

# Allegany College of Maryland

## PLAN FOR PROGRAM OF CULTURAL DIVERSITY

### ANNUAL REPORT

### ACADEMIC YEAR 2018-2019

Presented to Board of Trustees 06/17/19

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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

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.

## DIVERSITY COMMITTEE FY19 Update

The Diversity Committee began meeting during summer 2018 to achieve its primary task for FY19: revise and administer the cultural competence survey. Last year’s survey did not produce much useful data, so the committee decided to overhaul it. Due to continuing scheduling and member workload challenges, the Committee met face-to-face in July, October, December, and February; other business was conducted via email. The Committee noted the following accomplishments:

- ✓ New members joined while others stepped down. The same small core of members contributed mightily to the group’s work, and the same two co-chairs were reappointed.
- ✓ Research/reading was shared liberally among Committee members.
- ✓ Implemented a dedicated email account
- ✓ Developed a calendar of cultural observances
- ✓ Discussed creating a dedicated webpage; deferred to FY20 for institutional upgrade of website
- ✓ Researched already available training options for faculty/staff; deferred to FY20
- ✓ Reached out to faculty to request existing course/faculty best practices; one received
- ✓ Administered the diversity survey to students, faculty, and staff
- ✓ Solicited information and offered to support a new academic success initiative for male students of color: Aspiring Young MENTors at ACM. Added that group’s leader to the Committee.

## OFFICE OF STUDENT & LEGAL AFFAIRS

**Non-Discrimination poster:** A new poster dedicated to principles of non-discrimination was created this year for display on campus bulletin boards.

**Non-Discrimination Statement:** Written in collaboration with Human Resources and approved by the Board of Trustees in Summer 2016, the College’s non-discrimination statement is fully compliant with state

and federal law and has been incorporated in its entirety with institutional publications and processes – including Title IX policy/procedures.

*Allegany College of Maryland does not discriminate against any individual for reasons of race, ethnicity, color, sex, religion or creed, sexual orientation, gender identity or expression, national origin, age, genetic information, familial status, disability or veteran status in the admission and treatment of students, educational programs and activities, scholarship and loan programs, or to terms and conditions of employment, including but not limited to, hiring, placement, promotion, termination, layoff, recall, transfer, leave of absence, compensation and training. Allegany College of Maryland complies with applicable state and federal laws and regulations prohibiting discrimination and Maryland prohibits retaliation in any form against any person who reports discrimination or who participates in an investigation.*

**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.

**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. A complaint form and process for responding to complaints was developed in Summer 2018. (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.

#### EVALUATION OF PROGRESS

Allegany College of Maryland has continued a comprehensive review of its assessment and planning throughout FY19; 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.

\*Student Life completed its Comprehensive Unit Review in Spring 2018 and set goals for the next 4-5 years. Objectives specific to the goal, “Cultivate a dynamic environment for students to learn and grow that increases involvement on campus” had 2 measurable objectives:

- Increase the number of ACM employees and students who attend diversity-related programs.
- Increase program co-sponsorships with groups on campus that have and can share cultural knowledge.

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## 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 (2015) 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
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Total Population	73060	
White	63922	87.49%
2 or more races	1256	1.72%
Hispanic	1233	1.69%
Black or African American	5889	8.06%
American Indian/Alaska Native	107	0.15%
Asian	580	0.79%
Native Hawaiian/Other Pacific Islander	34	0.05%
<b>Non-white</b>	9138	12.51%
Source: 2016 Census Population Estimates (ACS)		

Student racial/ethnic distribution	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
a. Hispanic/Latino	0.70%	0.20%	1.40%	1.50%	1.50%	1.90%	1.40%	1.47%
b. Black/African American only	9.00%	10.40%	10.30%	10.60%	11.40%	10.90%	10.40%	9.63%
c. American Indian or Alaskan native only	0.00%	0.20%	0.20%	0.10%	0.00%	0.20%	0.30%	0.08%
d. Native Hawaiian or other Pacific Islander only	0.10%	0.10%	0.10%	0.10%	0.00%	0.00%	0.10%	0.12%
e. Asian only	0.40%	0.40%	0.40%	0.30%	0.00%	0.40%	0.70%	0.66%
f. White only	87.10%	84.30%	83.70%	83.00%	84.20%	82.40%	83.20%	83.33%
g. Multiple races	0.30%	1.00%	1.30%	1.50%	0.40%	2.10%	2.40%	3.09%
h. Foreign/Non-resident alien	0.90%	1.00%	1.10%	1.30%	1.10%	1.20%	1.10%	1.01%
i. Unknown/Unreported	1.50%	1.20%	1.70%	1.80%	1.40%	0.90%	0.40%	0.62%
<b>% Minority</b>	11.40%	13.30%	16.50%	15.30%	15.80%	17.60%	16.80%	16.68%
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, 88.6% of Willowbrook Woods residents were non-white in FY19.

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.

Allegany College of Maryland recruitment also staff attended programs and/or offered special events that support the recruitment of and services to underrepresented students.

1. Monthly visits 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.
3. Homeschool Experience – half day, on-campus program developed for students entering 9<sup>th</sup> through 12<sup>th</sup> grades in the tristate region (MD, WV, PA) who are currently homeschooled.
4. Next Generation Scholars – half day, on-campus program developed for students in 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> 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.

5. Afterschool Program – middle school students (6<sup>th</sup>, 7<sup>th</sup>, & 8<sup>th</sup> grades) enrolled in the Allegany County Public Schools Afterschool Program were invited to ACM for a career exploration program.
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.
4. Cyber Technology Pathways Across Maryland is a skills-training and economic-development initiative of the State's Department of Labor and will prepare workers for a growing number of area jobs foreseen in IT. Among the underrepresented population to benefit from the job training offered through CPAM are military veterans and workers made jobless by unfair foreign trade practices. Low-skilled adults, women and other populations underrepresented in cybersecurity and other IT fields are also in the target audience.

## **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.

According to the most recent data available from the Office of Institutional Research, Effectiveness, and Planning (Fall 2017), (Fall 2018), 3.12% of full-time faculty were minority, 1.8% of full-time administrative/professional staff were minority. According to the most recent data available from Human Resources (FY19), ACM had the following staffing percentages:

FT Faculty/Staff (non-white)	2.12%
FT Faculty (non-white)	2.36%
FT Staff (non-white)	1.87%
FT Faculty/Staff (minority)	2.11%

FT Faculty (minority) 4.21%  
 FT Staff (minority) 2.13%  
 Total Staff/Faculty including PT (non-white) 2.56%  
 Total Staff/Faculty including PT (minority) 3.74%  
 \*non-white does not include Hispanic  
 \*minority includes non-white and Hispanic

For FY 19 to date (7/1/18 – 4/9/19), Human Resources had the following hiring statistics 32% increase in the amount of minorities applying for positions, but the rate at which they have actually been hired has remained the same. Our veteran’s rate of applications decreased 50%, and our disabled’s rate of applications decreased by 12.5%. Our female rate of applications and hiring increased.

FY19 Females applied: 69% Females hired: 72% Minority applied: 19% Minority hired: 6% Veteran applied: 2% Veteran hired: 0% Disabled applied: 7% Disabled hired: 0%	FY18 Females applied: 62% Females hired: 59% Minority applied: 13% Minority hired: 6% Veteran applied: 4% Veteran hired: 0% Disabled applied: 8% Disabled hired: 2%
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For our applications since 7/1/18, we received 441 applications for our open positions.  
 Total staff/faculty applications (non-white) 16.3%  
 Total Staff/faculty applications (minority) 18.3%  
 Out of the 18.3% minority applications 4% were hired (3 out of 75 applications); 1 applicant hired on faculty the other 2 being staff.

The President and Director of Institutional Effectiveness, Research, and Planning conducted the annual internal employee satisfaction survey in Fall 2018 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 are encouraging and show steady progress at the institution.

Diversity	Strongly Agree/Agree	Strongly Disagree/Disagree	# Responses
<b>The College demonstrates commitment to valuing diversity.</b>	79.3	12.6	246
	83.1	10.6	225
	80	12.6	190
	80.3	14.7	188
	82.4	11.1	216
	78.9	13.9	208
<b>ACM fosters cultural competency in its employees. (added 2015)</b>	81.09	12.84	148
	68.2	20.5	173
	67.3	19.8	217

	66.4	20.7	208
	69.13	18.8	149

Employee Survey—Composite Results for 2012 (in black); 2013 (in red); 2014 (in blue); 2015 (in green); 2016 (in purple); 2017 (in navy), 2018 (in maroon)

Total number of employee responding—2012=259; 2013=236; 2014=201; 2015=213; 2016=235\*; 2017 = 223, 2018 =158

\*some indicated unable to respond

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 has compiled a team of search committee experts. This practice was implemented as it was a best practice of several other community colleges in Maryland in addition to nationwide. 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.*

### **CURRICULAR INITIATIVES THAT PROMOTE CULTURAL DIVERSITY IN THE CLASSROOM**

General Education made progress on the Personal & Civic Responsibility recommendations from last year.

- Beginning March 2018, the Gen Ed Assessment committee began the process of collecting sample assignments aligned with the Personal and Civic Responsibility goal. Attempting to simplify the process, the committee identified a faculty member within each division/program who was teaching a course that listed P&CR as a learning outcome and requested a sample assignment. In review of the assignments, it was determined that a more systematic collection from all faculty was needed to capture the various ways that courses/coursework may emphasize each of the three components of the goal--personal awareness, cultural awareness, and engagement with issues. For instance, a course project may relate to cultural and personal awareness yet not engagement with issues.
- A Personal & Civic Responsibility Questionnaire and accompanying Sample Assignments sheet representing each of the three components were finalized and will be launched at the start of the fall 2019 semester. An assessment will take place at the end of the fall semester.
- The committee also began revisions of the assessment rubric, creating three distinct rubrics that align proficiency levels with those expected at the completion of an associate degree as outlined in the Degree Qualification Profile (Lumina Foundation). Revisions will be completed in August.
- Revitalize the priority to institutionalize Civic Engagement through use of and collaboration with SL/CE and the Democracy Commitment to increase course-embedded service learning experiences and co-curricular activities.

- Provide trainings that foster shared understanding of the goal, expectations for proficiency, and teaching and learning strategies:
- Service Learning & Civic Engagement Lunch and Learn held by the Democracy Commitment Committee May 14, 2018.
- On April 15, 2019 the ACM Carnegie Community Engagement Classification cohort submitted the First-Time Classification application to the Carnegie Foundation for the Advancement of Teaching.

## **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. The first cohort had 10 young men who were active in this organization. The group and the advisors developed the formation, structure and goals of the organization detailed below. The advisors, students, and administrators seek a location on campus where the group can establish itself as an entity and provide a permanent identity for the organization. An induction ceremony was conducted in May, 2019 where the 10 young men were recognized as the trailblazers to set the path for future members. Mentoring is an increasingly popular way of providing guidance and support to people in need.

**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).

### **8<sup>th</sup> 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, featured:

- Awards presentations to local women of peace and nonviolence
- A film with ACM students interviewing local women leaders produced by Dr. McMahon’s Gender Roles class
- A 30 minute presentation by Meta Theater on women and history
- A reception and Gallery showing prior to the event

## **Continuing Education and Workforce Development**

### **Halo for the Holidays**

Harmony's African-American Legacy Organization, HALO, was founded by the first quartet of African-American singers to compete on the international contest stage of any of the major barbershop organizations. Having broken significant social ground in the barbershop community, under the artistic direction of the quartet members, HALO 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. We can lead men and women in an initiative and mission to utilize the singing and active listening experience of barbershop music as a framework in which American people, groups, and communities can learn to engage in constructive dialogue concerning socio-political issues—especially those pertaining to race.

### **International Film Festival**

Allegany College of Maryland Center for Continuing Education and Workforce Development in partnership with World Artist Experiences and the International Division of Maryland's Office of the Secretary of State hosted the eleventh annual "Bridges to the World" International Film Festival. These award-winning films were shown in five venues across Maryland: Annapolis, Cumberland, Salisbury, St. Mary's City, and Towson.

Lithuania	"Children from Hotel America"
Israel	"The Band's Visit"
Mongolia	"Bogd Khaan"
Mozambique	"The Train of Salt and Sugar"
Canada	"WAJD Songs of Separation"

### **International Cultural Immersion**

Allegany College of Maryland Center for Continuing Education and Workforce Development in partnership with Rocky Gap Casino offered cultural immersion classes to students visiting from China.

- Language and Culture in the United States
- "Through the Lens" Digital Photography
- Leadership
- American National Government
- Cultural Exchange with the Culinaire Café
- Pottery
- Sociology

### **Poverty Simulation**

The simulation will help participants understand and appreciate the realities of what it may be like to live in a typical low-income family trying to survive from week to week in our community.

### **DHR 541 Ethical & Diversity Considerations in use of DSM 5**

Mental health professionals are increasingly required to diagnose children and adolescents who have experienced adverse life events (ALEs). ...The 2013 release of *DSM-5* resulted in significant changes in the child and adolescent disorders. The *DSM-IV* category of Infancy, childhood and adolescent (ICA) disorders was replaced by a category labelled "neurodevelopmental" disorders ...Dr. Munson participated in the clinical trials for the *DSM-5*, and he will present the details and intricacies of the *DSM-5* changes. ....

### **DHR 542 Ethical & Diversity Considerations in Child & Adolescent Intervention Related to ALEs**

Mental health professionals who treat children and adolescents that have experienced adverse life events (ALEs) have little intervention guidance because credible research on this population is limited and most of the literature is based on descriptive accounts. There are no clearly defined ethical parameters and treatment procedures provided by professional organizations to assist professionals in this practice area. ... Content includes user friendly standardized scales to assess and treat children and adolescents who have experienced ALE's.

## EMPLOYEE TRAININGS

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

## CCSSE

Even with changes to the questions (and elimination of others related to diversity), results from the Spring 2018 Administration of the Community College Survey of Student Engagement included valuable information related to student perspectives of institutional diversity.

- ◆ On a 1(never) to 4 (very often) Likert Scale, students scored the college at **2.24** on the question “Had serious conversations with students who differ from you” .16 above all small colleges, and .19 below all colleges.
- ◆ On a 1(very little) to 4 (very much) Likert Scale, students scored the college at **2.77** on the question “[The College emphasizes] encouraging contact among students from different economic, social, and racial or ethnic backgrounds”. This score is the highest score for ACM in the most recent 4 CCSSE, .12 above all small colleges, and .11 above all colleges.

## CO-CURRICULAR PROGRAMMING FOR STUDENTS

### STUDENT CLUBS/ACTIVITIES

Allegany College of Maryland, through its Student Government Association, recognized 32 Student Clubs in FY 19. In FY19 we removed 4 clubs from our rosters, which had become inactive and also recognized 4 new clubs (Cyber Security Club, Psychology Club, Science Club and TEAcH – Teacher Education Club). Active clubs that promote diversity include the Student Government Association, Advocates 4 Christ, Choir, Culture Club, NAACP Student 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 and Spring semesters to select various speakers, novelty events, and performers to bring to campus.

In FY19, 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.
- **STI Awareness Day** – Held in conjunction with the Nurse Managed Wellness Center and the local Health Department, we offered educational materials and free AIDS/STI testing.
- **Dr. Martin Luther King Jr. Celebration** – During the day, a passive program included the showing of several videos relating to Dr. King as well as a visual timeline display of his life and important events in history.
- **Women’s History Celebration** – Referenced previously.
- **The 7<sup>th</sup> annual Save the World Fair** – Referenced previously.
- 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). Three students were 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.
- For the eighth year, Allegany College of Maryland continues to sponsor a local **AA** group which uses classroom space at no charge.
- International Day of Peace was held by TDC in conjunction with FSU in Sept. 2018.

## COMMUNITY PARTNERSHIPS/PROMOTIONS

### Autism Walk

This year's Cumberland Tri-State Autism Walk was held at the Cumberland Campus Saturday, April 13 at the track. This event raises money to support various local autism efforts in our region, in coordination with the Jefferson School and Sheppard Pratt. There were free food, drinks, music and moon bounces for the kids. Donations were accepted.

### METROPOLITAN A.M.E. CHURCH EVENTS

John W. Franklin *"Forced Migration: From Africa to the Americas. Do you know where you came from?"*  
 Dr. Martin Luther King Jr. Day Celebration  
 Celebrate African American Heritage; The Importance of Faith throughout Black History

### CAMPUS COMPACT COMMUNITY COLLEGES FOR DEMOCRACY

As part of Campus Compact's Community College for Democracy, ACM prioritizes civic learning and democratic engagement for all students. This past year the following projects occurred on campus in support of diversity initiatives under this initiative.

#### "Brownsville Project" Transformative Justice Theater

This interactive theatre experience explores the story of Brownsville, MD, where race, class, gender and family pride meet, and its social impact on the lives of Brownsville descendants.

#### "Brownsville Project" An ACM Student Interaction Opportunity

This is a behind the scenes student interaction, where attendees will learn how "The Brownsville Project" developed and the deeper intersections of lived experiences that touch the lives of local families. ACM'S own [Prof. Lynn Bowman](#), a writer and researcher who has spearheaded this project, can provide background material for your classes in preparation for attending this event.

#### NAACP #7007" Freedom Fund Dinner

Attend the Local NAACP #7007 Dinner – Keynote speaker talking about Emmanuel Nine, and featuring our local NAACP leaders, supper, & dancing.

Campus Compact also sponsored numerous other events and programs related to voting/elections, civic engagement, and public service.

## PART 4

*Other initiatives that are central to the cultural diversity plan that are not captured in Sections 2 and 3.*

### CENTER FOR DIVERSITY & STUDENT ENGAGEMENT / STUDENT LIFE

Another ongoing feature of Allegany College of Maryland's diversity commitment is the existence and easy availability of the **Center for Diversity and Student Engagement**, located between the Student Life Office and the Residence Life Office. This space is dedicated to use by students, faculty, and staff for a wide variety of purposes including group meetings, outreach, education/event planning, and more. **All** students are urged to (1) use the Center for diversity-oriented activities, (2) befriend students who are different from you, (3) attend Center-sponsored events and (4) volunteer to help with Center programming. The Diversity Center is operated under the leadership of the **Director of Student Life**, who also collaborates closely with the following essential groups: Residence Life, Democracy Commitment, and several student clubs who are dedicated to promoting diversity themed events and programs to students, faculty, and staff.

Given the isolated location of the Center, discussions began this year to relocate the Center to a more central space on campus – particularly to a location that allows partnership with the new academic initiative: AYS at ACM. At the writing of this report, final discussions are still occurring with the likelihood of moving the Center during Summer 2019.

## **RESIDENCE LIFE**

Allegany College of Maryland offers on-campus apartments for 236 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 expanded from Male/Female to offer these: Male, Female, Trans or Transgender, Another Identity
2. Gender based room assignment choices expanded from Male/Female to offer these: 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.

## **DONALD ALEXANDER LIBRARY**

The staff have purposefully developed themed displays and grouped reading materials to promote cultural awareness where the students. Among their projects in 2018-2019:

- Street Lit collection (created Sept.2018). Urban fiction, also known as street lit or street fiction is a literary genre set in a city landscape; however, the genre is as much defined by the socio-economic realities and culture of its characters as the urban setting.
- LGBT Month (Oct. 2018)
- Martin Luther King Jr. Day (Jan. 2019) / Theme “Make the Dream Reality” The display had books, DVDs, database material (Films on Demand – view his most famous speeches) & ebooks about Martin Luther King and his leadership in the Civil Rights Movement. The display also included many of his most famous quotes. Also, a staff member reviewed a MLK Graphic Novel, “Let Freedom Ring” that was displayed.
- Black History Month (Feb. 2019) / Theme: “Know the Past, Shape the Future”

## **FINANCIAL AID**

The Student Financial Aid Office of Allegany College of Maryland offers free financial aid counseling services to all persons who request such help. ACM’s Student Financial Aid Office does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, veteran status, or

citizenship status (except in those circumstances permitted or mandated by Federal Law) when awarding or disbursing student financial assistance.

## **HOMELESS RESOURCE DAY**

Allegany College of Maryland provided space for Homeless Resource Day sponsored by the Allegany County Department of Social Services in early September 2018. 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 Colo-rectal 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**

The **TRANSITION PROGRAM** of ACM's Continuing Education 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.

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# **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 Security / Public Safety
- 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 the 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. 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.

Additionally and in compliance with Maryland law/regulations, a Hate-Bias education/awareness plan was adopted beginning FY19, and the College now submits an annual Hate-Bias Incident Report to Maryland Higher Education Commission.