

Allegany College of Maryland

PLAN FOR PROGRAM OF CULTURAL DIVERSITY

Annual Report / Academic Year 2019-2020

Presented to Board of Trustees 10/19/20

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PART 1

A summary of the institution's plan to improve cultural diversity.

- *Major goals, areas of emphasis and strategy for implementation*
- *How progress is being evaluated. Where progress has been achieved and areas where continued improvement are needed.*

INSTITUTIONAL PLANNING / GOALS

Allegany College of Maryland **Strategic Plan (2015-2020)** was revised in FY17; however, Institutional Priority Two, "Allegany College of Maryland enhances the learning and working environment by valuing, supporting, and recognizing a diverse and highly qualified faculty and staff" still includes Strategic Goal Five: to "increase cultural competency within the College community." Multiple tactics have been implemented and the work continues.

The College's **Educational Master Plan (2015-2018, extended to 2019)** provides the educational roadmap for student success using five Planning Theme; diversity figures prominently in two themes: Learning and Teaching.

1. ACM assists students in their educational success in preparation for transfer, work, or life in a diverse and global society.

2. ACM cultivates a climate that supports every employee, fosters the learning centered college, and enhances diversity in teaching and learning.

The institutional division of Instructional & Student Affairs extended its **Instructional and Student Affairs Annual Initiatives** from FY17, including diversity as a divisional “goal”: increase cultural competence of faculty, staff, and students. The Diversity Committee, a Special Standing Committee for the College was tasked with accomplishing this goal with the Dean of Student & Legal Affairs acting as liaison between the Diversity Committee and the Educational Master Plan (EDMP) working group.

AREAS OF EMPHASIS

Civil Rights Audit: During FY20, Allegany College of Maryland was selected for a routine audit by the Maryland State Department of Education (MSDE) Division of Career and College Readiness Methods of Administration (MOA). The College assembled an interdisciplinary team to prepare for the audit, write the institution’s report, participate in the audit with the MSDE team during their campus visit, and respond to MOA findings. The College implemented or has timelines for full implementation of all the findings and recommendations.

There were two significant outcomes from the MOA.

- 1.) Revision of the College’s non-discrimination policy and statement:
Allegany College of Maryland does not discriminate on the basis of age, ancestry/national origin, color, disability, gender identity/expression, marital status, race, religion, sex, or sexual orientation in matters affecting employment or in providing access to programs and activities and provides equal access to the Boy Scouts and other designated youth groups.
- 2.) Revision of the Dean of Student & Legal Affairs job description; that position is now designated as the College’s ADA/504 Coordinator.

Residence Life Staffing: Effective 07/01/19, Allegany College of Maryland reached a several years’ staffing goal and hired a second Area Coordinator for Willowbrook Woods. As noted below, students who live on campus at Willowbrook Woods are the majority of the College’s minority student population. The arguments in support of doubling live-in staff included more frequent and meaningful connections with individual residents, increased programming/engagement, greater availability to and support of student Resident Assistants, and ability to identify and intervene with problems sooner which should translate over time to improved academic performance, retention, and completion of this 85% minority community. In Fall 2019, Residence Life organized 39 distinct programs that included educational and recreational elements. In Spring 2020 before Covid required the cancellation of many events, Residence Life held 15 programs.

Unity Center: The College upgraded, relocated, and re-themed the former Diversity Center which had been housed in the College Center for years to the Unity Center in the Humanities Building. The Unity Center’s mission is to provide a space for multi-cultural learning opportunities that engage students, faculty, and staff in meaningful ways. It serves as an educational space for the College’s many groups and clubs including its Aspiring Young MENTors who use the center as their headquarters for activities.

Loft Lift: After several years’ inoperability and diligent efforts to secure the necessary funding, the College’s loft lift was replaced with a new wheelchair lift during FY20. That space (large meeting room above in the College Center theater) is now fully handicap accessible.

Diversity Committee: Membership changed significantly in FY20. The first meeting was in October where last year’s members reviewed the FY19 survey results with regular monthly meetings held until the College shifted to remote in March due to Covid-19. The Committee’s project in FY20 was designation of gender neutral bathrooms on campus – specifically designating single occupancy bathrooms as open to any person of any gender. That goal was approved by institutional leadership although implementation was delayed due to Covid 19. It will continue into FY21. The Committee noted the following additional activities:

- ✓ New members joined while others stepped down. The same small core of members contributed mightily to the group’s work, and new co-chairs were reappointed.

- ✓ Safe Zone training for committee members in mid-February.
- ✓ Began work on a dedicated web page.
- ✓ Discussed employee training related to improving cultural competence.
- ✓ Supported a message from Dr. Bambara to the campus community related to the civil unrest in cities nationwide and solicited student representation (June 2020).
- ✓ Several members participated in local marches/rallies and shared their observations/experiences with the committee (Summer 2020).
- ✓ Research/reading was shared liberally among Committee members.

Title IX: The Dean of Student & Legal Affairs is also the College’s Title IX Coordinator and is thus charged with remaining current on legal/regulatory developments related to gender discrimination and properly addressing reports of sexual misconduct and sex discrimination regardless of gender, sexual orientation, or sexual identity. The new Title IX regulations were issued in Spring 2020; they contain a heavy emphasis on greater due process and elimination of bias. The College’s Title IX policy was revised and new procedures/practices were developed in Spring/Summer 2020 to meet compliance.

Discrimination: The Dean of Student & Legal Affairs is charged with remaining current on legal/regulatory developments related to other forms of discrimination and properly addressing reports of discrimination among students, faculty, or staff. The complaint form and process for responding to complaints is updated annually. (These documents were adapted from and align closely with corresponding Title IX documents.) The Dean also presents information about hate-bias to each student group with whom the Dean meets at the start of the academic year and in emails to students.

Lighthouse: The College contracted with third party vendor Lighthouse Services, Inc. to provide a venue for any person to report misconduct anonymously. Various College officials are designated as administrators and investigators for reports in the following categories: discrimination, Title IX, safety/security, fraud, compliance/ethics, human resources, and athletics. The full rollout of this service was delayed by Covid-19 and will occur in early FY21.

CCSSE: The College was scheduled to administer the CCSSE in Spring 2020, but Covid-19 scuttled the survey.

EVALUATION OF PROGRESS

Allegany College of Maryland has continued a comprehensive review of its assessment and planning throughout FY20; this review included all areas of the College. As noted above in Institutional Planning, the College is dedicated to evaluating progress – particularly regarding the divisional goal to increase cultural competence of faculty, staff, and students. Additionally, the College has created multiple layers of input and review of institutional assessment including new committees, internal processes (including budgetary, academic program review, and operational unit review*), dedicated employee responsibilities, and even new positions charged with shouldering much of the assessment and planning work. Each unit submits an annual report to the Director of Institutional Effectiveness, Research, and Planning. Additionally, the Strategic Planning Council writes an annual report that addresses progress for each strategic initiative.

For the General Education Personal & Civic Responsibility Goal, assessment is accomplished via questionnaires and evaluation of learning outcomes via an assessment rubric.

PART 2

A description of efforts to increase the numerical representation of traditionally underrepresented groups among students, administrative staff and faculty

- *Detail initiatives designed to recruit and retain traditionally underrepresented students, staff, and faculty. Both campus-wide and program specific*

DEMOGRAPHIC DATA / STUDENT RECRUITMENT AND RETENTION

The charts below highlight the race/ethnicity in our local community and among our student body (5 years). As you can see, Allegany College of Maryland has grown in its representation of minorities in the student body and continues to exceed the local population minority population percentage.

Race/Ethnicity	Allegany County	
Total Population	75047	
White	65066	86.7%
2 or more races	6229	8.3%
Hispanic	150	0.2%
Black or African American	826	1.1%
American Indian/Alaska Native	75	0.1%
Asian	1576	2.1%
Native Hawaiian/Other Pacific Islander	1426	1.9%
Non-white	9981	13.3%
Source: 2019 Census Population Estimates (ACS)		

Student racial/ethnic distribution	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
a. Hispanic/Latino	0.20%	1.40%	1.50%	1.50%	1.90%	1.40%	1.47%	2.1%
b. Black/African American only	10.40%	10.30%	10.60%	11.40%	10.90%	10.40%	9.63%	9.4%
c. American Indian or Alaskan native only	0.20%	0.20%	0.10%	0.00%	0.20%	0.30%	0.08%	0.1%
d. Native Hawaiian or other Pacific Islander only	0.10%	0.10%	0.10%	0.00%	0.00%	0.10%	0.12%	0.0%
e. Asian only	0.40%	0.40%	0.30%	0.00%	0.40%	0.70%	0.66%	0.5%
f. White only	84.30%	83.70%	83.00%	84.20%	82.40%	83.20%	83.33%	83.4%
g. Multiple races	1.00%	1.30%	1.50%	0.40%	2.10%	2.40%	3.09%	2.9%
h. Foreign/Non-resident alien	1.00%	1.10%	1.30%	1.10%	1.20%	1.10%	1.01%	0.7%
i. Unknown/Unreported	1.20%	1.70%	1.80%	1.40%	0.90%	0.40%	0.62%	0.8%
% Minority	13.30%	16.50%	15.30%	15.80%	17.60%	16.80%	16.68%	15.3%
Source: Allegany College of Maryland Performance Accountability Report								

The majority of Allegany College of Maryland’s underrepresented minority students reside in Willowbrook Woods, ACM’s on campus housing facility which is described in Part IV. According to Institutional Research, 85% of Willowbrook Woods residents were non-white for the FY20 contract term.

Residence Life: Allegany College of Maryland offers on-campus apartments for up to 224 full time credit students of all socio-economic classes (largely low income and first-generation college students), races/ethnicities, geographic roots (mix of students from Maryland’s metropolitan region and rural, multi-state locations), and college-preparedness (a significant number of residents take at least one developmental course and numerous residents are enrolled in highly competitive/demanding allied health programs). In order to be as inclusive as possible, Residence Life Staff asks these two questions on the Roommate Matching Form:

1. Gender Identity choices: Male, Female, Trans or Transgender, Another Identity
2. Gender based room assignment choices: Male, Female, Gender Neutral

The application packet includes two pages of questions and short essays; since Residence Life values a highly diverse living/learning community, the questions are designed to both inform prospective students about the community and to identify any particular preparation/education needs of the new residents. Applicants are asked to share their thoughts about building community, getting to know people who are different from themselves, being friends with someone from a rival town or school, and whether there is any group or type of person with whom s/he is unable/unwilling to be friends?

To ensure absolute fairness in the selection of residents, demographic data (except for age and gender) is not collected on the applications, and roommate assignments (4 students per apartment) are made based solely upon information from the Roommate Matching Form which includes program/major and elicits particulars of compatibility such as interests, socializing tendencies, study habits, noise, cleanliness, and smoking (ie., the issues which are the most frequent sources of roommate conflict). Any applicant who demonstrates an unwillingness to cohabit with someone from a different race, religion, culture, or other demographic for which discrimination is not permitted is referred to off-campus housing.

Marketing/Recruitment: To recruit underrepresented minority students, recruiting staff attends multiple local and regional college and career fairs, with the goal of recruiting students, including underrepresented students. In addition, campus tours are scheduled from schools throughout the region as well as families, both in rural and urban locations, with the goal of providing the opportunities to recruit students from underrepresented backgrounds. Recruitment staff also attended programs and/or offered special events that support the recruitment of and services to underrepresented students. (NOTE: several of these activities were suspended or went virtual beginning in Spring 2020 due to Covid.)

1. Monthly visits through March 2020 to speak with an adult population mandated to report to Horizon Goodwill Industries, a regionally based non-profit rehabilitation agency.
2. Presentation and guided campus tours of the Cumberland campus to students enrolled in the Work Experience (WEX) program, a job readiness program that focuses on building skills and developing the potential of parents receiving State assistance. (virtual)
3. Homeschool Experience – half day, on-campus program developed for students entering 9th through 12th grades in the tristate region (MD, WV, PA) who are currently homeschooled. (virtual)
4. Next Generation Scholars – half day, on-campus program developed for students in 8th, 9th, and 10th grades attending Washington Middle or Fort Hill High School in Cumberland, Maryland. The Next Generation Scholarship is a state grant program established by Maryland House Bill 1403 that provides funding for college access through nonprofit organizations to enhance college and career awareness and college completion for low-income underserved Maryland high school students. (virtual)
5. Afterschool Program – middle school students (6th, 7th, & 8th grades) enrolled in the Allegany County Public Schools Afterschool Program were invited to ACM for a career exploration program. (suspended)
6. Naviance – a partnership was established with Hobsons to gain prospective student leads from areas in Maryland and Virginia with a more diverse population.

Additionally, Allegany College of Maryland has a variety of programs and special projects that support the recruitment of and services to underrepresented students. A summary is provided below:

1. Pathways for Success is a TRIO Student Support Services project to increase retention, graduation, and transfer rates of eligible students, as well as improve student grade point averages. The program provides a supportive environment on campus for underrepresented students with low-income or first-generation status and students with disabilities. The program offers tutoring in math, science, and writing/English, one-on-one academic advising, career advising, transfer advising, financial aid advising, peer mentoring, support groups, and workshops on topics such as financial literacy.
2. Centralized Academic Advising in Rural Appalachia: Ensuring Student Success and Completion (a Title III program) enables the College to improve academic advising services to students, including

underrepresented students, to boost their chances for success and will consolidate academic advising services in one location for greater access and more consistent delivery. This one-stop advising services center, located in the College Center, includes a wide range of academic advising, career planning, supportive counseling, educational coaching and mentoring services.

3. Consolidated Adult Education and Family Literacy Services offers a variety of programs and services to prepare underrepresented students for high school equivalency and literacy services for family and workforce development. Adults and out-of-school youth without a high school diploma have the option of completing secondary education through GED testing or the National External Diploma Program. Successful students by either approach are issued a Maryland high school diploma. Family literacy services, the second key part of adult education, help adults become literate for employment and self-sufficiency and enable them to become full partners in the educational development of their children. Community outreach is a major emphasis, and the adult education program works with such agencies as the Human Resources Development Commission, Social Services of Allegany County, the YMCA Family Support Center and the local American Job Center.

STAFF AND FACULTY RECRUITMENT AND RETENTION

Human Resources' current efforts to recruit and retain traditionally underrepresented groups include the notice of nondiscrimination and the fact that we are an EEOC employer. HR sends job postings to the Chronicle of Higher Education for faculty positions to help attract all potential candidates that read that publication. We've looked into expanding this advertising to other more minority focused publications; however, funding is extremely limited.

The most recent data available from the Office of Institutional Research, Effectiveness, and Planning (Fall 2019) shows gains (albeit modest gains) over the prior three years.

	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Percent Minority Full-Time Faculty	1.9%	2.0%	3.0%	3.2%
Percent Minority Full-Time Administrative and Professional Staff	0.9%	1.3%	1.8%	1.8%

*minority includes non-white and Hispanic

Human Resources reports the following recruitment and retention employee data:

For recruitment:

Applications	FY20
Females Applied	54%
Females Hired	56%
Minority Applied	33%
Minority Hired	6%
Veteran Applied	7%

Veteran Hired	7%
Disabled Applied	2%
Disabled Hired	4%
Non-white applied	17%
Non-white hired	16%
Total applications received	694
Total Hired	45
Faculty Applied	249
Faculty Hired	15
Staff Applied	445
Staff Hired	30

Retention of staff:

From EDS report	FY20
FT Faculty Minority	3.16%
FT Faculty non-white	2.11%
FT Faculty & Admin/Prof Minority	1.96%
FT Faculty & Admin/Prof Non-white	1.47%
FT ALL Minority	2.14%
FT ALL Non-white	1.42%
FT Staff (no Faculty) Minority	1.61%
FT Staff (no Faculty) non-white	1.08%
Payroll ending 11/15	
FT and PT Staff	
FT	281
PT	229
TOTAL	510
White, Hispanic	6
Non-white	13
Non-white	2.55%
Minority	3.73%

The President and Director of Institutional Effectiveness, Research, and Planning conducted the annual internal **Employee Satisfaction Survey** in Fall 2020 as well as the Chronicle of Higher Education’s survey in the hopes of achieving that publication’s designation as a Great College to Work For to enhance recruitment and retention. The results continue to be encouraging and show steady progress at the institution.

Percent of Employees Responding Strongly Agree or Agree:	2015	2016	2017	2018	2019
The College demonstrates commitment to valuing diversity	80%	82%	79%	81%	84%
ACM fosters cultural competency in its employees	68%	67%	66%	69%	76%
Source: ACM Employee Survey (Internal), 2015-2019					

For both retention and teaching excellence, faculty has updated and implemented its peer mentor program which is now mandatory for new faculty; that process has been reviewed and improved extensively by the Educational Innovations Committee and the subcommittee working group led by Associate Professor Robin Seddon. Additionally, all faculty who teach online or blended classes are required to complete a new self-paced online course, *Accessibility and Your Online Course*, as well as comply with a new eCourse policy for quality assurance including accessibility standards.

For all position types (faculty and staff), the College endeavors to make minority employees feel included and valued.

Search Committee Experts

HR continues to train and use a team of search committee experts. The training these individuals receive allows them to recognize common recruiting biases, avoid inappropriate topics, to read congruency between candidates’ words / expressions / body language, and to point these factors out to other people on their search committees that they have been assigned to. Every search committee is required to have one of these individuals on the committee. These changes were made to enhance this aspect of our institution to help ensure that we hire the best candidates possible for open positions, while also assuring that we maintain non-discriminatory hiring practices.

PART 3

A description of efforts designed to create positive interactions and cultural awareness among students, faculty and staff on campus.

- *Faculty and staff cultural training programs*
- *Curricular initiatives that promote cultural diversity in the classroom*
- *Co-curricular programming for students*

All new, full time Faculty, and all Professional and Associate Support Staff are required to complete harassment training which includes sexual harassment. Additionally, pursuant to the regulations in place during FY20, every new ACM employee is required to receive Title IX training during his/her first year of employment.

General Education Personal & Civic Responsibility Goal: Faculty are designated each year to list personal and civic responsibility as a learning outcome for students. Faculty participate in trainings that foster shared understanding of the goal, expectations for proficiency, and teaching and learning strategies.

Poverty Simulation: Allied Health Students participated in the poverty simulation on **November 20th, 2019** in cooperation with community partner, the Western Maryland Health System (now UPMC-Western Maryland). The Poverty Simulation is an immersion experience that helps to sensitize community participants to the realities of poverty. This experience helps to bridge the gap from misconception to understanding. During the simulation, participants will role-play a month in poverty and experience the challenges of living in poverty.

ACM Student Field Trip to the Holocaust Museum and the African American History Museum

Aspiring Young MENtors: In the fall of 2018, a mini-grant was applied for at Allegany College with the intent to create an organization that is comprised of a group of African-American male mentors to help guide and support other young African-American men on campus. *The graduation rate within 4 years for African-American males attending ACM is around 10% as compared to all other populations at 34%.* A major goal of this mini-grant was to establish a support group that could impact student success and growth for this population of students. **Mission:** Foster student success through a collaborative network of men dedicated to leadership, mentorship, and a growth mindset at Allegany College of Maryland. **Vision:** Lead young African-American men at Allegany College of Maryland in achieving their dream.

Save the World Fair and Competition: An ACM annual college-wide poster board competition focused on student research, solutions, and advocacy addressing issues that confront our community, nation, and world today. Posters include projects that have been developed individually, in groups, or as part of classroom learning experience that has been promoted by instructors.

Day of Civility in Allegany County: A day-long event with multiple activities to promote the 15 principles of Choose Civility: Bridge to Civility, Kindness Rocks, “A House Divided: How Do We Get the Political System We Want” Dialogue - FSU ORT Library (ACM students participating), Key Note speaker Dan Buccino – a Choose Civility Founder - from John Hopkins University, and 8 community partners at the “Showcase of Civility” with activities and information (NAACP, Women’s Action Coalition, Allegany County Government, Maryland City Government, Allegany Radio, Archway Station, Rehab 1st, FSU).

8th Annual Women’s History Celebration: This year’s theme was “Women of Peace and Nonviolence” with a chance to view the “What Were You Wearing?” exhibition in the Hazen Gallery. This Exhibition features powerful stories and re-creations of the clothing survivors were wearing at the time of a sexual assault. The program, hosted by ACM and sponsored by the Allegany County Women’s Action Coalition and Maryland NOW with ACM and the local branch of the NAACP as community partners.

Salome Heyward's Best Practice Webinar Series: Keys to Avoiding Accommodation Mistakes: This series was made available to all faculty and staff.

Faculty Teaching/Learning Community: Coordinators hosted numerous learning events as “open houses” during the year including one entire week in February dedicated to Diversity in the classroom – specifically student learning styles.

DEI (Diversity Equity Inclusion): ACM’s Institutional Technology found and made available to faculty and staff a free webinar from Educause. “We are all responsible for the creation of inclusive institutions...Join us for 60 minutes of diversity, equity, and inclusion that will give you the business case for inclusivity, an overview of what your peers are already doing and accomplishing, and time to commit to that one next step you will take.”

Humanitarian Relief Simulation Exercise: One of the most urgent challenges of our times is the mass movement of displaced people around the globe. Reasons are often related to war, violence, and natural occurrences created by environmental crises and disasters. This 2-hour role-playing simulation builds understanding and sensitivity to the challenges faced by people involved in crisis situations. Role playing as aid

workers and displaced persons, students can increase **cultural awareness, interviewing abilities, and build their empathy capacity.**

Book Discussions / institutional events and community partnerships

- The Holocaust: Could it Happen Again?
- Anne Frank: The Diary of a Young Girl
- Resilience: One Family's Story of Hope and Triumph Over Evil (75th anniversary of liberation of Auschwitz)
- Waking up White: Finding myself in the Story of Race
- Allegany Unearthed: Coal in Western Maryland - A Student Perspective

Martin Luther King Day & Black History Month Speaker Series / ACPS partnership

- "I Have a Dream" by Pastor Darin Mency
- "Harriet Tubman: Walk a Mile in My Shoes"
- MLK Celebration with Kate Smith Brodie
- "Frederick Douglas Speaking Tour" with Nathan Richardson

Civic Engagement Opportunities / Center for College Community Partnership

- Community Trip to the Holocaust Memorial Museum
- Martin Luther King Jr. Celebration: Chasing the Dream, Remembering the Journey
- Hidden Common Ground Initiative: Deliberate and exchange ideas about issues like immigration, divisiveness, health care, and the economy
- "Coastal Promise" Humanitarian Relief Simulation Field Exercise – program on conflict resolution, peacebuilding, and humanitarian assistance
- Save the World Incubator Session
- "River and Rails" Festival
- Allegany County Lynching Truth and Reconciliation Project: support the mission of Allegany County's Truth and Reconciliation Committee and their work on a local community remembrance project. The project is mandated by [Maryland HB 307](#), which requires regional hearings on lynchings that took place in Maryland, as well as to examine the legacy of racism in our community. It is endorsed by [Bryan Stevenson](#), of the [Equal Justice Initiative](#).

Donald Alexander Library: The staff have purposefully developed themed displays and grouped reading materials to promote cultural awareness where the students typically associated with cultural observances (weekly, monthly).

Student Life / Student Government Association / Student Clubs

Allegany College of Maryland, through its Student Government Association, recognized 30 Student Clubs in FY 20. In FY19 we removed 2 clubs from our rosters, which had become inactive (NAACP Student Club & Science Club). Active clubs that promote diversity include the Student Government Association, Advocates 4 Christ, Choir, Culture Club, Nurse's Christian Fellowship Club, Peace Studies Club, Phi Theta Kappa, Veteran Support Club, Volunteer Club, PRIDE (LGBTQ/Ally Club), and 21 academic-related clubs and honor societies.

The Director of Student Life and members of the Student Government Association (SGA) utilize local, state and national presenters/agencies to provide programs to the College community. The Director of Student Life and a small group of students from SGA again attended the National Association of Campus Activities conferences in the Fall semester to select various speakers, novelty events, and performers to bring to campus.

In FY20, the following programs were presented (often in partnership with other campus groups such as the Democracy Commitment) and were open to all students, faculty, staff, and community members.

- **Several Voter Registration Events** – Events to encourage students, faculty, staff and community members to register to vote and to exercise their right to vote.
- **Veterans Day Event - Honor and Recognition Ceremony** was held.
- **Dr. Martin Luther King Jr. Celebration** – During the day, a passive program included the showing of several videos relating to Dr. King.
- The annual **Focus on Women Awards** were once again incorporated into the all-college **Student Award Ceremony** where numerous other programs and achievements by deserving students are recognized (eg., Service to Children Award (Education), Outstanding Female and Male Student-Athlete Awards). One student was selected and recognized this year.
- The **Focus on Men Award** was again presented this year, which mirrored the Focus on Women Award. One student was chosen and recognized this year.
- **International Day of Peace** - was held by TDC in conjunction with Frostburg State University.
- From March – June due to Covid precautions, Student Life organized **virtual programming**, utilizing free online events provided by a variety of vendors. Programs included various musicians and presentations on topics such as: Smash the Monolith, Can Interfaith Restore Humanity, Changing the World: One Person at a time, Changing the Face of Fashion, mental health, a concert featuring a music sign language interpreter, sign language lessons, overcoming adversity during difficult times (a program aimed at supporting students with disabilities).

Continuing Education and Workforce Development

- **HALO for the Holidays:** “Harmony’s African-American Legacy Organization, seeks to lead a transformative movement of Community Music Therapy in which barbershop singing (and listening) serves as a metaphorical model by which we as a diverse people in one nation can learn to heal century-old wounds.
- **Bridges to the World International Film Festival:** films from Indonesia, Chile, Finland, and China
- **Culturally Relevant, Trauma Informed Care with Trans, Two Spirit, and Gender Non-Conforming People**
- Personal enrichment course: **The Great Faiths**
- **Adult Basic Education** helps community members become literate and to develop necessary skills for employment; ABE also includes the following program objectives: “Assist immigrants and other individuals who are English language learners to improve reading, writing, speaking, comprehension, and mathematics skills and acquire understanding of the American system of government, individual freedom, and the responsibilities of citizenship.”
- **Autism Walk:** This annual event raises money to support various local autism efforts in our region, in coordination with the Jefferson School and Sheppard Pratt.
- **Cultural Immersion: Latin America:** CE Culture Coach in partnership with World Artists Experiences went to Washington, DC for a day of immersion into Latin American culture.
- **Homeless Resource Day:** Local agencies and vendors participate and provide a wealth of direct services to community members who have been identified as homeless and invited to the event. Services include: Flu shots, Tetanus Shots, HIV Testing, Legal Services, Adult Education information and intake, ACHD Behavioral Health Intakes, Addictions Intakes, Housing intakes by agencies including HRDC and the YMCA, Job Services, Veterans Services, Clothing Closet, Free Birth Certificates (if born in MD), Free Photo ID if they can get their Birth Certificate, Information on STD, breast, and cervical cancer, and colorectal screening, Assistance with Health coverage, Allegany Health Right (Vision and Dental), and transportation information. The event includes pick up points all over the county to make sure the guests can attend, and the event usually serves between 80 and 100 people.
- **Transition Program:** Partnership with ACPS provides students with mild to severe cognitive disabilities the opportunity to continue their educational experiences in age appropriate community settings. CE continued to provide facilities for a “home base” for the program. Professional Development also coordinated efforts for curriculum and peer interaction with students from various credit programs.

PART 4

A description of the one strategy that has proven most successful in increasing the diversity of faculty and staff of the campus, and what evidence demonstrates its success.

In a concentrated effort to increase minority representation among faculty and staff, Human Resources began posting faculty and higher-level professional positions on Higher ED Jobs with an extra diversity package boost. That boost reaches candidates who have opted to receive postings by institutions who are committed to diversity and inclusion. It increases the pool of applicants looking for positions in institutions who are looking to work for institutions who are committed and support those policies (diversity, inclusion, and equal opportunity).

These postings also are then included in the Diversity Resources or Diversity Profiles pages of different job boards (mostly Inside Higher Education is who ACM uses).

The data shows these strategies helped increase the number of diverse applicants (ie., increase in minority applications – 33% in FY20 versus 19% in FY19)

Human Resources also worked with Marketing to boost the Facebook posts of open positions and also did a local radio ad with Forever Media. These additional methods allowed the College to reach more “passive” job applicants who may otherwise have not learned of open positions. Thus, by casting a much wider net with direct appeal to diverse populations, the College received a significantly higher number of minority applications.

PART 5

Process for the reporting of hate-based crimes consistent with federal requirements.

Allegany College of Maryland collects data annually from the following reporting sources:

- Campus Safety / Special Police
- Cumberland City Police
- Pennsylvania State Police (Bedford County)
- Student & Legal Affairs (Cumberland campus)
- Student Services Director (Bedford campus)

The hate crimes data which must be collected includes murder/non-negligent manslaughter, negligent manslaughter, sex offenses (forcible), sex offenses (non-forcible), robbery, aggravated assault, motor vehicle theft, arson, any crime involving bodily injury, larceny/theft, simple assault, intimidation, and vandalism/destruction of property. The Violence Against Women Act added the following additional crimes and hate crimes: domestic violence, dating violence, and stalking. The reports must specify whether the hate crime targeted by race, religion, sexual orientation, gender, disability, or ethnicity/national origin; by federal law, gender identity has been added as a new hate crime category. Crimes also note the location of the crime (ie., on campus, student housing, non-campus, or [adjacent] public property). This data is compiled and submitted electronically to the U.S. Department of Education by October each year (extended in 2020 due to Covid). The written report containing both statistics and narrative content is completed each summer, published, and posted online; all students and all employees are notified electronically twice per year.