no longer predicted, in a statistical sense, how one fares. When we use the term, we are thinking about racial equity as one part of racial justice, and thus we also include work to address root causes of inequities not just their manifestation. This includes elimination of policies, practices, attitudes, and cultural messages that reinforce differential outcomes by race or fail to eliminate them.¹

The National Center for Cultural Competence and the seminal works of Terry Cross (*The Cross Model of Cultural Competence*, 1988) and others identify five essential elements contributing to an institution's ability to become more culturally competent:

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

This *Roadmap for Success* has been written to guide the College through its work in advancing and embedding equity and inclusion throughout teaching and learning and in each of our divisions, departments, and administrative units. The Office of Equity and Inclusion will be tracking its progress and providing annual updates to the College community. We invite each member of the College community to partner with us to insure implementation.

III. Office of Equity and Inclusion

We live in a world of complex tensions that can have significant impact on our communities. But when we come to work—the place where we spend the majority of our time—we often don't openly address these topics.

—Excerpt from CEO Action for Diversity and Inclusion,
ceoaction.com

In 2013, Dr. Michelle T. Scott, deputy chief of staff/chief strategy officer, created a report that described a "reimagined office of equity and diversity." While some of Dr. Scott's recommendations were implemented, others are being incorporated into this new model. In 2016, the Office of Equity and Inclusion (OEI) was approved by the Board of Trustees. In 2017, the inaugural chief equity and inclusion officer was hired to report directly to the president.

While steps to address inequity have been taken at the College, differences in opportunities and rights still exist. We seek pro-active approaches to uplifting Montgomery College's welcoming community, which is open to all students, faculty, and staff—regardless of race, gender, disability, religion, or sexual orientation. We each bring unique experiences and perspectives to the College that are valued; diminishing the rights of any group harms our community. Likewise, while exclusion persists, we strive to challenge its every occurrence.

The Office of Equity and Inclusion's many goals and strategies outlined in this document include educating and enhancing student, staff, and faculty awareness of personal bias through inclusion training, which has been added for all onboarding and training programs. In collaboration with offices throughout the College, we will continue to create forums that provide education, dialogue, community engagement, and celebration for all to enjoy through: 1) dialogue sessions, 2) an annual Equity Summit, 3) the annual Excellence in Equity awards, 4) "One MC" Book Club, 5) MCTV equity and inclusion programming, 6) student professional development panels, and 7) E&I Pop-ups, which are either virtual or campus-based events occurring in small groups and more.

We work to improve Montgomery College's culture of civility and collaboration and people stewardship by enriching human working relationships, peer coaching, and in-house consulting and facilitation services. Research shows that diversity increases creativity and innovation, promotes higher quality decisions, and enhances economic growth.

"You can't talk your way into equity, something actually has to be done... It takes action." —Dr. Eric Benjamin, collegewide dean of education and social sciences, July 9, 2019

¹ Center for Assessment and Policy Development. racialequitytools.org

IV. Equity and Inclusion Goals, Philosophy, and Purpose

GOALS	PHILOSOPHY AND PURPOSE
GOAL ONE Improve persistence, retention, and completion/graduation/transfer of all students, particularly African American male and Latinx students.	<p>Student success is at the heart of our mission. MC's data indicates that Black males graduate at the lowest rate: the 2014 and 2015 Integrated Post-Secondary Data System (IPEDS) student cohorts at Montgomery College reflected 8.1% and 8.4% graduation rates, respectively, and for Latinx students 16.4% and 17.4%, respectively, versus 23% and 22% graduation rates for the College overall. For the fall 2018 cohort, more than half (53.4%) of the 352 American-born Black males had a grade point average of less than 2.0; almost a quarter of the group had a grade point average of 0.0; for Latinx, it was 40.4% of the 1,189 students with a grade point average of less than 2.0; 16.4% of the group had a grade point average of 0.0. The IPEDS cohort is the number of first-time, full-time, degree-seeking students.</p> <p>According to the Student Success Score Card for fall 2014 by the Office of Institutional Research and Effectiveness, overall the Black student population, 490 students, graduated at 14.9%, and 513 Latinx students graduated at 18.1%. MC's goal is to achieve seamless access, completion, and transfer for all students by removing systemic barriers and integrating classroom experiences and holistic support systems that are key to student success.</p>
GOAL TWO Improve employee recruitment, hiring, on-boarding, development, and training procedures and practices to attract and retain a diverse workforce that includes leaders, managers, faculty, and staff reflective of the College's diverse student population.	Cultivating a culture of equity and inclusion, continuous learning, civility, and mutual respect is key to institutional success. MC's goal is to create opportunities for all employees to grow professionally and to retain the intellectual capital necessary to achieve our commitment to student success.
GOAL THREE Foster college culture of equity, inclusion, civility, accessibility, kindness, trust, and respect for human dignity through targeted programs, activities, and educational opportunities.	Building a positive, welcoming, and compassionate culture helps improve morale, increases productivity, creates a sense of belonging, and facilitates success for all. MC's goal is to create an environment free of bullying, retaliation, and negative biases that impede student success, overall morale, productivity, and community building.

GOALS

PHILOSOPHY AND PURPOSE

GOAL FOUR

Integrate relevant and equitable multicultural teaching practices that infuse international/multicultural awareness into the educational experience, classrooms, and curriculum.

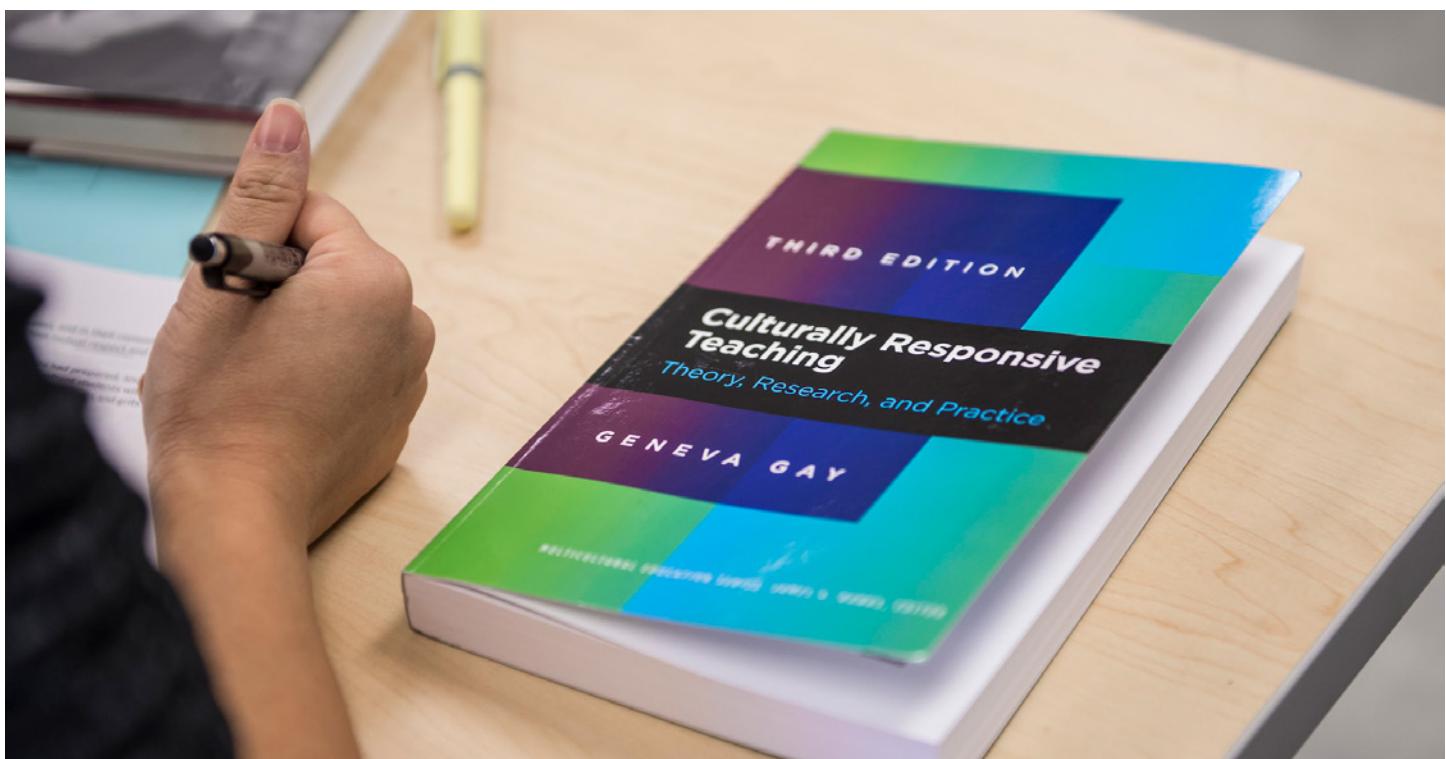
Faculty interactions with students are crucial to student success. MC's goal is to expand successful, culturally relevant teaching pedagogies to provide students with the strongest foundation of knowledge and global awareness. The purpose of this goal is to keep students engaged and prepare them for completion, transfer, and careers.

GOAL FIVE

Support diversity and inclusion in our staff, faculty, students, community, and business populations. Provide increased opportunities for the College's communities to foster equity and economic empowerment.

Education and market-relevant skills are key to individual and county economic success. MC's goal is to mobilize local and regional partnerships that effectively respond to labor market needs and to expand economic opportunity for our students and to all county residents.

Building and sustaining academic, industry, and broad-based community partnerships are key to advancing educational opportunities for chronically underserved and under-engaged populations. MC's goal is to deepen connections among College employees and students and the broader diverse communities we serve through organized, strategic, and culturally responsive efforts.



V. MC Equity and Inclusion Roadmap

Purpose and Institutional Framework

The College's philosophical and operational framework guiding the *Roadmap* is IDEEALS¹

Inclusion
Diversity
Equity for students and employees
Equity for business and community partners
Access and achievement
Leadership
Social justice

Inclusion: The active, intentional, and ongoing engagement with diversity—in people, in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase one’s awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within (and change) systems and institutions.

Diversity: Individual differences (e.g., personality, language, learning styles, and life experiences) and group-social differences (e.g., race, ethnicity, class, gender, gender identity, sexual orientation, sexual identity, disability, country of origin, and ability status as well as cultural, political, religious, or other affiliations) that can be engaged in the service of learning. Historically underserved or underrepresented populations include but are not limited to: first generation; low income; students of color; adult students; marginalized orientations; gender identities and intersex students; students with second-language backgrounds; undocumented students; veterans; students with disabilities; students with dependents; foster care youth; and formerly and currently incarcerated students.

Equity (student focus): The creation of opportunities and intentional design of the College experience for each student, particularly historically underserved populations to ensure, preserve participation in, and provide equal access to educational programs that are capable of closing the achievement gaps in student success and completion.

Equity (employee focus): The creation of opportunities for historically underserved populations of employees (faculty and staff) to have equal access to professional growth opportunities and resource networks that are capable of closing the demographic disparities in leadership roles in all spheres of institutional functioning.

Equity (business focus): The creation of opportunities for historically underserved and local businesses to have equal access to the College’s procurement and partner relationships.

Access: Convenience, affordable, proximity, provide equal opportunities for persons with disabilities to all aspects of campus life, non-selective, local postsecondary, multiple pathways to the College.

Leadership: Motivating a group of people to act toward achieving common goals and developing and implementing strategies to meet the College’s mission.

Social Justice: Social justice is a concept of fair and just relations between the individual and society, as measured by the distribution of wealth, opportunities for personal activity, and social privileges. The concept of social justice has often referred to the process of ensuring that individuals fulfill their societal roles and receive what was their due from society. In the current movements for social justice, the emphasis has been on the breaking of barriers for social mobility, the creation of safety nets, and economic justice. Social justice assigns rights and duties in the institutions of society, (i.e., education, in efforts for gender, ethnic, and social equality, for advocating justice for migrants, prisoners, the environment, and the physically and developmentally disabled, which enables people



¹ montgomerycollege.edu/about-mc/equity-and-inclusion/index.html



to receive the basic benefits and burdens of cooperation... to ensure fair distribution of wealth and equal opportunity.

We use this framework, rooted in cultural competency, to equip Montgomery College to successfully navigate the dynamics of difference, authentically partner with others, maximize creative potential, and align our intent with our outcomes.

IDEALS is the lens embedded throughout the goals, objectives, and recommendations within this *Roadmap*. The purpose of this *Roadmap* is to promote and foster an engaging, equitable, and inclusive collegewide community for teaching, learning, and working. We do this work in a collaborative, culturally relevant, shared governance manner that embraces civility and mutual respect. All of this work is undergirded by a speak-up culture in a supportive environment. We will continue to address and monitor the areas of improvement identified through our analysis, which followed a process of interviews with employees, administering two equity and inclusion climate surveys, a "Start, Stop, Sustain" review of existing work, and conducting town halls and focus groups to collect feedback and suggestions that determined priorities for the *Roadmap*.

As part of the Achieving the Dream network, we are implementing system-wide strategies focused on increasing graduation, transfer, and retention rates and closing achievement gaps among our diverse student populations, including students of color and low-income populations. Our work has focused on comprehensive advising, scheduling for student success, Start Smart, and Guided Pathways through an equity and inclusion lens.

Additionally, the College has ramped up our efforts in Achieving Collegiate Excellence and Success (ACES), building upon established partnerships with Montgomery County Public Schools and the Universities at Shady Grove, K–12 students generally, and community-based organizations aimed at getting students in the door early and increasing enrollment through programs such as Early College and Middle College. The College has also expanded the Achieving the Promise Academy (ATPA)

academic coaching program to facilitate student success; the program currently includes more than 5,500 students and 40 coaches in 193 embedded sections, and 825 students with one-on-one coaches.

Areas of improvement include: closing our achievement gap and incoming student graduation rates, as well as intentionally implementing programs that foster an awareness and appreciation for individuals from diverse backgrounds; recognizing the intersectionality of diversity; diversifying our workforce by hiring employees who reflect our student demographics; building highly functioning teams; embracing an ethical culture that observes, measures, and rewards successes and fosters trust in leadership and among colleagues; providing employees with opportunities to be heard in spaces that are safe for sharing; sustaining and ramping up initiatives that continue to establish an equitable environment; and better communicating our work and successes.

Montgomery College is moving along in our journey to achieve our desired equity and inclusion outcomes over the next six years. Our *Montgomery College 2020–2025 Strategic Plan* focuses on the following goals:

- I. Empower students to start smart and succeed.
- II. Enhance transformational teaching practices and learning environments.
- III. Fuel the economy and drive economic mobility.
- IV. Build, engage, strengthen, and tend to community partnerships.
- V. Invest in our employees.
- VI. Protect affordability.



As a College, our paramount focus on education requires us to constantly consider how to teach our students about the world and give them the tools to understand and navigate it—whether assessing complex principles of physics or the complicated history of race in our society.

VI. PACEI Overview

The President's Advisory Committee on Equity and Inclusion (PACEI) is a multicultural, multi-generational team of faculty, staff, and administrators whose membership represents all facets of the College. PACEI seeks input from various collegewide student organizations. PACEI is led by Sharon Bland, chief equity and inclusion officer, and Dr. Debra Bright, chair. It was created in November 2017 at the behest of Dr. Pollard, as a 50-person committee. PACEI's purpose is as an advisory group to the president and her Senior Administrative Leadership Team (SALT) in the areas of equity, inclusion, social justice, and diversity. PACEI serves to:

- Promote cross-cultural understanding, communication, and cultural competence among students and employees.
- Gather, analyze, and monitor relevant information and data concerning equity and inclusion and recommend specific actions and proposals for achieving and enhancing equity and inclusion.
- Recognize excellence in equity, inclusive excellence, and awareness and promotion of equitable and inclusive outcomes.
- Facilitate timely dialogue and communication about equity and inclusion issues affecting students, faculty, administrators, and staff.
- Advise the president on internal concerns that emerge at Montgomery College.

Each committee member was chosen by Dr. Pollard after an application process, which was motivated by previous criticism that the same people were chosen again and again to serve on collegewide committees. The committee divided into the following eight subcommittees to undertake its work:

- Student Experience and College Culture
- Business Practices and Procurement combined with Workforce Development and Community Engagement
- Disability Inclusion
- Faculty, Teaching, and Curriculum
- Human Resources/Recruiting, Hiring, Retention, Succession Planning
- Nationwide Peer Institution Best Practices/Assessment and Evaluation/Resources
- Reports and Communication
- Training, Dialogue, Events, and Celebrations

In 2019, Dr. Pollard appointed senior vice president (SVP) liaisons from each area overseen by a senior vice president. Their responsibility is to work directly with each division senior vice president on matters relating to equity and inclusion. SVP liaisons endeavor to ensure barriers to equal access are identified and addressed, and inclusiveness is represented in all aspects of life and study throughout Montgomery College, in every academic discipline, administrative unit, and community partnership.

The chairs/co-chairs of the subcommittees, as well as the liaisons to each senior vice president, constitute the PACEI Leadership Team. The chair of PACEI has ably guided the leadership team's and larger committee's work to help ensure our initiatives are moving forward.

Since its inception, PACEI has made many noteworthy accomplishments. Committee members have:

- Analyzed data from various collegewide surveys and student focus groups and used these data to develop a list of proposed activities the College should "Start, Stop, and Sustain."
- Participated in and/or facilitated a wide variety of diversity trainings on topics such as civility, unconscious bias, and microaggressions.
- Planned and executed the College's inaugural Equity Summit and Equity Dialogue events.
- Established and educated the college community on new MC Civility Norms.
- Initiated a #YouAreWelcomeHere campaign.
- Created a "Strength in Diversity" statement for inclusion on the collegewide syllabus template.
- Established an Excellence in Equity awards program to recognize faculty, staff, administrators, and students who have demonstrated exemplary accomplishments in advancing equity, inclusion, and diversity at Montgomery College.

Additionally, the committee submitted 82 recommendations to Dr. Pollard and SALT for implementation, and those recommendations have either been accomplished or are moving forward. (See Appendix A).

In the coming years, PACEI members will help shepherd the implementation of the goals and objectives outlined in this *Roadmap for Success*. The committee will also continue to serve as an ongoing advisory body to the president on critical E&I issues.

VII. Institutional Assessment and Surveys, PACEI Subcommittees' Research and Data

Since PACEI's first meeting in November 2017, members have participated in a variety of trainings on topics such as: courageous conversations, unconscious bias, mastering civility, and interrupting microaggressions. Additionally, we have been working diligently to review existing data and to determine ways in which we can make our community more equitable and inclusive. Over the past two years, PACEI analyzed the results of various surveys, including both the 2017 and 2018 *Equity and Inclusion Survey* and results of the 2017 and 2019 Pizza for Your Thoughts student focus groups.

In both surveys, we learned that MC has clear strengths that benefit our students and our workplace. This is a testament to the spirit and energy our employees bring to work each day. We also learned that we face challenges that we need to overcome and we must work together to do so. Pizza for Your Thoughts showed us that students juggle various responsibilities that require time management, prioritizing, and support. Students thought MC was diverse and understanding but also thought that there could be more opportunities for non-traditional students, such as seminars on how to balance work and school.

We have learned that we need to strengthen parts of our culture, processes, policies, and leadership effectiveness at all levels of our organization. Some employees told us they are working at an outstanding college and that they love their jobs and work environment. Others described various barriers that frustrate them and their efforts to perform their jobs effectively. For some employees, it depends on to whom they report. We have several top-notch managers and others who can become more effective as managers and even leaders. For many employees, cumbersome and ineffective processes and practices or technology get in the way. Unfortunately, other employees said they fear possible retribution from their managers for speaking out and recommending improvements. Such behavior is never acceptable at MC.

The transformation will require many changes, hard work, and the hands-on involvement of everyone at MC. Working together, we can and will enhance equity and inclusion for all employees and students.

Based on a review of the College's previous *Diversity Plan 2013–2020*, we successfully completed over 80% of the action items identified. Moreover, we have been deliberate about becoming laser focused on equitable student outcomes and

have implemented policies and practices to not only remove barriers to success but to strengthen and amplify solutions we know are working. Since that diversity plan was written, we have become a part of the Achieving the Dream (ATD) network. ATD is a national reform network that serves as a catalyst for improvement by helping colleges to build their capacity to close achievement gaps and ensure that more students complete college and have more opportunity for economic success (www.achievingthedream.org). It is important that we communicate to the college community how each employee can affect the success of our students.

To date, one of our most significant accomplishments has been the Achieving Collegiate Excellence and Success (ACES) collaboration with Montgomery County Public Schools and the Universities at Shady Grove. Now serving more than 2,300 students, ACES provides a pathway to college completion for local students from minority, low-income, and first-generation-to-college segments, resulting in improved high school and college graduation rates, higher retention in college, and better grade point averages, compared to their peers.

Despite the College's work to create an environment of racial inclusion, equity, and access, we have encountered obstacles that have slowed our progress in improving the outcomes of our Black, Latinx, and other students of color. PACEI reviewed several data management tools, including Office of Institutional Research and Performance Accountability Report (PAR) data, as well as IPEDS data. For example, many of these students have needed to take developmental courses in English and mathematics before they can earn college credits, thus increasing their costs and lengthening their time to degree completion. English and math faculty worked diligently to redesign the developmental course sequence to not just improve student completion but to help close any gaps that existed between some historically underserved populations. Over the past three years we have seen substantial improvement in the gateway math and English courses. Using IPEDS race/ethnicity definitions, early indications show that we will have more students completing gateway courses in general. In the first semester of the academic year 2019–2020, 15% of the first-time ever in college (FTEIC) Black/African American students completed gateway math, whereas in the entire academic year 2016–2017 only 15% Black/African



American students completed gateway math. There are similar positive results for Hispanic students, in that 19% of the first-time ever in college (FTEIC) Hispanic students completed gateway math in the first semester, whereas in the entire academic year 2016–2017 only 19% of Hispanic students completed gateway math. Additionally, by focusing on PAR cohort data for the same years, we expect to see similar increases in students' performance using both the tools we have implemented, outlined in Academic Affairs and Student Affairs, coupled with recommendations listed in this Roadmap.

In addition, we have learned that students still face obstacles related to basic needs, such as food and housing security, and other needs such as childcare and transportation. To foster success by supporting students' mental and physical health wellness that can impact students' academic success, the Student Health and Wellness Center for Success, established in 2017 (SHaW), identifies, provides, and connects students to resources that support student success.

Furthermore, over the last few years, the College's investment in Early College, Middle College, and Dual Enrollment has provided more opportunities for Montgomery County Public School students to obtain college credit while in high school and even simultaneously complete an associate's degree and earn a high school diploma. Additionally, we have learned the importance of collaborating with our county public school district on targeted college-readiness activities designed to engage students and families as early as high school (For more

information: <https://montgomerycollege.edu/documents/offices/student-affairs/student-affairs-master-plan.pdf>). As a result, MC's college success programs offer tutoring, college visits, and assistance with navigating college admission and financial aid applications.

We know we have room to improve. Based on a series of SWOT (strengths-weaknesses-opportunity-threats) analyses of Montgomery College's equity and inclusion efforts collected in 2017–2019 through the College's data sources using surveys and focus groups with various College constituencies, PACEI and the Office of Equity and Inclusion (OEI) was provided an opportunity to identify gaps and appropriate action items which have been included in this *2020–2025 Equity and Inclusion Roadmap for Success*.

According to the SWOT analyses, MC's strengths included: strong leadership; employees who are genuinely dedicated to the College's mission; a diverse student body; the creation of PACEI to champion diversity, equity, and inclusion efforts; multicultural programming, events, and presentations; film series, etc., geared towards students, employees, and the surrounding communities; and well-established partnerships with MCPS and other nonprofits and local businesses. After reviewing the data, each subcommittee also developed a list of proposed activities that the College should "Start, Stop, and Sustain."

The next section provides an overview of each PACEI subcommittee's mission, vision, objectives, outcomes, and indicators followed by PACEI general recommendations.





As an educational institution, we play an important role in helping our community understand how to build bridges at challenging moments, broaden perspectives through interaction, and uphold a fundamental optimism in individuals' capacity to grow.

VIII. PACEI SUBCOMMITTEE OBJECTIVES, OUTCOMES, AND INDICATORS

Student Experience and College Culture

Disability Inclusion

Faculty, Teaching, and Curriculum

Human Resources/Recruiting, Hiring, Retention, Succession Planning

Nationwide Peer Institution Best Practices/Assessment and Evaluation/ Resources

Reports and Communications

Training, Dialogue, Events, and Celebrations

Workforce Development and Community Engagement/Business Practices and Procurement

SUBCOMMITTEE REVIEW – MEMBERS, MISSION, VISION, OBJECTIVES

Subcommittee: Student Experience and College Culture

Co-chairs: Denise Simmons Graves, Stacey Gustavson

Resource Person: Marjorie Davis

Committee Members: Rachel Bonaparte, Katie Mount, Nancy Newton, Amy Tutt

Mission: The overarching mission of the student-centered Student Experience and College Culture subcommittee is to be agile as well as to remove barriers, seen and unseen, from the path of all students and employees affected by the culture, climate, and expectations at Montgomery College. This mission coincides with the Seven Truths and is supported in the Student Affairs Master Plan (StAMP) and the Academic Master Plan (AMP).

Vision: Our vision for an equity-minded college culture is rooted in the College's philosophical and operational frameworks for cultural competency, which is inclusion, diversity, and equity for all students; equity for all employees; access; leadership; and social justice. This framework equips the College to successfully navigate the dynamics of difference, authentically partner with others, maximize creative potential, and align our intent with our outcomes.

The work of the Student Experience and College Culture subcommittee is undergirded by the Seven Truths for a Common Student Experience, outlined in the *Student Affairs Master Plan (StAMP)*, as well as the operational definitions of equity and inclusion. The seven truths are: 1) Start Smart; 2) Maintain a Foundation of Support Opportunities; 3) Get Connected; 4) Build Community; 5) Enhance the Classroom Experience; 6) Encourage Student Success Every Step of the Way; and 7) Plan to Cross the Finish Line. The student focus of equity centers on the creation of opportunities for historically underserved populations to have equal access to and participation in educational programs that are capable of closing the achievement gaps in student success and improving retention and completion. Inclusion incorporates the active, intentional, and ongoing engagement with diversity—in people, in the curriculum, in the co-curriculum, and in the communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase one's awareness, content knowledge, cognitive sophistication, and empathetic understanding of complex ways that individuals interact within (and change) systems and institutions. It is important to note that although students are at the heart of our efforts at Montgomery College, the role of the President's Advisory Committee on Equity and Inclusion is structured to focus on the broader Montgomery College community to include employees and our business partners.

The overarching goal is to remove barriers, seen and unseen, from the path of students new to the culture, climate, and expectations at Montgomery College.

We recognize and appreciate the direct connection between our students and our employees' experiences and that MC's college culture overall directly impacts the quality of those experiences.

Additionally, we must continue to spotlight the mental health needs of our students and employees. Learning can be compromised without this awareness. Suicide is the 2nd leading cause of death amongst young adults between 15-24 (Suicide Statistics and Facts. Suicide Awareness Voices of Education (SAVE) website. Published 2019). Inequities that are being experienced throughout the COVID 19 pandemic, increased violence towards people of color, and increased unemployment for millions of Americans have helped to create multiple barriers for students to receive assistance for anxiety and depression, the two leading mental health illnesses in the United States.

OBJECTIVE 1

Increase the number of African American male and Latinx students who graduate, transfer, and/or complete year over year.

Hiring, retention, and promotion of African American male and Latinx full- and part-time faculty.

Outcome: Supported the development of significant new programs targeting the success of African American men and Latinx students at Montgomery College.

Indicator: African American male and Latinx students will increase persistence and/or associate degree completion rates annually through 2025.

OBJECTIVE 2

Increase access to technology and the technology supports to work remotely.

Outcomes:

- Created strategy to increase access of laptops to students.
- Developed feasibility study to expand College's Wi-Fi capacity to a "Wi-Fi everywhere on campus" capacity.
- Increased number of laptops provided to first-year students.
- Increased College services to be delivered seamlessly between in-person setting and a remote setting for employees.

Indicators:

- Developed technology plan to eliminate barriers stemming from lack of technology including a plan to provide laptops to students and employees and, if needed, Wi-Fi access to use anytime anywhere at the College.
- Decreased technology barriers to student success.

OBJECTIVE 3

Ensure effective use of academic credit in support of graduation, completion, and transfer.

Outcome: Increased the number of graduates per term (fall to fall, spring to spring).

Indicator: Redesigned graduation clearance process (by the Graduation Review committee).

OBJECTIVE 4

Make MC more welcoming, hospitable, receptive, and responsive to all students, colleagues, faculty, staff, and community members and to acknowledge and support all members of our community including evening and night shift employees as well as evening, online students, and those students and employees working remotely.

Outcomes:

- Increase in engagement as measured by the SENSE and comprehensive Equity/inclusion/Ethics/ Employee Engagement survey.
- Demonstrated annual increase in number of attendees at evening events.

Indicators:

- Created baseline data documenting the number and types of scheduled evening events, meetings, activities and experiences, beyond courses that are currently available.
- Established dynamic engagement mechanisms outside of the classroom building upon established dialogue sessions, forums, town halls, Popcorn with Pollard, Pizza For Your Thoughts and other such events.

OBJECTIVE 5

Enhance collaborative efforts between credit and non-credit in and amongst academic and student affairs.

Outcome: Create and ease educational pathways for WDCE learners.

Indicator: Collected data demonstrating number and types of collaboration between Workforce Development and Continuing Education, credit programs, and student affairs.

Subcommittee: Disability Inclusion

Co-chairs: Sue Haddad, Christopher Moy

Resource Person: Rowena D'Souza

Committee Members: Teri Hurst, Stacy Keller, Eric Koh, Karla Nabors, Ben Nicholson, Jillian Pfau

Mission: In acknowledgement of the opportunities identified in the *2018 Montgomery College Middle States Self-Study Report* and Montgomery College's commitment to the full implementation of the Americans with Disabilities Act, the Disability Inclusion subcommittee will work toward the full inclusion of people with disabilities, creating a pathway toward inclusion and equity from a social justice perspective for persons with disabilities at Montgomery College. The recommended prioritized goals and strategies target five areas: Academic Access (A), Program and Electronic Information Technology Access (P), Architectural Access (R), Employment Access (E), and Campus Climate for Persons with Disabilities (C).

Vision: Lead in creating a welcoming, barrier free, inclusive learning and working environment for all members of MC, and one in which disability is recognized and valued as a distinct aspect of our diverse culture.

In 2019, PACEI recommended the creation of the Disability Inclusion subcommittee to address specific suggestions made in the *2018 Montgomery College Middle States Self-Study Report*. The report recognized and identified opportunities to model national best practices by the Association on Higher Education and Disability¹ (AHEAD) in reframing disability from a medical model to a social justice model. "This can be accomplished by expanding discussions of disability as a distinct aspect of diversity at the College and providing increased educational programming on disability history and culture. There are opportunities to include disability in training related to culture and identity, education on bias and microaggressions, and focused programming during Disability Awareness Month."² The fundamental vision is to create a culture that inspires inclusion and considers access for persons living with disabilities in all decision-making throughout the College. Therefore, it is critical to integrate the social model of disability into the operating plan for the Office of Equity and Inclusion.



1 <https://www.ahead.org/home>

2 2018 Montgomery College Middle States Self-Study Report

OBJECTIVE 1

Create a culture that engages all administrators, faculty, staff, and students as leaders in the work of disability inclusion and accessibility.

Outcome: Individuals in decision-making positions will actively incorporate the voices and experiences of persons with disabilities to promote a welcoming and inclusive College community. (A, P, R, E, C)

Indicators:

- Proactively seek and obtain input from people with disabilities, ADA/504 Compliance, Student Disability Support Services (DSS), employee accommodations coordinator, and accessible technology coordinator in assessing, influencing, and affecting policies, practices, and planning throughout the College.
- Integrate disability and inclusion into all of the decision-making and College's master planning process.

OBJECTIVE 2

Identify and incorporate collegewide assessment tools that will measure progress toward the full inclusion of persons with disabilities and accessibility of Montgomery College.

Outcome: Conducted a collegewide ADA/504 self-evaluation of programs, services, activities, and facilities. (A, P, R, E, C)

Indicators:

- Establish baseline data regarding physical environments, services, and policies and procedures throughout the College, as defined by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act.
- Prioritize and develop a transition plan to correct and remove barriers.
- Establish a process for ongoing evaluation and document progress.
- Develop specific disability inclusion and accessibility questions for employee and student surveys. The feedback will be a prime measure for assessing the College's work of inclusion and accessibility.
- Develop and use a disability, accessibility, and inclusion benchmarking tool to assess strengths and needs.

OBJECTIVE 3

Create a culture where disability is recognized and celebrated as a part of MC's diversity. Disability will be seen and communicated as part of the commitment to radical inclusion.

Outcome: Diversified the MC workforce to be reflective of people with all abilities who desire to be employees of MC. (E, C)

Indicator: Implement a recruitment and incentive program focused on the hiring, promotion, and retaining people with disabilities.

Outcome: Developed an intentional awareness plan to educate and promote the work of disability inclusion and accessibility in the College's outreach, marketing, and promotional material. (C)

Indicators:

- Intentionally highlight disability issues in dialogues and trainings, in which radical inclusion is celebrated.
- Ensure clear procedures and increase awareness and communication for students, faculty, staff, and community members to request and access accommodations.
- Deliver ongoing training and programs to the College related to disability, inclusion, and accessibility.

Outcomes: Encouraged, engaged, educated, and empowered all College community members to embrace the emerging social justice paradigm for the work of disability inclusion and accessibility. (A, P, E, C)

Indicators:

- Collaborate with ELITE to integrate disability inclusion within a social justice learning pathway.
- Recognize the intersectionality of disability oppression and incorporate into social justice and racial inequities dialogues.

Outcome: Expanded retention practices to support the academic and personal success of students with disabilities. (A, P, C)

Indicators:

- Establish baseline data on current retention and persistence of students with disabilities.
- Continue collaboration among College support services for students with disabilities.

OBJECTIVE 4

Integrate Universal Design* principles and accessible information technology as fundamental components of all planning and delivery aspects associated with College operations so that the College experience is equitable for persons of all abilities.

Outcome: Infused Universal Design principles into all program planning, physical planning, design, and service delivery. (A, P, R, E, C)

Indicators:

- Incorporate Universal Design principles into new construction and renovation of existing facilities.
- Employ Universal Design concepts to provide a seamless experience for persons of all abilities to travel to and around all campuses.
- Design the interior spaces within buildings to fully support the access and inclusion of people with disabilities in academic and non-academic settings.
- Empower employees to incorporate concepts of Universal Design and inclusion within their scope of work by encouraging flexible and innovative alternatives which remove barriers to access.
- Standardize assistive technology applications for students across the College.

Outcome: Ensured accessibility requirements are met in market research and the evaluation process in acquiring, procuring, and using information communication technology (ICT). (P, C)

Indicators:

- Review, evaluate, and test information communication technology for accessibility prior to procurement and/or acquisition.
- Acquire ICT that meets accessibility standards.

Outcome: Applied Universal Design for Learning (UDL) principles to curriculum design, instruction, and co-curricular activities. (A, C)

Indicators:

- Provide awareness and training around UDL for curriculum and instruction.
- Incentivize integration of UDL into academic and applicable co-curricular activities.
- Promote and support faculty in innovative and accessible instructional design through consultation, tools, and resources.

**Universal Design* – The design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design. Copyright © 1997 NC State University, The Center for Universal Design. https://projects.ncsu.edu/ncsu/design/cud/about_ud/about_ud.htm

Universal Design Principles – The seven principles of Universal Design were developed in 1997 by a working group of architects, product designers, engineers, and environmental design researchers, led by the late Ronald Mace at the North Carolina State University. The purpose of the principles is to guide the design of environments, products, and communications. According to the Center for Universal Design at NCSU, the principles “may be applied to evaluate existing designs, guide the design process and educate both designers and consumers about the characteristics of more usable products and environments.” The seven principles are: 1) equitable use, 2) flexible in use, 3) simple and intuitive use, 4) perceptible information, 5) tolerance for error, 6) low physical effort, and 7) size and space for approach and use. North Carolina State University, The Center for Universal Design, https://projects.ncsu.edu/ncsu/design/cud/about_ud/udprinciplestext.htm

Universal Design for Learning – Universal design for learning (UDL) is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. The UDL framework is grounded in three principles: 1) multiple means of representation, 2) multiple means of engagement, and 3) multiple means of demonstration. (Developed by Anne Meyer and David Rose, who first laid out the principles of UDL in the 1990's. www.cast.org)

Subcommittee: Faculty, Teaching, and Curriculum

Co-chairs: Linwood Ferguson, Mary Robinson, Emily Rosado (former chair)

Resource Person: Andrea Foster

Committee Members: Eric Benjamin, Akhtar Chowdhury, Angela Nissing

Mission: The Faculty, Teaching, and Curriculum subcommittee strives to improve pedagogical and related practices carried out by faculty. It delivers instructional training advice, focused on meeting the learning needs of the College's diverse students. The subcommittee guides curricula enhancement to ensure that culture and thought differences are addressed.

Vision: Recognize and grow the exemplary relationships between students and faculty established from their commitment to learning and teaching grounded in respecting/embracing differences in each other.

The Faculty, Teaching, and Curriculum subcommittee endeavors to advance integrity within the student learning experience. The subcommittee is charged with developing proposals to improve instructional practices that enhance student equity in the classroom, along with academic and student support centers. Accordingly, the subcommittee pursues initiatives to augment the effectiveness of faculty and their contributions in achieving these principles.

Informed by the recent Middle States accreditation process, PACEI infused its goals around the mission established at Montgomery College. The College's mission and the goals supporting it are driven by a commitment to social justice. According to Montgomery College President Dr. DeRionne Pollard:

"Most definitions of social justice relate to fairness. At MC, we are committed to creating strategies that minimize the impact of continuing structural inequities on students' ability to afford college, their preparation for academics, and their success at proceeding to graduation or transfer."

There are multiple factors affecting the performance of Black male and Latinx students, as well as that of students with disabilities. Focusing on the element of fairness, some of the factors that have influenced grading relate to race, disability, and gender. (Malouf and Thorsteinsson). It has been shown that the use of rubrics has reduced this bias (Gerritson). As an integral part of PACEI, the subcommittee endeavors to improve best practices carried out by faculty who meet students where they are. One such best practice relates to the development of rubrics that conform to discipline standards and standards to reduce instructor bias toward students. These standards would use qualitative or quantitative language appropriate to the discipline that is clear, not vague or open ended.

The creation of a system that reduces this bias so that students are being graded on the content of their work rather than by some other factor is paramount. A more specific and clear (rather than open-ended) rubric is a highly effective method used to ensure more consistency in grading. More consistency in grading means less room for bias because the standards will be less open to interpretation (Colburn, et. al). Conversely, less consistency in grading can mean more room for bias because the same instructor may interpret the same rubric differently depending on the student they are grading.

Another important part of improving best practices is to insure rubrics exclude terminology based in a deficit model. A deficit model is one whose language or structure implies that the student will not improve. One possible route is that point categories may be named according to scores ("three points," "two points," "one point") rather than achievement labels ("excellent," "mediocre," "novice"). The next section highlights objectives for important pedagogical and administrative activities within MC's methodology for educating students.

OBJECTIVE 1

Add a question to student course evaluations to reflect faculty's attention to diversity. The recommended new question is: "Instructor acknowledges and respects student diversity."

Outcome: Enhanced course evaluations such that students' assessments regarding faculty's attention to diversity are expressed.

Indicators:

- The added question on the course evaluation results in 80% agree or strongly agree response rate from students.
- Students' course evaluations consistently include comments on instructors' inclusive teaching practices.

OBJECTIVE 2

Include a bullet point on faculty evaluation Form A for full-time faculty to reflect on their inclusive and equitable teaching practices.

Outcome: Improved faculty self-evaluation procedure, which communicates information on equitable and inclusive teaching practices.

Indicators:

- Language concerning teaching performance garners a positive response rate from faculty.
- Faculty's self-evaluation descriptions consistently address their instruction practices, which cover equitable and inclusive methods to impart student learning.

OBJECTIVE 3

Include a line on the part-time faculty Classroom Observation Form: "The instructor acknowledges and respects diversity."

Outcome: Advanced classroom observation reviews that consider the instructor's acknowledgement and respect for diversity.

Indicators:

- Description of actions to be observed support the assessment of part-time faculty's incorporation of diversity in their instruction.
- The addition of diversity considerations into the classroom observation process influences improvement in part-time instructors' practices concerning student differences.

OBJECTIVE 4

Include a "Strength in Diversity" statement on the collegewide syllabus template. It would read as follows:

"Respect for Diversity: It is our intent that students from all diverse backgrounds and perspectives be well served by this course; that students' learning needs be addressed; and that sexuality, disability, age, socio-economic status, ethnicity, race, and culture are respected. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements" (adapted from the University of Iowa School of Education).

Outcome: Redesigned syllabus template, which conveys respect for differences (e.g., race, gender, religion, etc.) as a teaching philosophy.

Indicators:

- The addition of diversity considerations visible on the course syllabus will increase awareness about diversity for students.
- The addition of diversity considerations visible on the course syllabus will demonstrate faculty's commitment to design lessons that convey respect for differences (e.g., race, gender, religion, etc.) as a teaching philosophy.



Ensure that rubrics conform to discipline standards and standards to reduce bias. These standards would include excluding terminology based in a deficit model and using qualitative or quantitative language appropriate to the discipline that is clear and specific, not vague or open ended.

Outcomes:

- Formed an inter-disciplinary college wide discipline-wide committee on rubrics and implicit bias to create model rubrics with annotations.
- Each academic year, offer a three-part professional development workshops on reducing implicit bias through the use of rubrics, to be offered each academic year. These workshops can be divided into multiple sections for example Part I: Implicit Bias; Part II: Examples of Rubrics with Annotations; Part III: Effectively Using or Implementing Rubrics.
- Modeled rubrics with annotations available to faculty.
- Created and administered a student survey assessing fairness and clarity of rubrics.

Indicators:

- By 2021, a collegewide committee on rubrics and implicit bias is formed.
- By 2022, administer a survey regarding whether MC students find rubrics effective in reducing bias.
- By 2022, model rubrics with annotations created by the above committee are provided on the E-LITE hub or on Blackboard course hubs.
- By 2023, the College begins offering an annual professional development workshop on using rubrics to mitigate implicit bias.
- By 2025, the professional development workshop is incorporated into required training for new full-time faculty.
- By 2026, readminister survey regarding whether MC students find rubrics effective in reducing bias and assess results.

Subcommittee: Human Resources/Recruiting, Hiring, Retention, Succession Planning

Chair: Karen Penn de Martinez

Resource People: Elaine Doong, Lauren Landau, Krista Walker

Committee Members: Nicolle Brazil, Tiffany Copeland, John Day, Sherry Randolph, Karla Silvestre

Mission: The Human Resources/Recruiting, Hiring, Retention and Succession Planning subcommittee (HR) affirms that the ability to welcome, teach, and serve our diverse students must be a fundamental requirement for hiring and promotion at Montgomery College and a crucial qualification for all personnel.

With a diverse student body, Montgomery College requires a diverse and culturally sensitive faculty and staff. Diversification of the MC workforce presents numerous opportunities for faculty, staff, and administrators to serve as role models, mentors, and advocates for equity and inclusion.

Vision: To recruit, develop, and retain highly qualified faculty and staff who embrace MC's vision of multiculturalism, radical inclusion, and racial equity, and who reflect the diversity of the student body and the Montgomery County population.

The HR subcommittee affirms that diversity, equity, and inclusion in Montgomery College's workforce is more than a goal or aspiration: it is an essential component of academic and career success for the student body at the most diverse community college in the continental United States (*Chronicle of Higher Education*). MC workforce diversity is also a key element of partnership, community engagement, and economic development for a Montgomery County population that is 56.7% non-white, 32% foreign-born, and 40.6% speakers of languages other than English (*Data USA*). We value the skills, knowledge, and cultural competency that diverse employees bring to our educational environment.

Montgomery College has a student body that is approximately one-quarter each Black, Latinx, and White, and with substantial numbers of Asian, multi-racial, and international students. Employee groups that would benefit from greater representation, such as Hispanics/Latinx, should more closely reflect the diversity of our students. The Fall 2019 Enrollment Summary indicates that Latinx individuals are 25.2% of students (Montgomery College OIRE, 2019) but only 6.5% of faculty and 3.9% of administrators (Montgomery College Office of Human Resources and Strategic Talent Management, 2020). Additionally, with 5.1% of MC students using Disability Support Services accommodations in 2018 (Haddad, 2019), increased inclusion and visibility of employees with disabilities would be of value.

Recruiting efforts, professional development, and career advancement paths should position Montgomery College as a destination employer for diverse county residents, current MC students and alumni, traditionally underrepresented graduate interns, and equity-focused professionals. Thus, the College's Human Resources and Strategic Talent Management department should expand outreach activities and should incorporate guidance and assistance from current employees serving as "diversity ambassadors" to their own communities, external organizations, events, conferences, and local graduate programs.

Training on the value of diverse workforces and on avoiding unconscious bias should be developed and provided to all search committees and all hiring interviews should incorporate questions regarding the applicants' abilities to successfully work with and serve our diverse community.

While Montgomery College has made noteworthy progress towards workforce diversity, equity, and inclusion over the past five years, the recommendations of the subcommittee address some of the remaining work that is critically important for the next few years.



OBJECTIVE 1

Train administrators, hiring managers, and search committee chairs on the importance and benefits of diversity, equity, and inclusion in all phases of the hiring and promotion processes. Hold ourselves accountable for ensuring diverse pools of applicants, interviewees, and recommended candidates and be willing to reopen searches that fail to attract adequately diverse pools of candidates.

Outcomes:

- By January 2021, the College will have implemented Search Advocate training and appoint a coordinator of the Search Advocate training and administration process.
- Applicant and interview pools and hires will have reflected the diversity of the county population (the 2018 county population estimates are 19.9% Hispanic/Latino, 19.9% Black/African-American, 15.6% Asian, and 3.4% two or more races, according to www.census.gov/quickfacts/montgomerycountymaryland).
- Created a chart that describes reasons for failed searches.

Indicators:

- Enhanced annual Personnel Profile showing demographic percentages of applicants, interviewees, and hires.
- Number of searches reopened or cancelled due to objective not being met.

OBJECTIVE 2

Train and appoint equity-focused Search Advocates who will serve on search committees to help write inclusive position descriptions, job qualifications, and interview questions; raise awareness of unconscious bias; and promote the hiring of culturally competent employees.

Outcome:

- Applicant and interview pools and hires will better reflect the diversity of the county population.

Indicators:

- By July 2022, 50% of search committees will include a trained/certified search advocate who will work on the process from creating the position description through the hiring/onboarding phase.
- By July 2025, 75% of searches will include a trained/certified search advocate.

OBJECTIVE 3

Train, fund, and appoint current employees to serve as Diversity Recruitment Ambassadors to conduct outreach support and promote MC as a destination employer to underrepresented groups in the community, graduate schools, minority professional associations, and conferences. At the end of the pilot period, the CEIO and HRSTM, will evaluate the impact of the diversity recruitment ambassadors on MC's visibility in the community, applicant pools, and hiring. The CEIO in collaboration with HRSTM will issue a written report to SALT including the findings and recommendations to continue, modify, or discontinue the Diversity Recruitment Ambassador program.

Outcome:

- Two diversity recruitment ambassadors will be funded for a one-year pilot program in AY 21/22 and will conduct outreach, dedicating 100–120 hours per semester each. This should include 5–8 events or outreach activities, as well as the necessary preparation and communication time.

Indicators:

- Number of Diversity Recruitment Ambassadors funded and appointed.
- Enhanced annual Personnel Profile showing demographic percentages of applicants, interviewees, and hires.

OBJECTIVE 4

Updated and utilized the Minority Faculty Internship policy (P&P #32201) to allow departments to provide temporary teaching positions to less experienced prospects or current graduate students from traditionally underrepresented minority groups or those with disabilities.

Outcome:

- Multiple departments will have created temporary positions for minority faculty interns, allowing these individuals to become familiar with College practices and to become more competitive candidates for permanent positions, while exposing MC students to instructors and mentors of color or with disabilities..

Indicators:

- Increased number of minority faculty intern positions created and filled.
- Number of minority faculty interns who were converted to MC employees.

Subcommittee: Nationwide Peer Institution Best Practices/Assessment and Evaluation/Resources

Chair: Maria Davidson, Brad Pabian (former chair)

Resource Person: Bo Chan

Committee Members: Diana Benson, Frances Nolen, Julie Weber, Laura White

Mission: Montgomery College is strong in its commitment to equity and inclusion best practices, which inform us to create a common framework for our service that is innovative, data-driven, replicable, and impactful.

Vision: Committed to using data to support equity and growth for both the student and employee experience.

The Nationwide Peer Institution Best Practices/Assessment and Evaluation/Resources subcommittee has engaged in analyzing and assessing Montgomery College's employee Equity and Inclusion (E&I) Survey results, and then conducting research on E&I best practices at community college peer institutions. We identified and reviewed more than 50 institutions' approaches to E&I services and practices, including site visits and virtual visits to Frederick Community College, Pierce Community College, Portland Community College, Oregon State University, Northern Virginia Community College, Howard Community College, the University of Maryland at College Park, the Community College of Baltimore County, and the University of Southern California's Race & Equity Center. We created a common framework for our research that qualified as an "E&I best practice," any IDEEALS service or practice that is innovative, data-driven, replicable, and impactful.

While MC is strong in its commitment to E&I practices, as cited in the College's values statement, this subcommittee also noted specific areas for growth for both students and employees. Employee survey results showed discrepancies in what the College's E&I culture is and what it should be. These findings influenced not only our subcommittee's recommendations, but also the *Roadmap for Success* as a whole. Common employee-related themes included: enhance the MC culture, climate, and community; diversity programming and policies; recruitment and hiring practices; and promote and retain diverse employee groups. In addition, while MC is strong in its commitment to student success, we also found gaps in explicitly stating E&I practices. Although the "Equity" functional area scoring in the Institutional Capacity Assessment Tool (ICAT) would lead us to believe the College is at a strong level of capacity with regard to equity practices, our research and E&I survey results show we still have strides to make.



OBJECTIVE 1	<p>Assess and measure student experience and sense of belonging at the College.</p> <p>Outcome: Selection of a tool, determine sample population, and achieve 40% response rate.</p> <p>Indicator: Administered a Student Climate and Culture Survey to establish baseline data and schedule ongoing assessment to share with College stakeholders. (www.montgomerycollege.edu/about-mc/equity-and-inclusion/index.html).</p>
OBJECTIVE 2	<p>Foster empowerment and a sense of belonging among specific diverse populations at the College.</p> <p>Outcome: Developed an employee resource framework to establish affinity groups and determine each affinity group's purpose, goals, and objectives.</p> <p>Indicators:</p> <ul style="list-style-type: none"> • Ten-percent improved employee engagement survey responses biannually. • Number of affinity groups established.
OBJECTIVE 3	<p>Ensure a data-driven accountability measurement system of all E&I goals and objectives.</p> <p>Outcome: Designated OIRE staff for E&I needs to create dimension-mapping analytic tool to track PACEI recommendations and monitor progress on recommendations.</p> <p>Indicator: Subcommittees finalize the measurements for each goal and objective, identify the communication tool, and develop the schedule of reporting.</p>
OBJECTIVE 4	<p>Finalize and roll out a one pager on the student complaint process to enhance student awareness of the complaint process.</p> <p>Outcome: Created a communication strategy for student roadmap for resolving complaints, and develop an assessment questionnaire.</p> <p>Indicator: Increased student usage of appropriate process as evidenced by questionnaire.</p>
OBJECTIVE 5	<p>Improve Montgomery College leadership's knowledge, skills, and awareness of racial and cultural issues.</p> <p>Outcome: MC leadership, including SALT, PEC members, and other managers will continue and complete comprehensive training in race equity, courageous conversations, and white fragility, etc. taught by nationally recognized facilitators/speakers.</p> <p>Indicators:</p> <ul style="list-style-type: none"> • Each leadership member shall complete a minimum of one relevant workshop/activity listed and facilitate discussions with their teams. • Improved ratings on identified questions on employee E&I survey.

Subcommittee: Reports and Communications

Co-chairs: Mohibullah Durrani, James Sniezek

Resource Person: Michelle Scott

Committee Members: Erica Bailey, Christine Tracey, Farah Vivas

Mission: Montgomery College is committed to equity and inclusion by leveraging our technology, multimedia, and human resources to bridge the communication gap between the College, its employees, its students, and the global community.

Vision: With developed relationships, we strive to strengthen and affirm our contribution and participation in keeping the College and the global community informed and alleviating communication barriers.

Similar to other PACEI subcommittees, the Reports and Communications subcommittee commenced its work by analyzing and assessing Montgomery College's employee Equity and Inclusion (E&I) Survey results and then conducting research on E&I best practices at community college peer institutions.

Several key themes became apparent. These include:

1. The general belief that opportunities for professional and personal development are not being communicated. Betterment of this practice could improve employee retention.
2. Although a good percentage of MC employees are non-English or limited-English speakers, most key documents are in English only and presentations (e.g., celebrations, professional development workshops, opening meetings) are often given in English only. They are also translated in real time by ASL interpreters when requested. Communication in languages other than English would bring additional inclusion to the MC community.
3. The perception that discrimination and verbal/mental/physical abuse goes largely unreported at MC owing to lack of recognition that there are reporting methods other than "English-only" reporting methods must be addressed. Efforts to communicate procedures for reporting instances of abuse need to be improved.
4. The perceived loss of trust within the MC community must be regained to optimally forward our mission. Increased efforts and improved methods of communication will signal the rebuilding of a lasting trust. A communication plan where inclusivity is apparent via multiple, woven communication strategies will provide the fabric that binds the MC community.

To work towards resolving the identified weaknesses listed above, the Reports and Communications subcommittee first crafted three goals. Implementation of these goals has already begun with the translation into Spanish of the document *Benefits and Opportunities for MC Employees* and the availability

of the College landing (home) page in seven primary languages. The publication of the *President's Advisory Committee on Equity and Inclusion (PACEI) Newsletter* also signals a commitment to the dissemination and subsequent discussion of subjects that need attention. Topics such as Culturally Responsive Teaching and Learning; The Importance of Understanding Unconscious Bias; Creating Inclusive Environments; and Civility Norms were boldly printed to inform and educate our employees.

PACEI has learned through extensive Pizza for Your Thoughts sessions with students that many students/prospective students would be more comfortable with their contemporaries translating from English to the language they need to interact in student service areas and outreach/community events.

The subcommittee also observed that certain courses at MC are skills-based, as are most laboratory courses. As such, the subcommittee also worked with the Office of Institutional Research and Effectiveness to analyze Drop Fail Withdraw (DFW) rate data from FY 2014–FY 2018 through the lens of communications and potential language barriers. Data looked at percentages by gender/race/ethnicity and by number of credits attained. Broad analysis of these data show:

1. Men tend to have higher DFW rates.
2. Students with more credits earned have lower DFW rates.
3. Multi-race and Black students have higher DFW rates (men and women).
4. Asian men and women tend to have the lowest DFW rates.

Overall, DFW rates have declined for all subgroups over the FY14 to FY18 time period. Many college employees are now aware of these trends, and many others do not see how getting to the causative factors that perpetuate these differences becomes our collective equity challenge.

One of the causative factors could be language/comprehension barriers. In addition to studying these DFW rates, the subcommittee observed that certain courses at MC are skills-based, as are most laboratory courses. Many of the first courses that count toward a program requirement are heavy on foundation concepts (theory-rich) in that area (e.g., BIOL 150, CHEM 131, and MATH 181 fit this description). Professors spend much time discussing foundation topics, and the textbooks are generally complex and very detailed. The lecture and text in these courses are difficult for all students but some students, for which English may not be their primary language, may experience greater struggle with comprehension.

Note: Additional resources (personnel and financial) are required for accomplishing these objectives.

OBJECTIVE 1	<p>Publish fall and spring PACEI newsletter and an Office of Equity and Inclusion Annual Report utilizing the translation services already contracted with the College in a minimum of two languages and in accessible formats.</p> <p>Outcome: The newsletter is published each semester and the Annual Report is published simultaneously in the languages selected and in an accessible format.</p> <p>Indicator: The newsletter and report will initially be in two languages, English and Spanish. Additional languages can be added later depending on the requirements of students, staff, and the community.</p>
OBJECTIVE 2	<p>Finalize and formally publish the draft version of the <i>Brochure for Benefits</i> offered to MC employees in a minimum of two languages.</p> <p>Outcome: A benefits brochure will be available to the staff and faculty of MC. The draft benefits brochure (on the OneDrive) may need additional benefits to be listed that are available, and a final version has to be seen by the HRSTM benefits personnel.</p> <p>Indicator: Once HRSTM has approved the brochure, it will be printed and distributed, as well as uploaded to the MC website.</p>
OBJECTIVE 3	<p>Add an E&I update to monthly "Communications" reports, and translate it and other key College documents, such as:</p> <ul style="list-style-type: none"> • President's Message • Inside MC Online • Policy and Procedure (P&P) • MC events open to the community for graduation <p>Outcome: Other key documents will initially be available in English and Spanish languages. Additional languages can be added later depending on requirements of students, staff, and the community.</p> <p>Indicator: The identified key documents will be available in print for distribution, as well as uploaded to the MC website.</p>
OBJECTIVE 4	<p>Develop partnerships with CASA of Maryland and create Translation Student Diversity Ambassadors to offer students opportunities to provide interpretation services at all College community events, such as orientation, honor ceremonies, graduation, and Presidential Dialogues.</p> <p>Outcome: Translation/interpretation from English to Spanish will be possible by student ambassadors to help students navigate registration, etc. The student ambassadors will also offer verbal translation/interpretation services during orientation, honor ceremonies, graduation, and Presidential Dialogues. Additional languages can be added later depending on requirements of students, staff, and the community.</p> <p>Indicator: Translation/interpretation services will be expanded for the above-mentioned services.</p>
OBJECTIVE 5	<p>Expand MCTV coverage to include broadcasting more shows and global College offerings in languages other than English and some Spanish.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • MCTV provides additional broadcast offerings in languages other than English. • Monitor effectiveness of programming. <p>Indicator: Increase in number of programs delivered in other languages.</p>

OBJECTIVE 6

Investigate the possibility of offering theory-rich courses in alternate languages for areas with high DFW's, for example, math, science, humanities, and behavioral social sciences. Identify these courses through available College data sources.

Outcomes: Using student success data measures to identify suitable theory rich courses, offer at least one section of each course in an alternative language by the fall 2021 semester.

Indicators:

- Offer a minimum of one section of identified courses in an alternative language by fall 2021.
- Gauge effectiveness of such offerings in decreasing DFW rates through student surveys.

Subcommittee: Training, Dialogue, Events, and Celebrations

Chair: Ramon De La Cruz

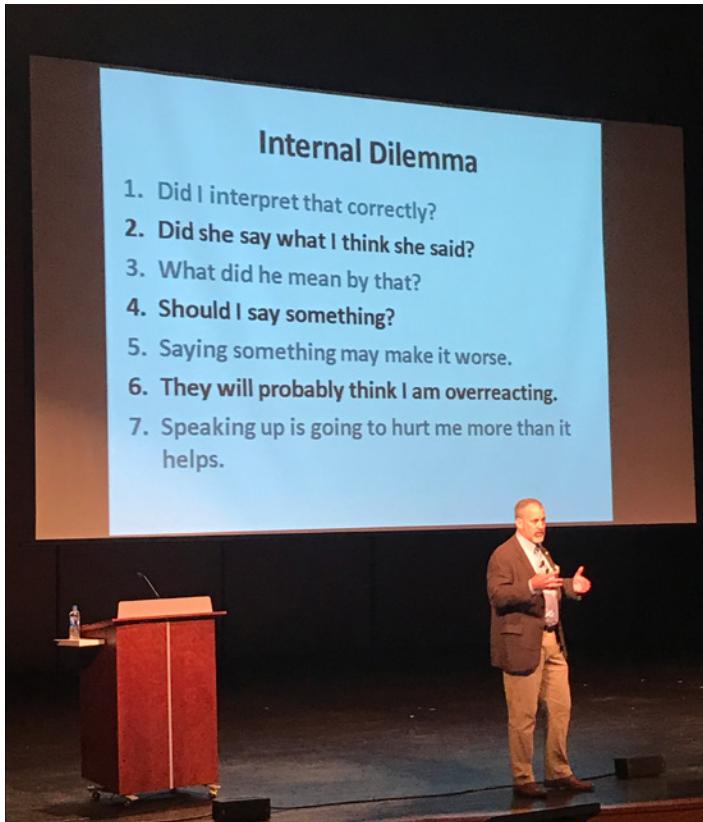
Resource Person: Richard Forrest

Committee Members: Kimberly Bloch-Rincan, Matthew Colburn, Enas Elhanafi

Mission: Enhance MC culture, climate, and community through education, awareness-building, and community engagement (e.g., by breaking down implicit and explicit bias).

Vision: Realize equity and inclusion at the College through trainings, dialogue forums, events, and celebrations.

The Training, Dialogue, Events, and Celebrations subcommittee seeks to create a safe and inclusive college community by deepening and enhancing the level of discussion and training around diversity and inclusion issues; expanding cultural program offerings that reflect our values; creating a space for differing viewpoints regarding political ideology; and celebrating the diversity of the college community and the richness that our diverse identities bring to education. This committee's recommendations were informed by the results of the Equity and Inclusion Survey, the Climate Survey, and the Employment Engagement Survey, among others. Our goal is to change the culture at MC in such a way that outcomes of future surveys reflect greater engagement, stronger morale, and increased inclusion among the MC community at large.



OBJECTIVE 1

Increase training around the topics of ethics, equity, and inclusion, using surveys from annual Equity Dialogues, the Equity Summit, and Equity and Inclusion/Ethics/Employee Engagement surveys to determine topics to implement.

Outcome: Greater employee and student engagement in equity and compliance events and sessions.

Indicators:

- Decreased visits to Employee and Labor Relations Office and decreased Ethics Office complaints.
- The responses to survey questions about “the Equity Dialogues and Equity Summit helping to foster stronger college and institutional relationships” leads to 70% saying “Agree” or “Strongly Agree.”

OBJECTIVE 2

Support training of part-time employees through incentives.

Outcome: Part-time faculty will be more engaged with the college community

Indicators:

- Funds are budgeted annually, allocated to provide stipends for part-time faculty to attend training.
- Up to 150 part-time faculty attended relevant training on culturally-relevant and racial equity pedagogy each year.

OBJECTIVE 3

Increase equity at the College by being transparent about hiring practices (when a job is open, when applications are no longer being accepted, when it has been closed). Ensure the interview practice is transparent.

Outcomes:

- Increased the number of employees at all levels of the College who are people of color, have disabilities, or identify as LGBTQ by:
 - Posting jobs on different job boards and keeping application windows open longer.
 - Creating a diversity internship for both faculty and staff to include race, disability, and LGBTQ as defining of diversity.
 - Surveying staff to increase self-identification for disability, LGBTQ, etc.
 - Responding to internal candidates about the status of their application and notification that they were unsuccessful within 60 days.
- Held workshops for Montgomery College employees seeking upward mobility on enhancing resumes, interview skills, and transferable job skills. Workshop will emphasize that internal candidates are judged by interview answers and requested application materials.

Indicators:

- HR provides monthly KPI report and sends to Chief Equity and Inclusion Officer detailing outcomes #1 and #4.
- Annual budget will be allocated per year to host one Diversity Intern with the internship rotating between different departments based on highest need.
- Update current MC Policy and Procedure on the Minority Internship Program to include internal candidates.
- Surveys show an increase year-to-year for those who identify as having a disability, etc.
- Interview Rubrics and Questions are posted on Montgomery College’s Job Board for applicants to be better prepared.
- Two career and resume workshops are held bi-annually, including one for faculty and one for staff.

OBJECTIVE 4

Build a culture of respect and inclusivity through restorative justice.*

Outcome: Created a process for addressing instances of discrimination that follows a restorative-justice-based resolution framework.

Indicator: The offices of Ombuds and Employee and Labor Relations reports the increased number of times a restorative justice model was used in the resolution.

OBJECTIVE 5

Provide training for student success: improve persistence, retention, and graduation/transfer of all students, especially those of African-American male and Latinx students through developing an academy for Latinx and Black male students for tutoring, mentoring, etc., and creating/supporting multicultural inclusion center spaces to serve as hubs for training, dialogue, events, and celebrations on each campus.

Outcomes:

- Increase in graduation/transfer/persistence rate for African-American male and Latinx students is increased by 2% annually.
- Number of students reporting increased sense of belonging on student climate survey.
- By 2025, there is a “multicultural/inclusion” space (office/center) on each campus.

Indicators:

- Increased graduation/transfer/persistence rate for African American male and Latinx students.
- Multicultural centers created on each campus (www.montgomerycollege.edu/about-mc/equity-andinclusion/index.html).
- Increased the number of Black and Latinx faculty.

“Restorative justice is a collaborative process involving those most directly affected by an offense, called the ‘primary stakeholders,’ in determining how best to repair the harm caused by the offense”

¹ Justice requires the healing of the harm as much as possible. The restorative approach has high control and high support and the essence of restorative justice is collaborative problem-solving. Restorative practices provide an opportunity for those who have been most affected by an incident to come together to share their feelings, describe how they were affected and develop a plan to repair the harm done or prevent a reoccurrence. The restorative approach is reintegrative, allowing the “bad” actor to make amends and shed the bad actor label. www.iirp.edu/pdf/paradigm.pdf

Subcommittee: Workforce Development and Community Engagement/Business Practices and Procurement

Co-chairs: Shakenna Adams-Gormley, David Torain

Resource People: Ken Nelson, Patrick Johnson

Committee Members: Shayla Atkins, Steve Greenfield, Sharon Kauffman, Eniola Olowofoyeku, Donna Pina

Mission: The Workforce Development and Community Engagement/Business Practices and Procurement subcommittee acknowledges the importance of diversity and inclusion in our faculty, staff, student, community, and business populations. We seek to include and integrate individuals from various backgrounds and with varied characteristics for opportunities to work, learn, and develop our community for those that embrace the diversity of individuals and ideas of equity and social justice.

Vision: We are committed to improving the diversity and inclusion on Montgomery College campuses by making students feel like they belong and can identify with something or someone while on campus, and working with the community and businesses to enhance our minority and women-owned business partnerships.

Additionally, we serve as a resource for a cadre of experts to conduct collegewide training in response to equity and inclusion trends and current trends impacting our communities. Moving forward with our mission and vision, we are committed to the following objectives:



OBJECTIVE 1

Create awareness of MC's welcoming environment for individuals and for businesses.

Outcome: Increased social media and marketing campaigns. Make sure all campuses have proper signage throughout. Track engagement and impressions, and widely publicize results.

Indicators:

- Increase in student participation in events around campus. Create more cultural events for students to participate in, including having school dances.
- Conduct surveys to track welcoming perception of MC environment.

OBJECTIVE 2

Improve and increase adult student learners' enrollment and graduation rates.

Outcome: Performed a study/analysis on adult student learners' enrollment, graduation rates, and recruitment.

Indicator: Increased adult student enrollment and graduates.

OBJECTIVE 3

Determine the viability of a minority and woman-owned business vendor program through a disparity study.

Outcome: Established a minority and woman-owned business vendor program.

Indicator: An increase in minority and woman owned contract spending over the next five years.

OBJECTIVE 4

Encourage minority participation in the Germantown incubator or other potential space located on MC property.

Outcome: An increase in traditionally underserved tenants.

Indicator: Established outreach program to women-owned and minority startups.

OBJECTIVE 5

Enhance collegewide culture relative to inclusion and acceptance with intentional, purposeful programs and activities.

Outcomes: Established equity training programs/workshops for students and employees. Collected data on how the programs and workshops have enhanced college life. Served as the "go-to" place for community engagement and workforce training.

Indicator: Members of the College participate in more programs/workshops and become more aware of their individual actions in equity and inclusion as indicated in surveys.

OBJECTIVE 6

Enhance the College bid solicitation process by requesting all interested non-minority and woman-owned firms to develop and submit a strategy that details how they would partner with minority or woman-owned businesses in the undertaking of a solicited College project.

Outcome: Requisite vendor strategies related to proposed minority and woman-owned business partnerships with large firms during the vendor proposal evaluation process.

Indicator: Increase in the participation of minority and woman-owned businesses in College contract awards as noted on annual procurement report.

IX. PACEI GENERAL RECOMMENDATIONS BY AREA

A. Cultural Competency Recommendations. Building

Community and Culture. To build an academic community that is diverse, equitable, and inclusive, we will support expansion of our institutional infrastructure, including PACEI and diversity ambassadors. We also will continue to develop impactful, compelling programming that reflects a diversity of perspectives. Our programming also amplifies and intensifies our commitment to the community through an expansion of workforce development programming, virtual/remote work and learning, and online and in-person classes provided by our community engagement centers, including GED, technology, and childcare classes. In both word and deed, our College community must uphold a commitment to the equality of all persons, inclusive of race, gender, religion, sexual orientation, and life experience. We will seek to create and foster a climate in which we understand and learn from each other and realize the extraordinary benefits of a broad range of perspectives. Our goal is to enhance our collective capacity, not merely to tolerate discussion of sensitive issues, but to foster free and open debate in and outside of our classrooms and lecture halls. As a College, our paramount focus on education requires us to constantly consider how to teach our students about the world and give them the tools to understand and navigate it—whether assessing complex principles of physics or the complicated history of race in our society. PACEI will continue to make annual recommendations regarding instructional options for cultural competency and how best to prepare students to understand and navigate an increasingly complex and multicultural world. In order to foster a community that is diverse and inclusive while maintaining the promise of free and open debate, we will create additional opportunities for students, faculty, and staff to develop cultural awareness. We will work to address complaints and incidents in a consistent and supportive manner.

B. Student Success and Retention.

Over the past several years, Montgomery College has worked intensively to increase the graduation and retention rates for all students and to close the gap in graduation rates between black and brown students and the broader student body. Six-year degree completion rates for black and brown students have increased over the past couple of years with the emphasis in tracking the 4,033 new students who entered the College in fall 2018. PACEI will continue to learn best practices from the Achieving the Dream Network and work with the Student

Success Network to make recommendations that foster and create equitable and inclusive outcomes. The College has developed programs that intervene early to provide appropriate supports for our students, including the Peer2Peer program. As a result of an extensive student campaign where students designed a model which allows them to be of support to their student peers, The Peer2Peer program was developed in response to 41000 Student Success policy, section IV. Student Commitment, A.B. that states students will be champions of their own learning and champions of their peers' learning. Peers includes Peer Advocates, Peer Educators Peer Mentors, and Peer Navigators.

- Peer Advocates facilitate weekly Peer Support Groups on campus, focusing on a variety of social and academic topics to help educate their peers on strategies for success.
- Peer Educators educate on various compliance and prevention topics, including safety, awareness, and education through workshops, social media campaigns, and discussions.
- Peer Mentors provide a reliable relationship to their peers to help navigate through MC.
- Peer Navigators provide guidance, information, and support for students, newcomers, and visitors relative to MC resources, while showing their Raptor pride.

PACEI recommends strengthening and augmenting student achievement programs such as Advocacy for Latino Students (ALAS) and the Boys To Men programs.

Boys To Men fosters long-term academic success in African American and Black male students and is dedicated to the retention of African American/Black males at Montgomery College through student activism and personal accountability. BTM provides academic, career, and personal mentoring. Members also benefit from having their academic progress



monitored each semester, and individual sessions with mentors make sure the members are meeting their personal goals. BTM hosts off-campus gatherings and activities, as well as a book reading and discussion series. ALAS seeks to empower Hispanic/Latinx students with enhanced student support services, sponsorship, fundraising, networking, and development opportunities. Its intended outcomes include:

- Increased recruitment, retention, support, and matriculation of Latinx students.
- Equitable student representation in faculty and leadership to improve the student experience.
- Partner with PACEI to promote services and equity and inclusion work at MC.
- Community fostered among MC Native American, Hispanic/Latinx, African American, and international students and employees, influencing participation in Heritage Month events and Tapestry, enhancing mentor services.

C. Broadening Multicultural Affairs. PACEI is recommending that the College take steps to increase collaboration and coordination of multicultural affairs efforts, LGBTQ efforts, gender equity efforts, and student life organizations in order to more effectively support the many facets of diversity, intersecting identities, and community. We recommend these areas develop new programming to support and educate students, such as meet-ups for LGBTQ students of color and dialogues on the intersections of sexual orientation, gender identity, and other dimensions of self. We also recommend instituting a Student Advisory Board for multicultural affairs in fall 2022. Serving on the advisory board, students will play an integral role in the evolution of this work (montgomerycollege.edu/about-mc/equity-and-inclusion/index.html).



- D. LGBTQ Needs Assessment.** In spring 2021, the Office of Equity and Inclusion will launch an assessment of LGBTQ affairs to identify opportunities for growth and support in this area.
- E. Pathways for Employees.** Achieving excellence in Montgomery College's mission depends on the contributions of employees at all levels throughout the College. Outstanding staff critically support the efforts of our staff, faculty, and students, and we cannot achieve the fully diverse and inclusive environment we aspire to unless we deeply embed those values in the selection, retention, training, support, and advancement of our employees, from our faculty to our building maintenance employees. Our goals in this area are to create clear pathways to employment for diverse, talented individuals; to build programs that support their growth and development; and to provide compensation and benefits that allow our staff—at all levels of the organization—to thrive. Since fall 2010, underrepresented minorities among faculty and staff have increased. This increase in diversity is not yet consistent across all departments, but it is reflected at all levels. During the same period, the administrator level also increased. The College is increasingly intentional in our efforts to build new and different talent pipelines throughout the organization, with a particular focus at present on entry-level hiring and development of faculty. We recommend working closely with outreach partners to expand the College's participation in programs that help draw entry-level talent and are exploring new opportunities for hiring through extensive community outreach.
- F. Hiring Diverse Faculty.** PACEI has identified recruitment, hiring, and retention of a diverse faculty as one of our greatest challenges and among the efforts that will have the greatest, long-term impact on our students. Progress in this area will require a concerted effort across every division of the College. Search advocates, diversity ambassadors, and the Faculty Diversity Program will serve as the cornerstone of our efforts, supplemented by efforts in strategic hiring and faculty mentoring.

G. Hiring Diverse Staff. Recent increases in the percentage of underrepresented minorities working at Montgomery College are reflected at all levels of employment but are not yet consistent across all departments. We will work to address the challenges of opening new pathways to jobs at Montgomery College and creating more opportunities for career development, mentoring, and advancement. We will also embed search advocates in staff hiring.

H. Professional Development. The College also endeavors to build better professional development programs for staff seeking to advance their careers at Montgomery College. We are recommending expanding and developing cohort-based mentorship programs, and, in response to feedback received through both the Equity and Inclusion and Employee Engagement surveys, we are simplifying the College's performance review process to facilitate honest dialogue between supervisors and staff about performance strengths and areas of opportunity.

Building on the Employee Engagement Survey results, HRSTM has rolled out a streamlined performance feedback program in 2020 and beyond into the next academic year starting with 360 feedback surveys in spring 2020. The goal is to ensure that supervisors and their staff across the College are having two direct conversations per year regarding areas of performance strength and professional development opportunities.

All of these efforts to improve the recruitment, development, and retention of a strong staff depend on support and advice from employee groups, such as the governance councils and PACEI. PACEI has urged leadership to improve hiring and promotion practices to support increased diversity across the College. The College will continue working to advance these objectives in entry-level hiring, career development mentorships, and employee benefits reform. In some cases, we are able to build on existing

programs; in others, we are strongly committed to changing old programs or constructing new ones. We also recognize that these represent only a few pieces of the total program for a distinctive professional development experience for all College staff. Among our next recommended steps:

- Increase entry-level hiring.
- Begin an internal Diversity Mentor Program.

I. Providing Equitable and Inclusive Experiences for Employees.

Montgomery College values its employees, and we recognize the health and safety needs that require additional supports in order to be equitable. One example of this would be ensuring continuity of operations plans that are thoughtful, well communicated, inclusive, and responsive to unexpected situations or emergencies. Operations planning helps the College prepare to maintain mission critical operations and needs to be updated and reviewed annually.

J. The Employee and Labor Relations Team (ELR) within HRSTM has the primary responsibility for investigating complaints and enforcing corrective action for the College's EEO, anti-discrimination, and anti-bullying policies, among others. ELR can assist both employees and supervisors with a variety tools to navigate difficult workplace issues and concerns. ELR also works closely with each of the College's three unions on collective bargaining issues. Additionally, the ELR team delivers training on a variety of HR compliance issues and best practices. ELR expects to contribute to IDEALS through the following indicators:

- Number of complaints will increase through 2023 due to increased comfort of reporting.
- Number of cases maintained a time-to-close rate at an efficient level, around 60 days.
- Number of discrimination and bullying complaints will have decreased by 2025.



TABLE 1. DEMOGRAPHIC GROUPS AT MONTGOMERY COLLEGE

Note: Two sets of data to draw from include: actual number and percentages. When examining the demographic distribution at Montgomery College through the equity lens, percentages show current status of minority and underrepresented populations clearly.

DEMOGRAPHIC GROUP	INSTITUTION PERSONNEL* (FALL 2019)	STUDENT ENROLLMENT* (FALL 2019)	MONTGOMERY COUNTY** (JULY 2019)	INSTITUTION PERSONNEL* (%) (FALL 2019)	STUDENT ENROLLMENT* (%) (FALL 2019)	MONTGOMERY COUNTY** (%) (JULY 2019)
TOTALS	2,947	21,260	1,050,688			
Women	1,693	11,399	542,155	57.5%	53.6%	51.6%
Men	1,252	9,733	508,533	42.5%	45.8%	48.4%
White, Non-Hispanic/ Latinx	1480	4863	455,999	50.0%	22.9%	43.4%
African-American	789	6,405	209,033	26.8%	30.1%	19.9%
Hispanic/ Latinx	273	6,350	209,087	9.3%	29.9%	19.9%
Asian	365	3,086	163,907	12.4%	14.5%	15.6%
Native Hawaiian or Other Pacific Islander	2	67	1,051	0%	0.3%	0.1%
American Indian or Alaskan Native	16	104	7,355	0.5%	0.5%	0.7%
Multi-racial or Other	22	383	35,723	0.7%	1.8%	3.4%
Foreign/ Unknown	0	2		0%	0%	n/a

* Employee information is based on 2019 fall profile.

** Student Enrollment information is based on Montgomery County Office of Legislative Oversight report data. As defined by the Montgomery County Office of Legislative Oversight: the categorizations "by race" include students who are also categorized as "foreign." The categorization reflects the true race of the students, rather than the citizenship.

*** County information source: latest U.S. Census Survey Census (Population estimates, July 1, 2019)
<https://www.census.gov/quickfacts/fact/table/montgomerycountymaryland/PST045219#PST045219>

X. Equity Plans

In 2000, Montgomery College created the Office of Equity and Diversity, now called the Office of Equity and Inclusion. Today the office is continuing to build the IDEEALS framework of racial equality throughout MC's campuses and training locations. Montgomery College's focus on racial equity has led to the development of an annual Student Success Score Card, which tracks student academic outcomes, separated by race and gender. MC also has launched programs specifically focused on the success of students from underrepresented minority groups, including the initiatives described in this section. Over the next five years, we will work to implement the PACEI recommendations throughout this document and seek to amplify, integrate, and measure those recommendations. In 2017, the College hired its first chief equity and inclusion officer. In the spring of 2019, the Office of Equity and Inclusion created the Student Success Network to ensure institutional policies, processes, and procedures support student success and completion for all students. In July 2019, the College hired its first chief analytics and effectiveness officer to analyze student data to identify barriers and to turn that data into actionable insights.

Our intention is for each division unit at the College to develop equity plans, beginning in 2022. For example, a student equity plan may expand existing programs in a way that broadens and strengthens their impact in terms of the number of students reached, their retention and degree completion, and their sense of belonging within the Montgomery College community. As such, our chief equity and inclusion officer will work with other college leaders, faculty, and staff to incorporate these initiatives into the ongoing work of the College. Training to develop unit equity plans will be rolled out in academic year 2020–2021. These plans may be embedded through updates to existing plans including AMP, StAMP, etc. Updates developed in academic year 2021-2022 will begin implementation by 2022.

Divisional Equity Efforts. Each of our divisions has undertaken significant efforts to advance the conversations around equity and inclusion. As an educational institution, we play an important role in helping our community understand how to build bridges at challenging moments, broaden perspectives through interaction, and uphold a fundamental optimism in individuals' capacity to grow. We want every member of the Montgomery College community to know of the importance we place on diversity and inclusion, and to be given personal and professional opportunities for growth and development through evidence-based training. Our challenge is to develop a shared understanding of the kinds of comments that are and are not conducive to the College environment we seek—whether in person, in public, or in social media forums. We will adhere to our Principles for Academic Freedom and address forthrightly remarks or actions that cross into discrimination, harassment, or other forms of prohibited conduct.

Economic Inclusion. In the *Montgomery College 2020–2025 Strategic Plan*, we launched a major expansion of our economic inclusion program by making policy changes to increase our local hiring, purchasing, and contracting and to create more opportunities for Montgomery County's small, local, minority, and women-owned businesses.

Student Success Network. The Student Success Network (SSN), based on a framework from Achieving the Dream, was created to establish the conditions necessary for the transition to college, academic success, and full engagement in campus life. PACEI recommends the SSN adopt equity plans and amplify its work to the broader college community. Our students help to shape and define the academic, cultural, and social vibrancy of our campuses. We believe that diversity—of experience, perspective, and background—is essential to the strength and excellence of our community. We expect to recruit, retain, and support our students and ensure that the intellectual and social environment at Montgomery College allows them to flourish and transfer, graduate, or fulfill their plans. We must remain attentive to the needs of our diverse student body across all identities, affiliations, and backgrounds that are underserved in higher education and unpack the student data, regularly report the progress in this space, and make adjustments to the delivery of services as needed.



Academic Affairs. The College's academic leadership is committed to exploring options and strategies for expanding our educational offering in the realm of cultural diversity. Such options include both credit and non-credit initiatives focusing on faculty engagement, student engagement, program enhancements, and professional development.

Faculty Engagement

- Faculty are engaged in a variety of activities that contribute to increased awareness of diversity and greater understanding of inclusiveness. Many have participated in fellowships, presented at conferences (both domestic and international), participated in panel discussions, authored books and peer reviewed articles, as well as facilitated guest speakers into their classroom and to the college community to speak on topics relating to equity and inclusiveness.
- Faculty have also engaged in exchange programs, as well as taught at overseas universities and developed courses in foreign languages.

PACEI supports continued integration into the Classroom-Program and Discipline-related Initiatives where:

- Several disciplines have included cultural competencies within their curriculum as part of their course outcomes.
- There are several courses that have multi-cultural designations and focus on diversity issues such as ethnicity, race, religion, and sexual diversity (e.g., HIST211 History of Latinos in the U.S., POLI 252 Race and Ethnicity in U.S. Politics).
- Programs such as nursing have included competencies in their curriculum relating to diversity and teaching students how cultural factors can influence nursing care, and how to respect the healthcare beliefs and practices of a diverse patient population.
- Faculty work in these areas have resulted in the development of a wide range of classroom activities to engage, increase understanding, and educate students on embracing inclusiveness.
- Students have participated in study abroad programs.
- Participated in field trips with students at museums such as the National Museum of African American History and Culture.
- Students in KORA 102 have engaged in e-pal correspondence with undergraduate students in Korea.
- The American Sign language discipline joined the ASL Honor Society.
- Viewing and discussion of documentaries relating to race, ethnicity, and gender.

Several noncredit programs focus on serving the diverse community. These programs focus on their immediate learning and career aspirations, or enabled connection to degree

programs to continue their studies. Programs include Adult ESL and GED, the Hispanic Business Training Institute, the Refugee Training Program serving newly arriving immigrants through language skill development, acculturation of community norms, career development, and other skills.

Professional Development: The Office of E-Learning, Innovation and Teaching Excellence (ELITE) is dedicated to promoting diversity programs for both faculty and staff. In addition to creating and developing its own diversity programs, ELITE partners with other units and departments to form rich collaborations in diversity awareness for staff and faculty. Some of these programs include: Creating an Inclusive Classroom, creating radically inclusive course materials with Universal Design and Going Global, and Growing Global: Fostering international education and exchange at community colleges. (Taken from Academic Affairs responses report.)

Student Affairs. Montgomery College students regularly provided service hours to our neighbors in Montgomery County through our Service-Learning Program. Our student life service coordinators work with leaders from community-based organizations to create opportunities for volunteers.

- **SHaW.** The Student Health and Wellness Center for Success (SHaW) Center, focuses on Mental Health Wellness, Health, Human Services and Nutrition, Health and Safety Education and Physical Wellness. The goal is to identify, provide and connect students to resources that support success. Some common challenges students face are food and housing security, access to health care and mental health support, among others. Montgomery College's network of community resources that includes internal and external partnerships and relationships, help remove those obstacles to support their academic success. Nourishing the mind, body and spirit to support students mental and physical well-being, the SHaW Centers offers the following resources to support and strengthen equity and inclusion:

- **Diversity and Inclusion Online Course.** As part of the Compliance and Prevention Educational Suite catalog, a Diversity and Inclusion online course is available. This is a 40-minute online course designed to equip students with information and skills to foster a culture of inclusion excellence.

- **Identity-Related Trauma Workshops.** Through the Mind-Body Medicine Skills Program: One-hour workshops to support identity-related trauma. The SHaW Center for Success' advanced trainers of the Center for Mind-Body Medicine use imagery, drawings, concentrative, and expressive meditation, and other skills' exercises to support students, faculty, and staff who have experienced trauma.

- **Raptor Central.** In order to create a common student experience as outlined in the StAMP and to foster more equitable practices for students to navigate, the Response Center (phone center) and the three campus Welcome Centers merged together to create a new department called Raptor Central. Specifically, Raptor Central will maintain an in-person presence and a phone presence, but operate as one larger service, creating a common student experience and streamlining the enrollment process. As one department, services that were once only available either via phone or in person will now be available at all locations. At the same time, the Office of Enrollment Services became the “Office of Records and Registration,” a name that is more identifiable to students and is adopted in the higher education community. Ultimately, Raptor Central will become the doorway to the College, and Records and Registration will function as a more process-oriented office.

Looking at each service side by side, the new Raptor Central will continue to be responsible for the following: 1) providing general information to all students (prospective, returning, and current), 2) helping students with enrollment and intake of financial aid forms and questions, 3) providing troubleshooting with the web, 4) providing group tours, and 5) helping review and remove holds and update credit hours as needed. In addition to these aforementioned functions, Raptor Central will now support the following: 6) processing admissions applications (online and in-person), 7) fulfilling official transcript requests, 8) accepting and entering test scores into Banner, 9) accepting Permission to Enroll Forms, 10) completing Enrollment Verification Forms, and 11) collecting forms for academic appeals, tuition waiver, and graduation.

As for Records and Registration, the focus will center on supporting current students who have inquiries that may impact their record or require approval from the registrar. Some of these processes may include registering special student populations or cohorts, processing appeals (e.g., tuition, residency, or academic in nature), graduation certification, transcript evaluation, veterans certification, complex enrollment verification, major changes, information changes, and academic standing. Faculty-based functions such as course scheduling, health science applications, course cancellations, course substitutions, On-Time Registration, and grade changes will remain in this office.

- **Student Orientation.** Starting in 2021, PACEI recommends that all new students attend a large lecture either in person or online on diversity and inclusion followed by small-group meetings for facilitated discussions of these core values

and how to apply them on and off campus. At that time, OEI will collaborate with Safe Zones to revamp Safe Zone training and pilot a workshop through which first-year students participate in hour-long discussions led by Peer2Peer program students on topics such as the impact of identity and heritage on communication and social interactions.

- **Student Participation and Leadership.** Stewardship of our campus climate is a shared responsibility. Students play a central role in shaping the environment and academic experience and should be actively engaged in wrestling with the difficulties of combating harmful bias while protecting free expression. As a part of our efforts to strengthen the climate at Montgomery College, the College hopes to find new ways to empower and call upon our students—and others—to participate and play leadership roles.

- **Cultural Competency Workshops for Incoming Students.** Based on student feedback regarding cultural competency, the College will provide cultural competency workshops to incoming fall 2021 students. These workshops will be designed to deepen understandings; forge relationships across racial, ethnic, religious, and other lines; and increase the capacity of our community to engage with challenging issues in an open and constructive manner.

- **Training.** Enhanced cultural competency trainings. Based on the feedback from diverse student, faculty, and staff groups from across the College, it is clear that we need to offer—and in some cases require—additional training in diversity, inclusion, and cultural awareness. We thus recommend the continuation of the Professional Development Workgroup to undertake two key tasks: 1) To seek out and evaluate the most effective and impactful trainings available across higher education and beyond, and 2) to make recommendations for a suite of cultural competency and racial equity training modules that meet the current needs of our community. These trainings may range in focus from how to respond to harassment and discrimination, to how to create a positive and inclusive climate in a particular unit or department, or how to lead academic discussions on sensitive or provocative topics or events. Building on the Employee Engagement Survey results, HRSTM is rolling out a streamlined performance feedback program in 2020 and beyond into the next academic year starting with 360 feedback surveys in spring 2020. The goal is to ensure that supervisors and their staff across the College are having two direct conversations per year regarding areas of performance strength and professional development opportunity.

- **Training Modules.** The College has implemented new training modules to help our community better understand

the principles of diversity and inclusion and to illustrate how day-to-day interactions can help build a community of shared values. Implemented or expanded trainings will include:

- **Cultural Competency and Racial Equity Training.** Phase 1 is for embedded coaches, student assistants, peer mentors and other designated personnel. In fall 2020, all such personnel and students will commence participation in enhanced cultural competency and racial equity training with staff from the Office of Equity and Inclusion, ELITE, and/or the Office of Student Life. Topics range from how to be an effective advocate/ally to how to confront questionable behavior.
- **Unconscious Bias Training.** Unconscious bias can undermine even the most fervent commitment to a diversity and inclusion agenda. MC's Unconscious Bias Training program covers an online unconscious bias assessment tool called the implicit association test. It also offers practical research-based examples of unconscious bias in hiring and other selections and strategies for combatting unconscious bias in the search process. Search committees, departments, and College leadership are using the unconscious bias training course as part of our efforts to raise awareness, particularly in the hiring process. The course will be facilitated online or in person in consultation with the Office of Equity and Inclusion.
- **Discrimination and Harassment Prevention Training.** Unwelcome conduct based on sex, race, sexual orientation, religion, or other protected classes can violate College policies by creating an intimidating or hostile environment. In addition to being unlawful and morally reprehensible, harassment can severely undermine an institution's efforts to fulfill its objectives in the area of diversity, equity, and inclusion. This training program is available to all faculty and staff. It helps participants understand our anti-discrimination policies; explore key legal authority on harassment and discrimination in the workplace and in academic settings; and consider examples of inappropriate and unlawful conduct.
- **Public Safety Staff Training.** Public Safety personnel play a pivotal role in keeping our students safe and our campuses secure. All new Public Safety staff members receive training on issues of discrimination and harassment at the time of hire and all security staff receive annual refresher instruction.
- **Learning Catalog Courses.** Many courses offered to MC employees through the College Learning Catalog,

LinkedIn Learning, address topics related to diversity and inclusion. These include classroom courses (e.g., Managing Workplace Diversity) and online offerings (e.g., Diversity on the Job and Managing Workforce Generations). In 2020, the College will launch a new learning pathway, Civility and Collegiality, and are recommending each manager with supervisory responsibility take at least two of the sessions each year.

- **The Office of Compliance, Risk, and Ethics (OCRE).** The Office of Compliance, Risk, and Ethics (OCRE) is responsible for investigating complaints of discrimination and harassment for students. Employee and Labor Relation in HRSTM addresses complaints of discrimination and harassment for employees.

Although we will not censor or curtail an individual's freedom of expression, we encourage students, faculty, and staff to report hostile posts on social media and elsewhere to OCRE. OCRE reviews each incident; works with students or community members who bring forward their concerns; and works with relevant agencies, such as law enforcement or social media companies, when it finds illegal threats or harassment.

- **Addressing Complaints.** College employees have the EthicsPoint confidential reporting line available for escalating concerns of any type, providing an opportunity for anonymous reports. Employees also can utilize the *Roadmap for Employees to Address Concerns* to gain guidance about the appropriate office to bring their concerns. Students can consult the Student Complaint Resolution website for guidance about assistance to address their concerns.

The College implemented policy 39003–Protection Against Retaliation to protect employees and students from retaliation who report concerns in good faith.

Montgomery College is committed to protecting the right of faculty and students to engage in free and vigorous debate and to create an environment that is open to the expression of views that may be provocative or uncomfortable. That openness relies on respect for others in the community. Yet we know that our community is not immune from prejudice and bigotry. Our students, particularly, have shared that they are sometimes subject to bias incidents and remarks inside and outside the classroom. Education and training cannot wholly prevent discrimination, harassment, or other forms of impermissible conduct that fall outside the bounds of academic freedom and demonstrate a fundamental disrespect for others. The College takes any complaint of such activity seriously and is working to expand the

availability of responsive channels through which to file complaints and seek action, intervention, or support.

- **Other Student Complaints and Incidents.** The College is exploring new ways to support our student community when incidents of bias occur. These acts, which include expressing hostility on the basis of perceived or actual identities, may not rise to the level of punishable activity or official misconduct, but they nonetheless affect our community and may contribute to an unwelcome or disrespectful environment for the targeted person or group and undermine the sense of community on campus.

It is important for our students to know the avenues available to raise concerns, register complaints, and report serious incidents. In some cases, a response may include support for a targeted student, an opportunity to air grievances with the affected parties, or the pursuit of positive counter-expressions. In others—for example, when community members are threatened or hate symbols are scrawled in shared spaces—a direct and coordinated College intervention will be required. Further, a search is currently underway for a newly created position of student ombudsman.

Advancement and Community Engagement (OACE) Support.

OACE has been at the forefront of expanding equity and inclusion. Specifically, OACE has:

- Provided enhanced consistent communication to underserved communities in Montgomery County through the strategic use of all possible media (e.g., email blasts to community contacts, monthly e-newsletter, four Facebook accounts, MCTV), promoting MC information produced by the Office of Communications, Academic Affairs, and Student Affairs, in addition to the Office of Community Engagement.
- Increased in-person community outreach, especially to those who may not see themselves as college students and in additional areas of the county (i.e., Germantown, Aspen Hill, Gaithersburg, Wheaton, Takoma Park, East County, White Oak).
- Strengthened services offered to students and prospective students at the Community Engagement Centers and Pop-up Centers (i.e., classes, workshops, advising, scholarship support, FAFSA and enrollment help, and Career Coach Assistance).
- Cultivated mutually beneficial partnerships with nonprofit, government, and business partners that have measurable outcomes for both organizations and supported the collegewide effort for Community Engaged Teaching and Learning.
- Increased the number of community members who come to the campuses through events that facilitate intercultural

understanding/neutral public dialogues, campus tours for middle school students, and other events such Summer R.I.S.E. and Take Your Child to Work Day in coordination with the Office of Compliance, Risk, and Ethics.

Increase Grant Opportunities. OEI will support OACE in seeking additional grant opportunities, for example, through the Bringing Theory to Practice initiative at the Association of American Colleges and Universities and Achieving the Dream racial equity institutions. The purpose will be either to extend the programming or to launch new elements that advance student equity and close achievement gaps among our “at-promise” students from minority, low-income, and immigrant communities.

Building Community and County Outreach. Montgomery College has forged an academic community that brings together talented individuals from across the country and around the world. Diversity is a critical component of our vibrant, innovative, and open intellectual culture. It fuels, in important ways, our efforts to build a community across a broad range of views and experiences, and to engage with the societies around us.

Over the past several years, both Workforce Development and Continuing Education and the Office of Community Engagement have worked to meet the county's needs by strengthening external partnerships and collaborations; co-locating a new hospital on the grounds of the College's Germantown Campus to offer health care to county residents; running education and workforce development; and providing training for seniors and summer camp for young people. Our commitments and partnerships with organizations across the county have grown deeper as we work together to expand opportunity.

Our commitment to our county and our neighbors is part of who we are, inherent in our work from clinic co-location and partnering with the Ethiopian Community Center at the Takoma Park/Silver Spring Campus to establishing locations in both the Wheaton and Gaithersburg libraries. We have more than 3,000 employees in Montgomery County. As Montgomery County continues to struggle with racial and multigenerational inequalities and disparities in educational opportunities and economic prospects, we must do our part to help our county realize its full potential.

For the past two years, the Montgomery County community, including more than 1,300 incoming students, have had a chance to get acquainted with the history, culture, and food of their adopted country through the World of Montgomery event. The goal of this experience is to help students understand that Montgomery College is not only in Montgomery County, but is truly a partner of the larger world.

Alumni Communities. The Montgomery College alumni community is diverse in all senses of the word. The Office of Alumni Relations works to develop and strengthen groups that foster relationships within diverse alumni populations and among alumni and students. Each group organizes activities and programs, including providing internships, jobs, training, and mentoring for alumni and students. New groups in formation will focus on Latinx and Ethiopian alumni, and those of South Asian heritage.

Administrative and Fiscal Services. Future outreach efforts include:

- Human Resources and Strategic Talent Management will work to increase the advertising budget targeted at recruiting diverse faculty.
- Facilities will work to expand gender-neutral restrooms, nursing stations, and produce an updated ADA Facilities Assessment.
- Office of Information Technology will update and implement the Information Technology Assisted/Integrative Technology Plan.

Ongoing/General Collegewide. This academic year, the Office of Equity and Inclusion has continued signature programming with Pizza for Your Thoughts for students; the launch of Equity Dialogues; and an annual Equity Summit, where we had themes such as *From Awareness to Action; Microaggressions; Racial Equity and Unpacking the MC Equity and Inclusion Surveys; Speak Up, Speak Out; and Changing Ourselves, Changing the Culture.*

Conclusion.

"The passing the baton symbolizes that we are in this work for the long run." —Ramon de la Cruz, March 2019, PACEI committee member.

When one person's race concludes, another one takes the baton further down the road. For most students, Montgomery College represents hope for a better life and more opportunities. Each member of the MC community is aware that each day that we walk into our classrooms, office, building, library, board room, and/or campus, we are there because we believe that education is a force that empowers. The work getting to equitable and inclusive practices does not magically happen because we are aware or somehow enlightened. The Cycle of Change Model is a process, a methodology (page 5). It does not happen overnight; nor do we get to a place where we can wrap up our work in a pretty bow and say, "We are done here." No, this work is ongoing, continual, day by day. Prior to the completion of this Roadmap, the COVID-19 pandemic caused unexpected and unprecedented changes to normal College operations. As a direct result of the pandemic, inequities have derailed dreams, goals, and lives. Now, more than ever, we need to step up to the plate and take action. What we seek is radical inclusion. What it will take is all of us committing to using this *Roadmap for Success* as a guide. This guide will help our Montgomery College community get further down that road toward equitable outcomes and radical inclusion, and the implementation of the objectives herein will help move us further towards being among the most equitable and inclusive community colleges in the United States. In this new era, the Roadmap is not just a guide but a testament to what the MC community is capable of accomplishing.



XI. References

- Bland, S. (2019). Montgomery College equity and inclusion cycle of change awareness to action to change. Montgomery College Office of Equity and Inclusion: President's Advisory Committee on Equity and Inclusion. Rockville, MD.
- Bland, S. (2019, October 8). Montgomery College equity dialogue series. Rockville, MD.
- Bland, S. (2020), Montgomery College Office of Equity and Inclusion Definitions for Cultural Competency, Inclusion, Equity, Access, and Diversity. Montgomery College Office of Equity and Inclusion: President's Advisory Committee on Equity and Inclusion, Rockville, MD.
- Bland, S. (2017). Montgomery College Office of Equity and Inclusion, Equity and Inclusion White Paper.
- Cain, S. (2018). Acting President's Focus: Monthly report to the Board. Rockville, MD: Montgomery College.
www.montgomerycollege.edu/_documents/about-mc/leadership/presidents-office/reports-to-board/2018-september-presidents-focus.pdf
- Cárdenas, V., Ajinkya, J. and Léger, D.G. (2011). Progress 2050: New Ideas for a Diverse America.
- Chronicle of Higher Education. (2018, August 24). Colleges with the Greatest Racial and Ethnic Diversity. Chronicle of Higher Education, 64(41), p. 22. Retrieved from EBSCOhost, search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=133099738&site=eds-live&scope=site.
- Cilluffo, A. and Cohn, D. (2017, April 27). 10 demographic trends shaping the U.S. and the world in 2017.
- Colburn, Matt, Christian Aguiar and Daphna Atias. "Avoiding Implicit Bias in Grading." National Council of Teachers of English (NCTE). 22 November 2019.
- Data USA. (2017). Data USA, Montgomery County MD. (D. a. Deloitte, Producer) Retrieved June 28, 2019, from Data USA.
<https://datausa.io/profile/geo/montgomery-county-md/#demographics>
- Gerritson, M. (2013). Rubrics as a mitigating instrument for bias in the grading of student writing (Doctoral dissertation, Walden University).
- Haddad, S. (2019, June 18). Number of DSS students. Rockville.
- Malouff, J. M., & Thorsteinsson, E. B. (2016). Bias in grading: A meta-analysis of experimental research findings. Australian Journal of Education, 60(3), 245-256. <https://doi.org/10.1177/0004944116664618>
- Montgomery College Office of Human Resources and Strategic Talent Management. (2020, January 9). Personnel Profile. Rockville, MD.
- Montgomery College OIRE (2017). Thematic Analysis of Forum Comments. Rockville, MD. Office of Institutional Research of Effectiveness.
- Montgomery College OIRE. (2019). Summary of Fall Semester Student Demographics. Rockville, MD: Office of Institutional Research and Effectiveness.
- Montgomery College. (2019). Student Success Score Card. Rockville, MD.
www.montgomerycollege.edu/_documents/about-mc/leadership/presidents-office/student-success-score-card.pdf
- Montgomery College, (2018). Student Affairs Master Plan. Rockville, MD.
www.montgomerycollege.edu/_documents/offices/student-affairs-master-plan.pdf
- Montgomery College. (2016). Achieving the Dream. mcblogs.montgomerycollege.edu/atd

Montgomery College. (2016). The Student Voice: As captured in the 2016 fall opening meeting table discussions. Rockville, MD. <http://mcblogs.montgomerycollege.edu/atd/wp-content/uploads/2017/01/The-Student-Voice-Fall-Opening-Meeting-2016.pdf>

Montgomery College, (2016). Academic Master Plan. Rockville, MD. www.montgomerycollege.edu/_documents/office/academics-affairs/academic-master-plan/mc_2016-2021_academic_master_plan_final.pdf

Montgomery College. (2019). Montgomery College 2025: 2020-2025 Strategic Plan. Rockville, MD. www.montgomerycollege.edu/_documents/ office/planning-and-policy/strategic-planning/mc2025-strategic-plan.pdf

Pollard, D. (2019). FY20 Goals and priority areas of focus. Rockville, MD: Montgomery College. www.montgomerycollege.edu/_documents/about-mc/leadership/presidents-office/fy20-goals-and-priority-areas-of-focus.pdf
www.ohio.edu/accessibility/reports

Department Self-Assessment for Inclusion and Accessibility (Word doc)

www.ohio.edu/sites/default/files/sites/accessibility/files/2015-2016TeamsCharges.pdf

The United States Census Bureau. (2016, November 17). The Majority of Children Live with Two Parents, Census Bureau Reports.

Social Justice Model:

The concept of ableism is central to social justice. Implicit in the ableist perspective is the belief that disability is a negative status. However, rather than attempting to "fix" people with disabilities so that they will "fit" into an ableist society, advocates address the oppressive culture. Employs concepts such as social justice, liberation, and oppression to analyze, evaluate, and transform systems of social behavior, discriminatory institutional structures, and cultural practices (M. Adams, Bell, & Griffin, 2007). The focus is on ableism—the oppression of people with disabilities. Postulates: (a) Focus on privilege and oppression. (b) Emphasis on diversity and intersectionality of experiences, roles, and identities. (c) Goal of educating both individuals with disabilities and those who are not disabled about the existence of disability oppression. Practitioners can use the concept of ableism to analyze and assess their campus environment and departmental policies. Rather than locating the problem within the individual with a disability, practitioners can use the social justice model to change oppressive components of the broader culture, including ideas (e.g., beauty, independence, normality), policies (e.g., laws), and attitudes (e.g., paternalism, pity, sympathy).

Evans, Nancy J. Disability in Higher Education (p. 90). Wiley. Kindle Edition.

Disability Justice Model:

Disability is a political experience of oppression, understandable only in interaction with experiences of other social identities (e.g., socioeconomic status, race, gender, sexual orientation). Disability justice advocates argue that disability is a political experience of oppression that can be understood only in the context of multi-issue commitment to social justice. They argue that access is a baseline, but the goal is transforming society to function for all people and value interdependence. Disability must be addressed alongside other forms of oppression on campus, including racism, sexism, and other efforts to create more inclusive campuses. All members of the campus should recognize, value, and support interdependent, rather than independent, relationships. Accessibility should be considered a minimal standard, and what is being made accessible must function for all community members. Evans, Nancy J. Disability in Higher Education (p. 90). Wiley. Kindle Edition.

[https://www.ohio.edu/accessibility/reports](http://www.ohio.edu/accessibility/reports)

Department Self-Assessment for Inclusion and Accessibility (Word doc)

[https://www.ohio.edu/sites/default/files/sites/accessibility/files/2015-2016TeamsCharges.pdf](http://www.ohio.edu/sites/default/files/sites/accessibility/files/2015-2016TeamsCharges.pdf)



Montgomery College has forged an academic community that brings together talented individuals from across the country and around the world. Diversity is a critical component of our vibrant, innovative, and open intellectual culture. It fuels, in important ways, our efforts to build a community across a broad range of views and experiences, and to engage with the societies around us.

XII. Contributors: 2017–2019

Shakenna Y. Adams-Gormley	Linwood Ferguson	Eniola Olowofoyeku
Kaaren Agnez	Stacy Ford	Brad Pabian*
Shayla M. Atkins	Richard Forrest	Dennis Pereira
Erica Bailey	Andrea Foster+	Jillian Pfau
Eric Benjamin	James Gillis+	Donna M. Pina+
Diana M. Benson	Ray Gilmer	Nadine Porter
Elizabeth Benton	Steve R. Greenfield	Sherry L.Randolph
Kimberly Bloch-Rincan	Stacey Gustavson	Mary E. Robinson
Rachel Bonaparte	Sue Salim Haddad	Jeanette Rojas
Nicolle R. Brazil*	Teri Hurst	Emily Rosado
Debra A. Bright	Patrick Leon Johnson	Elena Saenz
Reginald Cabrera	Sharon Kauffman	Luis Santiago
Genevieve Carminati	Vedham Karpakakunjaram	Donna Schena
Bo Wai Chan	Youching E. Koh	Michelle Teresa Scott
Akhter Chowdhury	Karen Penn de Martinez	Karla Silvestre
Matthew P. Colburn	Michael Mills	Denise Simmons Graves
Tiffany L. Copeland	Caroline Mrozla-Toscano*	James H. Sniezek
Maria Adams Davidson	Katie C. Mount	Pamela Taylor
Marjorie M. Davis	Christopher Moy	David Torain
John L. Day	Karla Nabors	Christine L. Tracey
Ramon De La Cruz	Kenneth N. Nelson	Amy P. Tutt
Elaine Doong	Nancy Jane Newton	Farah Carolina Vivas
Rowena M. D'Souza	Ben Nicholson	Kristina L. Walker
Mohibullah Durrani	Angela K. Nissing	Julie Schwartz Weber*
Enas Elhanafi	Frances Nolen	Laura White
Francine Farr*	Ellen Olmstead	Jacqueline G. Zappala

+ SVP liaison * Former MC employee

XIII. Appendix A

PRESIDENT'S ADVISORY COMMITTEE ON EQUITY AND INCLUSION RECOMMENDATIONS

This section outlines PACEI recommendations delivered to SALT in June 2018 and June 2019 in response to the 2017 and 2018 Equity and Inclusion surveys that were conducted. The disposition of the recommended action items are in the following charts.

JUNE 2018 · STUDENT EXPERIENCE AND COLLEGE CULTURE					
ACTION ITEMS	RESOURCE PERSONS NEEDED	RESPONSIBLE SVP AREA	INTENDED OUTCOMES	ALIGNMENT	COMPLETED OR DATE TO BE COMPLETED
Modify Curriculum Change Form to add language about needing a new transcript evaluation.	Enrollment Management/ Registrar	Student Affairs	If student changes major, it triggers a transcript re-evaluation.	StAMP, completion transcript evaluation, Initiative one: Onboarding	In progress – due 2020
Blackboard access for all: Credit/ noncredit instructional faculty upon hire at all campuses.	ELITE	Academic Affairs	Broader access and inclusivity	StAMP - Retention	Completed
Added resource tab on all Blackboard pages.	ELITE	Academic Affairs	Embedded classroom and College support	StAMP AMP	Completed
Plan to include student disability as a part of diversity at MC from a social justice perspective.	Collegewide	SALT	Create a more diverse, equitable, and inclusive environment	StAMP AMP Middle States	Completed
Appropriate signage or notification when out of the office.	Collegewide	SALT	Consistent and effective communication	StAMP AMP Middle States	Completed
Class cancellation substitutions.	Identify presenters and topics	Academic Affairs Student Affairs	Greater exposure to range of support and educational resources. Expanding on social justice initiatives	Middle States AMP-classroom support	In progress
Sustain and expand Bystander Intervention Training into classroom instruction and extracurricular activities.	Campus coordinators to schedule trainings	Student Affairs	Increase student awareness of pro-social bystander behaviors to safely intervene in discriminatory situations	StAMP - VAWA, MHEC Climate Survey Report on Sexual Violence	2020 and ongoing

JUNE 2018 · BUSINESS PRACTICES AND PROCUREMENT

ACTION ITEMS	RESOURCE PERSONS NEEDED	RESPONSIBLE SVP AREA	INTENDED OUTCOMES	ALIGNMENT	COMPLETED OR DATE TO BE COMPLETED
When utilizing other agency contracts (PTOAs) to procure goods and services for the College, use such contracts that are awarded to female-owned, disabled, and minority vendors, where available.	Director of Procurement	Administrative and Fiscal Services	Increased contract spending to female-owned, disabled, and minority vendors.	AFS Master Plan	Annual increases to be measured at the fiscal year close
When applicable procurement opportunities become available, utilize the Montgomery County minority vendor program database (MFD) to identify and reach out to qualified female-owned, disabled, and minority vendors for proposals and pricing.	Director of Procurement	Administrative and Fiscal Services	Increased contract spending to female-owned, disabled, and minority vendors.	AFS Master Plan	Review annually
When issuing construction/renovation solicitations, include a meet and greet component. During the bid process, the College will arrange a meeting to introduce prime contractors to minority businesses. The purpose of the meeting is to establish partnerships between prime contractors and female-owned, disabled, and minority businesses when responding to solicitation opportunities.	Director of Procurement	Administrative and Fiscal Services	Increased contract spending to female-owned, disabled, and minority vendors.	AFS Master Plan	2020
Determine the need and feasibility of a female-owned, disabled, and minority vendor program at the College.	Additional FTEs to implement and manage program	Administrative and Fiscal Services	Increased contract spending to female-owned, disabled, and minority vendors.	AFS Master Plan	2021

JUNE 2018 · FACULTY, TEACHING, AND CURRICULUM

Action Items	Resource Persons Needed	Responsible SVP Area	Intended Outcomes	Alignment	Completed or Date to Be Completed
Publish an E&I Fact Sheet and highlight E&I classes offered through ELITE for circulation to deans and department chairs to raise awareness about equity and inclusion.	ELITE CEO	Academic Affairs OEI	The goal is to: 1. Raise awareness about issues of equity and inclusion in the classroom and how students are affected by non-equitable and non-inclusive practices. 2. Encourage faculty to learn more about best practices in equity and inclusion in the classroom. Develop training/workshops for faculty to implement those best practices.	All of our recommendations align with the StAMP, AMP, and Middle States priorities of student success, retention, and social justice.	2021
Work with the Part-Time Faculty Institute to be included in the Part-Time Faculty Conference (for a panel discussion or a workshop presentation).	Director of PTF Institute CEO	Academic Affairs	Raise awareness of equity and inclusion issues in the classroom and how students are affected by non-equitable and non-inclusive practices.	All of our recommendations align with the StAMP, AMP, and Middle States priorities of student success, retention, and social justice.	2021 and ongoing
Hold a Poster Session before and after the Spring Closing Meeting to include instructional and counseling faculty.	PACEI	OEI	Encourage faculty to learn more about best practices in equity and inclusion in the classroom.	All of our recommendations align with the StAMP, AMP, and Middle States priorities of student success, retention, and social justice.	Completed
Send out a collegewide call to identify faculty who are already implementing best practices in the area of equity and inclusion and recruit them to be "ambassadors" by speaking on panels, facilitating workshops, etc.	Equity Summit and Equity Dialogue committees CEO	Academic Affairs OEI	Develop training/workshops for faculty to implement those best practices.	All of our recommendations align with the StAMP, AMP, and Middle States priorities of student success, retention, and social justice.	In progress 2019–2025
Update and add to existing resources on the ELITE webpage dedicated to Equity and Inclusion resources.	ELITE CEO	Academic Affairs OEI	Information sharing.	All of our recommendations align with the StAMP, AMP, and Middle States priorities of student success, retention, and social justice.	2020

JUNE 2018 · HUMAN RESOURCES/RECRUITING, HIRING, RETENTION, PLANNING SUCCESSION

ACTION ITEMS	RESOURCE PERSONS NEEDED	RESPONSIBLE SVP AREA	INTENDED OUTCOMES	ALIGNMENT	COMPLETED OR DATE TO BE COMPLETED
Broaden recruiting outreach to diverse communities including: Hispanic, Black, Asian, and people with disabilities. Advertise positions with targeted publications, post in relevant social media groups, attend relevant events/conferences with current employee "ambassadors." Address capacity to ensure this gets done.	Chief Human Resources Officer and additional minority-focused staff recruiter	Administrative and Fiscal Services	Measurable improvement in applications and hiring from under-represented groups.	2018 Middle States Self-Study Report, MC Diversity Plan for FY2014–2020, "The President's April 2015 Report to the Board of Trustees, Achieving the College's Bold Next Steps."	2020–2022
Consult with General Counsel and Office of Employee and Labor Relations to set specific thresholds for applicants from the most severely under-represented minorities (i.e., Hispanic and Black, possibly Asian) before searches can go forward.	Chief Human Resources Officer General Counsel	Administrative and Fiscal Services and hiring managers from all divisions	Measurable improvement in applications and hiring from under-represented groups.	MC Diversity Plan for FY2014-2020, "The President's April 2015 Report to the Board of Trustees, Promise: Montgomery College's Bold Next Steps."	2021 and ongoing
Comply with MC Diversity Plan commitment to have "at least one-third of search committee members representative of the College's diversity." -Set specific thresholds.	Chief Human Resources Officer CEO	Administrative and Fiscal Services and hiring managers from all Divisions	Measurable improvement in applications and hiring from under-represented groups.	MC Diversity Plan for FY2014–2020	2021 and ongoing
Select current employee "diversity ambassadors" to suggest venues, share information about MC, and accompany HRSTM staffers at conferences or recruiting events for under-represented minority groups.	Chief Human Resources Officer, selected faculty and staff members CEO	Administrative and Fiscal Services OEI	Measurable improvement in applications and hiring from under-represented groups.	2018 Middle States Self-Study Report, MC Diversity Plan for FY2014-2020, "The President's April 2015 Report to the Board of Trustees, Achieving the Promise: Montgomery College's Bold Next Steps."	2021 and ongoing
Create standard "evergreen" applicant pools that will notify prospective employees when relevant positions become available. Widely share the steps (at conferences, events, etc.) for joining these pools.	Chief Human Resources Officer	Administrative and Fiscal Services	Measurable improvement in applications, hiring, and retention of under-represented groups.	MC Diversity Plan for FY2014-2020, MHEC, Accountability: Education Article, §§11-304 -11-307	2020 and ongoing
Report and publish yearly job search applicant pool disaggregated ethnicity numbers.	Chief Human Resources Officer	Administrative and Fiscal Services	Measurable improvement in applications, hiring, and retention of under-represented groups.	MC Diversity Plan for FY2014-2020, MHEC, Accountability: Education Article, §§11-304 -11-308	2020 and ongoing
Inform new hires, and email current employees yearly the contacts for human resource issues (HRSTM internal consultant staff, ombuds, EthicsPoint, union grievance person, chair/dean).	HRSTM	Administrative and Fiscal Services	Decrease dissatisfaction and/or perceptions of inequity or disparate treatment.	MC Diversity Plan for FY2014-2020 Equity Survey	2020 and ongoing

JUNE 2018 · HUMAN RESOURCES/RECRUITING, HIRING, RETENTION, PLANNING SUCCESSION

ACTION ITEMS	RESOURCE PERSONS NEEDED	RESPONSIBLE SVP AREA	INTENDED OUTCOMES	ALIGNMENT	COMPLETED OR DATE TO BE COMPLETED
Add a standard screening question to all searches regarding cultural competency and ability to work with diverse communities. Strongly recommend that a similar interview question be included in all searches.	Chief Human Resource Officer CEO	Administrative and Fiscal Services OEI and hiring managers from all divisions	Incorporate a focus on cultural competency among all search committees and hiring managers and raise awareness of the importance of diversity with all prospective/new hires.	2018 Middle States Self-Study Report, MC Diversity Plan for FY2014–2020, "The President's April 2015 Report to the Board of Trustees, Achieving the Promise: Montgomery College's Bold Next Steps."	2020 and ongoing

JUNE 2018 · NATIONWIDE PEER INSTITUTION BEST PRACTICES/ASSESSMENT AND EVALUATION/RESOURCES

Action Items	Resource Persons Needed	Responsible SVP Area	Intended Outcomes	Alignment	Completed or Date to Be Completed
<p>Phase 1. Create a communication plan for employees and a communication plan for students to disseminate centralized and critical information regarding discrimination, abuse, and bias concern reporting and concern resolution resources. Identify best practices from peer institutions for reporting discrimination and abuse complaints. These communication plans could consider the most effective ways to be accessible to a broad spectrum of employees and students (including considering more than one language format, varied communication methods, ways to reach shift workers and evening/weekend students, and students and employees with disabilities). An existing resource for employees is the new "Reporting Concerns Roadmap for Employees" currently in development through the Compliance, Risk, and Ethics Office. An existing resource for students is the new "Student Complaint Resolution webpage (http://cms.montgomerycollege.edu/department.aspx?id=95349).</p> <p>Phase 2. Implement communications plans and publicize Roadmaps collegewide.</p>	Office of Compliance, Risk, and Ethics HRSTM Student Affairs Creative Services Information Technology OEI	Administrative and Fiscal Services Office of the President Compliance, Risk, and Ethics Student Affairs Advancement and Community Engagement	<p>Employee Outcomes:</p> <ol style="list-style-type: none"> Employees would become more knowledgeable regarding the appropriate ways to address discrimination, abuse, and other concerns. This could be assessed through employee survey responses over time by obtaining baseline and comparative data from employee surveys, such as whether employees know how to report discrimination concerns. Different employee demographic groups will have accessibility to the information, such as availability of information in another language and medium format. This could be assessed by departmental self-report. <p>Student Outcomes:</p> <ol style="list-style-type: none"> Students would become more aware of resources related to addressing various concerns, such as discrimination, sexual misconduct, and other concerns. Information could be available during critical points of the student life cycle at the College, such as at orientation and during academic advising. Different student demographic groups will have accessibility to the information, such as availability of information in another language and medium format. This could be assessed by departmental self-report. 	Student component aligns with the Student Affairs Master Plan: Initiatives 3: <i>Orientation for First-Year Students and 5: Mentoring and Retention</i> ; Academic Master Plan: Division Goal D - Engage; Middle States Compliance Report: <i>"Institutional Records of Student Complaints"</i> Employee component aligns with the Common Employee Experience: <i>Provide a Positive, Healthy Workspace and Environment</i>	Phase 1 Completed Phase 2 Ongoing through 2023

JUNE 2018 · NATIONWIDE PEER INSTITUTION BEST PRACTICES/ASSESSMENT AND EVALUATION/RESOURCES

ACTION ITEMS	RESOURCE PERSONS NEEDED	RESPONSIBLE SVP AREA	INTENDED OUTCOMES	ALIGNMENT	COMPLETED OR DATE TO BE COMPLETED
<p>The Title IX Office and the Office of Facilities will be asked to coordinate an inventory of MC facilities regarding accessibility, in partnership with all stakeholders. Implementation may be conducted by College personnel or by an external vendor. Accessibility focus should include: people with different abilities (e.g., mobility, hearing or visual issues); non-English speakers; people not literate in English/English language learners; those with needs for quiet, calm spaces; people requesting gender-neutral/family spaces (restrooms, dressing rooms, gym and theater changing areas).</p>	<p>Title IX Office Office of Facilities (long-term planning) Office of Procurement Student Affairs</p>	<p>Administrative and Fiscal Services Student Affairs</p>	<ol style="list-style-type: none"> 1. There will be an institutional department responsible to create a facility inventory on accessibility elements. <ol style="list-style-type: none"> a. Assessment for this outcome: <ol style="list-style-type: none"> i. Measurement benchmark: a department is assigned. Stakeholders are identified. Scope of project is defined. ii. Measurement tool: a memo from CEIO. Project plan is communicated. iii. Measurement timeline: June 2018 2. The inventory will be reviewed and updated periodically for relevancy with emerging accessibility issues as federal compliance, culture and society evolve. <ol style="list-style-type: none"> a. Assessment for this outcome: <ol style="list-style-type: none"> i. Measurement benchmark: a review schedule and responsibilities list is developed and implemented. Best practices and emerging accessibility issues and trends are documented, reviewed, and discussed for relevancy in MC community. ii. Measurement tool: the inventory (reviewed, updated) iii. Measurement timeline: review schedule TBD 3. The inventory will be available to the college community (including students) in multiple formats, languages, venues, and platforms. 4. The inventory will be used by other departments for their planning, including facility planning, and capital planning. 5. MC students will find MC a welcome and safe place to advance their academic pursuit. 	<p>Middle States Social Justice Values Common Employee Experience Facilities Master Plan CEIO Survey results Common Student Experiences (2,4,6)</p>	<p>2020–2025</p>

JUNE 2018 · REPORTS AND COMMUNICATIONS

ACTION ITEMS	RESOURCE PERSONS NEEDED	RESPONSIBLE SVP AREA	INTENDED OUTCOMES	ALIGNMENT	COMPLETED OR DATE TO BE COMPLETED
Reduce DFW rate of students in top 20 enrolled courses by a detailed analysis of data followed by targeted programs: A) Breakdown of student data over past 5 years by gender, ethnicity, and race. B) Same data, breakdown by students who have taken <= 15 credits, <= 30 credits, <= 45 credits, and <= 60 credits.	Office of Institutional Research and Effectiveness (OIRE)	Academic Affairs Student Affairs	Identification of underserved students by programs and courses to build effective strategies.	MC 2020 Academic Master Plan (AMP) Middle States Self Study Student Affairs Master Plan (StAMP)	Measure in 2020 ongoing
Multiple languages included in MC webpages and MC brochures (links to other languages), similar to MCPS website. WDCE to be included.	Office of Communications HRSTM Translation Services	Advancement and Community Engagement Administrative and Fiscal Services (IT/HRSTM), Language Advisory Group	Access larger audience in their native language.	MC 2020 Academic Master Plan (AMP) Middle States Self Study Student Affairs Master Plan (StAMP)	Completed
MC Faculty and Staff are not fully aware of the many benefits/resources that MC offers for their development in many areas. Hence, generate a comprehensive benefits/resources brochure and have it translated into the required languages.	Office of Communications HRSTM Translation Services	Office of Communications Administrative and Fiscal Services (IT/HRSTM), Language Advisory Group	Measurement tool: the inventory (reviewed, updated)	MC 2020 Academic Master Plan (AMP) Middle States Self Study	First draft of brochure is complete. Final approval and printing by 2021
Coordinate all pertinent benefits and policy information to and from Part-Time Faculty Institute.	Director of Part-Time Faculty Institute	Academic Affairs	Part-time faculty are a valuable resource to MC and need to be aware of MC's benefits/resources.	MC 2020 Academic Master Plan (AMP) Middle States Self Study	Completed

JUNE 2018 · TRAINING, DIALOGUE, EVENTS, AND CELEBRATIONS

Action Items	Resource Persons Needed	Responsible SVP Area	Intended Outcomes	Alignment	Completed or Date to Be Completed
Ask director of Part-time Faculty Institute Institute to dedicate a block of breakout sessions on Passport Day for Student Success for equity and inclusion workshops. Ask ELITE for recommendations for workshops and facilitators.	Director of PTF Institute ELITE HRSTM Office of Equity and Inclusion	Academic Affairs	To ensure equitable professional development and inclusion of part-time faculty to be able to attend existing equity and inclusion trainings because they are scheduled at a time that allows part-time faculty to attend them AMP Article F3, G1; Employee Engagement Survey, Five Expectations for a Common Employee Experience (4,5).	Phase 1 Planning by June 2018 for FY19 PT Faculty Passport Day	Completed 2018 and periodically throughout 2020-2025
Post Code of Civility on digital screens collegewide.	CEIO Marketing	Advancement and Community Engagement	Promote a culture of civility collegewide.	AMP StAMP	Completed 2018–2019
Present Check Your Bias Mobile Tour.	CEIO	Office of the President OEI	Increase personal and community awareness of bias.	Middle States social justice theme StAMP	2021–2022, as budget permits
Include E&I speaker during opening meetings.	Chief of Staff CEIO	Office of the President	To lead the dialogue on equity and inclusion issues.	Middle States social justice theme AMP B1	Completed
Require at least one department meeting be dedicated to equity and inclusion issues annually.	ELITE VPP offices on each campus Dean's Offices	Office of the President Student Affairs Academic Affairs Advancement and Community Engagement Administrative and Fiscal Services	To increase employees personal and professional competence in equity and inclusion issues.	Five Expectations for a Common Employee Experience Middle States	Started in 2018 and is ongoing through 2025, ELITE can develop an optional presenter or workshop list for department meetings that meets college criteria.
Annually schedule two to four collegewide speaker series events (one event live on each campus and virtual event for others) and dialogue forums with follow-up led by our Council Leadership.	ELITE HRSTM CEIO PACEI	Academic Affairs ELITE Campus planners, presenters and students, dialogue leaders (from leadership team) SALT	To lead the dialogue on equity and inclusion issues.	Five Expectations for a Common Employee Experience Middle States AMP StAMP	Started in 2019 and is ongoing through 2025
Record welcome video with equity and inclusion focus by Dr. Pollard, to be used at new student and employee orientations and/or at opening meeting.	CEIO MCTV Marketing	Office of the President Advancement and Community Engagement	To lead the dialogue on equity and inclusion issues.	Five Expectations for a Common Employee Experience Middle States AMP StAMP	Completed 2018–19

JUNE 2018 · TRAINING, DIALOGUE, EVENTS, AND CELEBRATIONS

ACTION ITEMS	RESOURCE PERSONS NEEDED	RESPONSIBLE SVP AREA	INTENDED OUTCOMES	ALIGNMENT	COMPLETED OR DATE TO BE COMPLETED
Celebrations: Create an award for excellence in equity and inclusion issues (requires criteria). Add Excellence in Equity award to Policy and Procedure.	CEIO	OEI Office of the President	To celebrate and recognize positive E&I contributions of College employees and students.	Social Justice Theme/Middle States, Recognition (Employee Engagement Survey), Monetary Award	Completed in 2019 and ongoing

JUNE 2018 · WORKFORCE DEVELOPMENT AND COMMUNITY ENGAGEMENT

ACTION ITEMS	RESOURCE PERSONS NEEDED	RESPONSIBLE SVP AREA	INTENDED OUTCOMES	ALIGNMENT	COMPLETED OR DATE TO BE COMPLETED
Staff Mentorship - leverage WDCE business relationships to create opportunities for MC staff and faculty to be mentored by members of the community.	HRSTM WDCE Professional Development Taskforce, etc.	Academic Affairs Administrative and Fiscal Services	Outline logistics and coordination roles and responsibilities; provide mentor and mentee training; identify partners to mentor staff and match staff with mentors; evaluate program.	MC 2025 Goal V Common Employee Experience	2020–2025
#YouAreWelcomeHere social media and marketing campaign (i.e., banner signage on all campuses); increased paid promotion and visibility on campus and social media; and track engagement and impressions.	Student Affairs	Student Affairs Advancement and Community Engagement	Make students feel welcome through a national marketing and social media campaign.	MC 2025 Goal IV	Completed 2018–2019

PACEI LEADERSHIP TEAM RECOMMENDATIONS

1. Extend President's Advisory Committee on Equity and Inclusion assignment. Equity and Inclusion work is perpetual and faces systemic, historically documented challenges requiring that we create the space and time for people to continue an important dialogue to overcome.
2. Expand OEI and request annual budget to meet approved subcommittee recommendations.
3. Based on the Middle States Self-Study Report, we recommend creating a new subcommittee: Disability Inclusion. The purpose of the subcommittee will be to re-frame disability from a medical model to a social justice model, and integrate the social model of disability into the operating plan for the Office of Equity and Inclusion.
4. Develop and implement MCTV series on equity and inclusion.

PACEI COMMITTEE RECOMMENDATIONS

JUNE 2019 · STUDENT EXPERIENCE AND COLLEGE CULTURE

ACTION ITEMS	RESOURCE PERSONS NEEDED	RESPONSIBLE SVP AREA	INTENDED OUTCOMES	ALIGNMENT	COMPLETED OR DATE TO BE COMPLETED
Modify employee and student databases to allow for insertion of preferred name.	Office of Information Technology Office of Communications	Administrative and Fiscal Services	This is a respectful gesture on the part of the College. The intended outcomes are staff and students who are appreciated, respected, and acknowledged by use of their preferred name.	MC 2025 Goal I, IV	Completed
Review the identification card policy, procedures, practice, training, and fee structure for WDCE students.	WDCE Chief Business/Chief Financial Strategy Officer	Academic Affairs Administrative and Fiscal Services	The intended outcome is to create equity and a clear line of communication with regard to identification card cost rationale for WDCE students. WDCE students are subject to an identification card fee that seemingly credit students do not have to pay. The policy is unclear and the reason for the varying range of the fee is unclear. The accounting practices associated with this fee needs to be clear and transparent.	MC 2025 Goal I	In progress by 2021

JUNE 2019 · STUDENT EXPERIENCE AND COLLEGE CULTURE

ACTION ITEMS	RESOURCE PERSONS NEEDED	RESPONSIBLE SVP AREA	INTENDED OUTCOMES	ALIGNMENT	COMPLETED OR DATE TO BE COMPLETED
Celebrate "graduation champions"	College Registrars MCTV Office of Special Events	Student Affairs Advancement and Community Engagement	<p>The intended outcome is to acknowledge the support and encouragement provided to students as they progressed through the process of learning and earning credentials. An outcome would be an increase in the number of MC employees—faculty, staff, and administrators who attend commencement and celebrate our students. Creating an opportunity for graduating students to invite their graduation champion(s) to commencement will likely lead to increased MC employee attendance.</p> <p>Each identified graduation champion would be invited to attend commencement by students. An identifier (a button) that says "I am an MC GC" could be ordered/worn by selected graduation champions. MCTV would be asked to interview select graduates who speak to the efforts their graduation champion expended on behalf of the student. A select few of these interviews would be played as a part of the pre-commencement video displays.</p>	MC 2025 Goal V	2021 and ongoing
Montgomery College Day of Service	Deans in Student Affairs CEIO Chief Human Resources Officer	Administrative and Fiscal Services Office of the President Advancement and Community Engagement Student Affairs	Intended outcome is to express gratitude to Montgomery County citizens for support of MC. Additional intended outcome is to build and enhance cross departmental/division interactions.		2021 and ongoing

JUNE 2019 · FACULTY, TEACHING, AND CURRICULUM

ACTION ITEMS	RESOURCE PERSONS NEEDED	RESPONSIBLE SVP AREA	INTENDED OUTCOMES	ALIGNMENT	COMPLETED OR DATE TO BE COMPLETED
Add a question to student course evaluations to reflect faculty's attention to diversity. The new question will be: Instructor acknowledges and respects student diversity.	Academic Affairs Student Affairs	Academic Affairs	Implement inclusive teaching environments that demonstrate respect for diversity, equity, and inclusion.	MC 2025 Goal II	2022
<p>Include a bullet point on Faculty Evaluation Form A for full-time faculty to reflect on inclusive and equitable teaching practices.</p> <p>Include a line on the part-time faculty Classroom Observation Form: "The instructor acknowledges and respects diversity."</p> <p>Strategies for a faculty member to demonstrate this include: Showing sensitivity to students whose first language is not English, using students' names, using teaching materials that represent diverse perspectives/opinions/ authors, ensuring that all classroom materials and technology used are accessible, implementing best practices of culturally responsive teaching.</p>	Academic Affairs Student Affairs	Academic Affairs	Implement inclusive teaching environments that demonstrate respect for diversity, equity, and inclusion.	MC 2025 Goal II	2022
<p>Include a "strength in diversity" statement on the collegewide syllabus template. It reads as follows:</p> <p>"Respect for Diversity: It is our intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: religion, gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements." (Adapted from the University of Iowa School of Education).</p>	Academic Affairs Student Affairs	Academic Affairs	Implement inclusive teaching environments that demonstrate respect for diversity, equity, and inclusion.	MC 2025 Goal II	2022

JUNE 2019 · HUMAN RESOURCES/RECRUITING, HIRING, RETENTION, SUCCESSION PLANNING

Action Items	Resource Persons Needed	Responsible SVP Area	Intended Outcomes	Alignment	Completed or Date to Be Completed
Broaden recruiting outreach to minority communities particularly Hispanic, African-American, Asian, and people with disabilities. Advertise positions with targeted publications, post in relevant social media groups, attend relevant events/conferences with diverse employee "ambassadors." Better coordinate outreach activities with workforce planning/needs and consider translating advertisement text.	HRSTM, academic deans	Academic Affairs Administrative and Fiscal Services	Interact with/gather contact information from potential candidates at suitable conferences and venues, and develop a mechanism to track the potential candidates gathered by outreach venue or academic area in order to assess impact.	MC 2025 Goal IV, V	2021 and ongoing
Update and improve training for search committees to include: 1. sharing the pie charts of student vs. employee demographics. 2. information on the importance of employee diversity for insight into the needs of our diverse students and for providing students role models and mentors. 3. content on avoiding unconscious bias in searches. Provide additional training on these topics for search committee chairs and hiring managers.	HRSTM, all hiring managers	Administrative and Fiscal Services	Increased hiring of highly qualified employees who more closely reflect the diversity of our student body.	MC 2025 Goal II, IV, V	2019 and ongoing
Have SALT help us hold ourselves accountable by setting specific thresholds for applicants from the most severely under-represented minorities (i.e., Hispanic and African American, possibly Asian) before searches can go forward.	SALT	Office of the President	Applicant pools will continue to provide appropriate numbers of qualified candidates from under-represented groups (pools are currently 73% non-white).	MC 2025 Goal V 2013 Diversity Plan	TBD
Update and utilize the Minority Faculty Internship Policy P&P #32201 to allow departments to provide a temporary teaching position to less-experienced prospects or current graduate students from traditionally under-represented minority groups or those with disabilities.	HRSTM, academic deans	Academic Affairs	Provide teaching experiences at MC and enhance the pipeline for potential future employees from under-represented groups; provide MC students with diverse and culturally competent instructors.	MC 2025 Goal II, IV, V	Ongoing
Incorporate diverse voices and tap into their connections in their own professional and ethnic communities by selecting current employee "diversity ambassadors" who could collaborate with HRSTM to suggest venues, conferences, or recruiting events for under-represented minority groups and recruit and share information there about MC.	HRSTM, deans and directors	Administrative and Fiscal Services Academic Affairs	Applicant pools will continue to provide appropriate numbers of qualified candidates from under-represented groups (pools are currently 73% non-white). Outreach to traditionally under-represented communities will be enhanced.	MC 2025 Goal II, IV, V	2020 and ongoing

JUNE 2019 · HUMAN RESOURCES/RECRUITING, HIRING, RETENTION, SUCCESSION PLANNING

Action Items	Resource Persons Needed	Responsible SVP Area	Intended Outcomes	Alignment	Completed or Date to Be Completed
Hold ourselves accountable for having minority voices at the table when hiring by ensuring search committees include the diversity ambassadors or have members that mirror our student demographics.	HRSTM, deans and directors	Administrative and Fiscal Services	Increased hiring of highly qualified employees who more closely reflect the diversity of our student body.	MC 2025 Goal V, 2013 Diversity Plan (which called for "at least one-third of search committee members" to be representative of the College's diversity)	2020 and ongoing
Explore mechanisms to create standard "evergreen" applicant pools that will notify prospective employees when relevant positions become available. Widely share the steps (at conferences, events, etc.) for joining these pools.	HRSTM	Administrative and Fiscal Services	Applicant pools will continue to provide appropriate numbers of qualified candidates from under-represented groups (pools are currently 73% non-white). Outreach to traditionally under-represented communities will be enhanced.	MC 2025 Goal IV, V	TBD
Add a screening question that requires all outside applicants for job searches to affirm a commitment to student success, equity and inclusion.	HRSTM	Administrative and Fiscal Services	Indicate to all applicants and search-committee members that the ability to serve our diverse students is an essential and important part of our job here at MC.	MC 2025 Goal II, V	Completed
Have all search committees select interview questions (from the list developed by the PACEI) regarding cultural competency and the ability to work with diverse communities and add an additional question that asks the candidate to discuss his or her commitment to student success, equity, and inclusion, with specific examples. Include these competencies as required job qualifications on all searches.	HRSTM Hiring Managers	Administrative and Fiscal Services SALT	Indicate to all applicants and search-committee members that the ability to serve our diverse students is an essential and important part of our job here at MC.	MC 2025 Goal II, V	2021–2025
Investigate: avenues for internal candidates to cross-train, move to other areas, or progress in a career path. Formerly CPOD Career Development Pathway provided guidance on this, but no longer available. Investigate an internal shadowing or mentoring system, internal job fairs, job shadowing or rotation and sponsoring student candidates into jobs at the College.	HRSTM	Administrative and Fiscal Services SALT	Enhanced communication about how to pursue professional development and mentoring opportunities.	MC 2025 Goal V	2021–2025
Pilot a blind résumé review (HR removes name/address from resumes) to see if more diverse pools qualify for selection/interviews.	HRSTM	Administrative and Fiscal Services Office of the President	Applicant pools will continue to provide appropriate numbers of qualified candidates from under-represented groups (pools are currently 73% non-white). Outreach to traditionally under-represented communities will be enhanced.	MC 2025 Goal V	Completed pilot 2019

JUNE 2019 · NATIONWIDE PEER INSTITUTION BEST PRACTICES/ ASSESSMENT AND EVALUATION/ RESOURCES

Action Items	Resource Persons Needed	Responsible SVP Area	Intended Outcomes	Alignment	Completed or Date to Be Completed
To develop an E&I data team, or designated OIRE representative, for all E&I data needs.	OIRE	Office of the President	Develop accurate tracking systems for equity and inclusion, including disaggregating Census group categories. Provide feedback to administrators, departments, and disciplines to support ambitious plans and goals.	MC 2025 Goal II	Completed
Research becoming a federally recognized Hispanic Serving Institution (HSI).	Advancement and Community Engagement Academic Affairs	Advancement and Community Engagement Academic Affairs	Apply for grants and funding to expand outreach and services to the largest growing MCPS demographic to impart the value of continuous learning and a college education. Build MC's workforce capacity to serve this population.	MC 2025 Goal I, II, IV	Completed
Appoint a committee to identify a range of criteria for establishing recognized employee affinity groups, such as a charter which outlines roles and responsibilities. Charge the CEIO with meeting regularly with representatives of affinity groups to address equity and inclusion issues.	CEIO Chief Human Resources Officer	Office of the President Administrative and Fiscal Services	Strengthen the many ways employees find a way to belong at MC and contribute unique perspectives. Eliminate the current inequitable system of haves and have-nots regarding visibility, resources, and access to recognition and administrative support.	MC 2025 Plan Goal II, V	20202025 "White Paper" and Pilot complete 2020–2021
Clarify the needs and identify role for additional staff in OEI to meet E&I initiatives and goals. (i.e., administrative associate or program manager position).	OEI	Office of the President	Maximize workload of OEI and lead to increased output of E&I initiatives.	MC 2025 Plan V	Completed
Create an E&I Dashboard on the E&I website that communicates: 1. periodic progress reports on E&I recommendations. 2. PACEI minutes/agendas/E&I Advisory Leadership Team notes. 3. centralized E&I events calendar. 4. E&I resources at MC (i.e., civility norms, civility tool kit, Dr. Pollard's welcome video, other E&I videos, Heritage Month calendar, Excellence in Equity award info, reports, research, training videos, self-assessments).	Information Technology Office of Communications	Administrative and Fiscal Services Advancement and Community Engagement	Affirm the values of equity and inclusion for all MC stakeholders. Raise the visibility of initiatives. Centralize information and provide referrals and resources for continuous learning and expanding community partnerships.	MC 2025 Goal IV	Completed

JUNE 2019 · REPORTS AND COMMUNICATIONS

ACTION ITEMS	RESOURCE PERSONS NEEDED	RESPONSIBLE SVP AREA	INTENDED OUTCOMES	ALIGNMENT	COMPLETED OR DATE TO BE COMPLETED
Publish a PACEI Newsletter on a semester basis and utilize the translation services already contracted with the College (e.g., a minimum of two languages).	Office of Communications CEO	Advancement and Community Engagement Office of the President	Effectively communicate with and keep informed the College community on the recommendations, work, and progress of the PACEI Committee. Demonstrate commitment of the College to this important work.	MC 2025	Completed and ongoing
Finalize and formally publish the draft version of the Brochure for Benefits offered to MC employees in a minimum of two languages.	HRSTM	Administrative and Fiscal Services	Many College employees do not speak or read English as their primary language. The objective is to make key employee documents (e.g., benefits manuals) formally available in alternative languages.	MC 2025 Goal V	2020 and updated annually
Consider expanding MCTV to cover additional global College offerings and delivery of those offerings in languages other than English.	Office of Communication Media Arts Department	Advancement and Community Engagement Academic Affairs	Make College events more accessible to non-English or limited English speakers. Expand community reach and inclusion.	MC 2025 Goal IV	2025
Examine available College data sources to explore the possibility of offering theory-rich courses in alternate languages for areas with high DFWs, for example: math, science, humanities and behavioral social sciences.	Academic Affairs OIRE CDAO	Academic Affairs Office of the President	Work to identify and decrease noted achievement gaps in targeted academic courses.	MC 2025 Goal II AMP Initiatives I & II	2025

JUNE 2019 · TRAINING, DIALOGUE, EVENTS, CELEBRATIONS

Action Items	Resource Persons Needed	Responsible SVP Area	Intended Outcomes	Alignment	Completed or Date to Be Completed
Research the idea of rebranding MC Professional Development. "ELITE" is viewed as an insensitive word synonymous with exclusion and privacy. Seek employee/student opinions from forums and surveys and set to vote (similar to MC brand/rebranding process). Brainstormed ideas (SOAR, Flourish, Bloom, Blossom).	OIRE Academic Affairs	Academic Affairs	Ensure that MC is designing and providing equitable deliverables and inclusive service. Close professional development gaps for employees. Improve MC morale and operational alignment with Equity and Inclusion. Expand inclusion in workshops and trainings for students and registered community members.	E&I Survey 2017	2020–2025
Research possibility of MCTV/MCPD collaboration to record new E&I training videos using MC employees, faculty, and students.	ELITE CEIO MCTV	Advancement and Community Engagement Academic Affairs		MC 2025 Goal II, V AMP Initiatives I & II EI Survey I	2020-2025
Provide train-the-trainer experience for "equity ambassadors" at CCBC weeklong workshop. • Replicate Café Conversations/Dialogue Forums.	ELITE CEIO PACEI	Office of the President Academic Affairs	Create Equity Ambassadors program for continuation of training and dialogues (Café Conversations) pertaining to Equity and Inclusion. • Dialogue Forum continuation. • Equity Dialogue forum sessions for all employees, students, and community to discuss survey results and Equity Summit.	MC 2025 Goal II, V	Completed and ongoing
Review mandatory Equity & Inclusion credit and training requirements. Realign with Office of Equity and Inclusion. • Plan to continue PACEI Dialogue forums and E&I trainings (Café Conversations) led by Equity Ambassadors . • Create Ambassadors of Equity and Inclusion group to attend and represent EI work at MC and community events. • Establish permanent Heritage Month Committee of ambassadors to coordinate collegewide Heritage Month events. • To support the One College practice, ensure MC "signature" events are replicated on each campus (example MC's Got Talent/RV, Multicultural Fair/T, Community Day/G). • Create Equity Week of events (including virtual attendance options) instead of one-day Equity Summit to increase audience share and be more inclusive.	CEIO Chief Human Resources Officer PACEI Office of Student Life ELITE	General Counsel Office of the President Administrative and Fiscal Services Student Affairs Academic Affairs	Reformat E&I training credits for transparency or requirements at MC. Create Equity Ambassadors program for continuation of training and dialogues (Café Conversations) pertaining to Equity and Inclusion: • Dialogue Forum continuation. • Equity Dialogue forum sessions for all employees, students, and community to discuss survey results and Equity Summit. • Provide equity in event services, trainings, and student deliverables.	MC 2025 Goal II, V AMP Initiatives I & II	2020 and ongoing

JUNE 2019 · TRAINING, DIALOGUE, EVENTS, CELEBRATIONS

Action Items	Resource Persons Needed	Responsible SVP Area	Intended Outcomes	Alignment	Completed or Date to Be Completed
<p>Expand allotment (one hour/month instead of annually 12 hrs.) and align "enrichment leave" use to include OEI-approved student services initiatives (i.e., Mobile Market, manna bag lunch days, club advising, student group event support, mentoring), community service, and volunteerism opportunities.</p> <ul style="list-style-type: none"> • Adopt flex-time usage to permit all employees to attend and increase enrollment in MC sponsored training and professional development opportunities. 	HRSTM	Chief of Staff Administrative and Fiscal Services	Empowering employees and their manager as well as our community to include themselves in the work to support student success by volunteering for MC/OEI-approved activities and opportunities to serve our students and community.	MC 2025 Goal II, V AMP Initiatives I & II	2025
Design a virtual "Civility Toolkit" housed on the E&I site, including: Minutes, Dr. Pollard's Welcome video, Civility Norms, Heritage Month Calendar, Dialogue Forum and Civility Pathway schedule, Excellent in Equity award information, Reports/research, Training videos, Self- assessments and other MC resources.	CEIO Information Technology	Office of the President Administrative and Fiscal Services	One location to house E&I information.	E&I Surveys 2017 and 2018	Completed
Fund award for Excellence in Equity through MC 2025.	CEIO	Office of the President	Boost College culture.	E&I Surveys 2017 and 2018	Completed
Display Civility Norms on collegewide digital screens.	CEIO	Office of the President	Boost College culture.	E&I Surveys 2017 and 2018	Completed
Develop Dr. Pollard's Welcome Video in use for faculty, staff, and student orientations.	CEIO MCTV	Office of the President	Communicate collegewide intent regarding E&I.	E&I Surveys 2017 and 2018	Completed
Translate E&I newsletter into different MC student languages.	CEIO	Office of the President	Increase access.	E&I Surveys 2017 and 2018	Completed

**JUNE 2019 · WORKFORCE DEVELOPMENT AND COMMUNITY ENGAGEMENT,
INCLUDING BUSINESS PRACTICES AND PROCUREMENT**

ACTION ITEMS	RESOURCE PERSONS NEEDED	RESPONSIBLE SVP AREA	INTENDED OUTCOMES	ALIGNMENT	COMPLETED OR DATE TO BE COMPLETED
<p>Focus on students who are here on any type of Visa.</p> <p>a. Identify funding needs for additional student support services (i.e., counseling, international and multicultural student center, helping students market and leverage their skills, job readiness, networking with local business, etc.).</p> <p>b. Identify additional funding sources (grants, community support, etc.).</p> <p>c. Establish partnerships with community businesses to address student needs such as food, housing, medical assistance.</p> <p>d. Outreach to faith-based organizations and other organizations (check with equity and inclusion for guidance).</p>	WDCE Office of International and Multicultural Affairs	Student Affairs Academic Affairs Advancement and Community Engagement	Enhance student support services, completion rates, graduation rates, and/or transfer rates.	StAMP AMP MC 2020 MSCHE	In progress
You Are Welcome Here social media and marketing campaign (i.e., banner signage on all campuses); increased paid promotion and visibility on campus and social media; and track engagement and impressions.	CEIO Office of Communications	Advancement and Community Engagement	Make students feel welcome through a national marketing and social media campaign.	MC 2025 Goal IV	Completed and ongoing
A study/analysis on adult student learners' enrollment, graduation rates, and recruitment to identify areas of opportunities. Go to community organizations to partner with Community Engagement.	OIRE to retrieve collected data Recruitment	Chief of Staff	To determine if additional recommendations are needed and adult learner needs are met.	MC 2025	2020–2025

NOTE: The Disability Inclusion Subcommittee began its work in July 2019 and did not have recommendations formulated for this report.

XIV. Appendix B



MONTGOMERY COLLEGE

Civility Norms

"We believe the culture of civility begins with each of us."
—PACEI Leadership Team

We aspire to be welcoming, equitable, inclusive, and culturally competent.

We are polite in our interactions by: greeting and acknowledging others; saying please and thank you; respecting others' time, space, and individuality; being direct, sensitive, and honest.

We listen for common ground.

We treat each other with respect by: welcoming feedback with an open mind and giving others the benefit of the doubt; acknowledging the contributions of others and recognizing successes; acknowledging the impact of our behavior on others with a caring heart.

We address incivility in a polite, courteous, and responsible manner.

Inspired by *Mastering Civility* by Christine Porath

For more information, contact Sharon Bland, Chief Equity and Inclusion Officer, CEIOAdvisor@montgomerycollege.edu



9221 Corporate Boulevard · Rockville, Maryland 20850
montgomerycollege.edu