

Allegany College of Maryland

PLAN FOR PROGRAM OF CULTURAL DIVERSITY - ANNUAL REPORT

Academic Year 2021-2022

(Modified Requirements)

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Section One (a): Diversity, Equity, and Inclusion (DEI)- Explicit Initiatives

- Summary of efforts for four populations
- **Population 1: Students**

Women's Studies Course

A sub-group in the DEI Committee is working on creating a women's studies course to add to ACM's course offerings. Currently, the committee is bringing together various program chairs and the Dean of Arts and Sciences to research, discuss, and propose this course to the Curriculum Committee in the fall. We are analyzing syllabi from other colleges, especially those that ACM students typically transfer to, in order to create a course that will be easily transferable and relevant to students.

NAACP Club

With assistance from the Local NAACP 7007, interested students and a new advisor restarted the NAACP Club. The Peace Club generously donated funds to cover student membership fees. The NAACP club hopes to have an on-campus charter when membership reaches 25.

Retention Specialist

The College used funds from its Perkins Grant to create a new position in FY21: Career and Technical Education Recruiter and Retention Specialist. The Retention Specialist is responsible for recruitment, enrollment, and retention of students (traditional and special populations) interested in attending Allegany College of Maryland. By working directly with CTE students, the main goal is to increase the success of the students; therefore, increasing ACM's CTE graduation rate. This position also works closely with the career program directors. According to the Federal Guidelines for Perkins, special populations include: individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for non-traditional fields (eg., males in Nursing, females in Auto Tech, females in Criminal Justice and males in Dental Hygiene); single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C.1143a); youth who are in or have aged out of, the foster care system; and youth with a parent who is a member of the armed forces and is on active duty.

Section One (b): Diversity, Equity, and Inclusion (DEI)- Explicit Initiatives

- Summary of efforts for four populations
- **Population 2: Faculty**

DEI Initiative Award

In spring of 2022, the DEI Committee developed and presented an award to recognize an ACM employee for taking initiative in a DEI-related way. The Diversity, Equity, and Inclusion Initiative award is given on behalf of the DEI Committee to an ACM staff or faculty member who has demonstrated innovation in the areas of diversity, equity, inclusion, and/or justice.

This year's DEI Initiative Award recipient is Dr. Mark Shore for the work he's done to integrate social justice issues into his MATH 109: Probability and Statistics course. In this course, Mark uses real-world social justice issues that encourage his students to think critically. Some of the topics included in this course include police killings, incarceration rates, and gender bias for jobs. Students in the course use data analytics on raw data on the following topics: exonerations using filtering and sorting in Excel, hate crimes using pivot tables, police killings with two proportion tests considering race, average salary comparison for men and women at various education levels, and COVID-19 hospitalization rates by race using confidence intervals for proportions.

General Education Assessment - Professional Development Day

During the Professional Development Day this year, the DEI committee sponsored, along with the General Education Assessment Committee, a session entitled “Fulfilling Our Promise: Promoting Personal and Cultural Awareness and Community Engagement in the Classroom.” During this session, faculty from various areas of the college discussed how they include and assess ACM’s PCR 1, PCR 2, and PCR 3 in their courses. Below are the learning outcomes discussed in this presentation.

Personal and Civic Responsibility: *Explore and develop understanding of oneself and others, the community, other cultures, and issues of local, national, and global significance.*

Learning Outcomes

- PCR-1 (Personal Awareness): Describe their own civic and cultural background, including its origins and development, assumptions, and predispositions.
- PCR-2 (Cultural Awareness): Describe how cultural perspectives affect interpretations of an issue/topic in politics, society, the arts, and/ or global relations.
- PCR-3 (Civic Awareness and Community Involvement): Participate in a community project and then complete either a spoken or written reflection that identifies the civic issues encountered and personal insights gained from this community experience.

Mandated Diversity Training

This year, ACM mandated a Diversity training to all ACM employees. See below for details.

ADA/504 Training – Nursing Faculty

In partnership with the Director of Academic Access and Disability Resources, the ADA/504 Coordinator provided a targeted training for Nursing Faculty. The agenda covered introduction to ADA/504 and its relevance to the classroom, defining “disability” and understanding what we often see at ACM, institutional policies and procedures, and academic/learning accommodations – which was the training’s emphasis.

Learning outcomes for this educational opportunity were:

1. Attendees will be able to correctly make referrals if a student discloses a disability
2. Attendees will be able to correctly describe their responsibilities when a student with disabilities has learning accommodation(s)

Section One (c): Diversity, Equity, and Inclusion (DEI)- Explicit Initiatives

- Summary of efforts for four populations
- **Population 3: Non-faculty staff**

Mandated Diversity Training

This year, ACM mandated a Diversity training to all ACM employees. The email to all employees came out on March 29, and employees were informed that they would need to take mandatory online trainings, which included the following compliance courses:

- FERPA: Confidentiality of Records - 16 minutes
- Title IX: Roles of Employees - 21 minutes
- Sexual Harassment: Staff-to-Staff (Maryland) - 120 minutes
- Diversity and Inclusion: Faculty and Staff - 11 minutes

ADA @ ACM

In partnership with the Director of Academic Access and Disability Resources, the ADA/504 Coordinator provided a general training for any employee during Professional Development Day. The agenda covered an introduction to ADA/504 and its importance at ACM, defining “disability” and understanding what we often see at ACM, institutional policies and procedures, facilities & technology, accommodations, and animals on campus.

Learning outcomes for this educational opportunity were:

1. Attendees will be able to correctly identify the ACM person or unit with questions or concerns related to a disability or accommodation.
2. Attendees will be able to correctly identify which questions they may lawfully ask if they see a service dog on campus.

Section One (d): Diversity, Equity, and Inclusion (DEI)- Explicit Initiatives

- Summary of efforts for four populations
- **Population 4: Administration**

Moon Shot for Equity

Leadership and the DEI Committee have partnered with EAB in an attempt to conduct a self- study and audit to gather data that will direct actions regarding DEI initiatives. We are in the first stages of this process and the project is expected to take 3-5 years to complete.

(The College began gathering information about *Moon Shot* for a regional approach with other college partners. *Moon Shot for Equity* is “a national initiative that aims to close equity gaps within regional cohorts of two- and four-year colleges and universities by 2030. All participating institutions will work together and with EAB to help more historically underserved students graduate from college. . . EAB provides participating schools with research, technology, and advisory services around change management and equity training. In addition, all schools receive guidance from well-known student success leaders . . . Moon Shot schools must also agree to implement fifteen research-based best practices proven to remove systemic barriers to success, and to collaborate with other schools in their area to establish common academic pathways that facilitate student transfers between two- and four-year institutions. Finally, participating institutions are expected to build stronger relationships with their communities by partnering with local high schools as well as local business and community leaders to help more underserved students gain access to college. Moon Shot schools can also leverage EAB’s College Greenlight, which provides underserved students with resources and information on how to identify best-fit universities, search for scholarships, and connect with counselors.”

The DEI Committee co-chairs have continued gathering information about the process during FY22.)

Mandated Diversity Training

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Learning outcomes for this educational opportunity were:

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Section Two: Governing, Administrative, Coordinating Bodies, and Institutional Offices

- Description of any on campus that are solely dedicated to DEI

While multiple employees and offices are involved in DEI work on a regular basis, Allegany College of Maryland has two entities solely dedicated to DEI: the **Unity Center** and the **Diversity, Equity, and Inclusion Committee**.

Unity Center

In 2020, 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. The Center serves as an educational and engagement space for many College groups and clubs including Aspiring Young Mentors (Unity Center is that student group's headquarters), Pride Club, Advocates for Christ, as well as employee/student activities such as Pathways for Success (a TRIO program), Academic Access & Disability Resources, Financial Literacy presentation, Faculty-TLC, and more.

DEI Committee

Its charge is assigned by the President's Advisory Team and has been consistent since the Diversity Committee (now DEI Committee) was designated a Special Standing Committee in 2015.

- Review and work with college community to recommend goals for improving diversity in the workforce, instructional affairs, and student services.
- Assist in the development and support the college's annual reports relating to diversity.
- Plan and/or recommend diversity programming for the college community to promote and advocate inclusiveness.
- The Diversity Committee should be representative of a diversified community (ie, race, color, religion, sex, national origin and sexual orientation) to include, but not limited to, individuals from the following specialties: Willowbrook Woods student resident, student, Student & Legal Affairs, Human Resources, Associate Support Staff, Faculty, Professional Support Staff.

Aspiring Young MENTors

This group is a College project whose mission is to "Foster student success through a collaborative network of med dedicated to leadership, mentorship, and a growth mindset. And whose vision is to "Lead young African-American men at Allegany College of Maryland in achieving their dream." While its mission/vision is not solely DEI, its existence is rooted in College data showing a worrisome achievement gap between students generally and black male students. Thus, following an internal grant application to create a peer student support group begun in 2018, AYM was launched in 2020. Successful black male students mentor other black male students. The group provides a support network, holds group meetings, hold individual sessions between mentor/mentee, and offers monthly programming. Students who aspire to mentor other students must have a minimum GPA, successfully completed 2 semesters at ACM, apply, be recommended by 2 faculty/staff, agree to the Peer Mentor Contract, and complete required trainings. Aspiring mentors must apply.

Section Three: DEI data or metrics

- Description including how these data assist in driving the institution's actions and interventions to eliminate educational diversity, inclusion, and equity gaps

Aspiring Young MENTors collects and tracks their students' success including grade point average, graduation and transfer rates, and graduation from transfer institutions, and new members. The data is used to recruit new members, to educate college personnel, and to support the College's continued funding of the project.

Academic Access and Disability Resources provides many services to students with disabilities; the Director evaluates disability documentation and makes determinations for accommodation requests. Considerable data is collected and tracked by AADR including the number of students served, the types of disabilities reported, and the number/nature of accommodations provided. Additionally, like all units, AADR sets internal goals. Goal #2: "AADR will promote equitable access to educational opportunities and activities by building and strengthening partnerships with various other ACM academic and student services programs and with community partners." Eleven distinct and specific actions were taken during FY22; they included academic program outreach, community outreach, informational presentations, meeting with program accreditation auditors, and resolving space/staffing issues related to testing accommodations. These activities are designed to bring about positive change across the college.

Residence Life conducts an end-of-year survey and tracks both grade point average and retention (i.e., year-to-year contract renewal) of Willowbrook Woods residents. (Willowbrook Woods is a minority-majority community.) This information is used to make appropriate operational adjustments including communication/outreach to residents, to promote resident use of academic resources, to inform programming, and to support staffing requests.

The **Revealing Institutional Strengths and Challenges (RISC) Survey** collects demographic data of the student respondents to permit analysis of responses in multiple ways. The questions and responses are shared with the units about whom students provide information. Detailed information about RISC and its application is provided in Section Four.

Sexual Assault Campus Climate Survey and Incident Report is administered in alternating, even years and is an important tool (as well as state mandate) for the College's Title IX compliance. The survey elicits information from students on numerous topics including their feelings about the institution (eg., valued, respected, treated fairly, connectedness), their feelings about safety on campus, their trust in the institution to appropriately address incidents of sexual misconduct, how other students would respond to reports of incidents, what the students would do themselves if they learned of an incident, and their experience (if any) with an incident of sexual misconduct on campus. The survey results show that more work needs to be done so students both know how to report concerns and what happens after a report is made. The Incident Report submitted to MHEC with the Campus Climate Survey details incidents of sexual misconduct involving students during the prior two years (one reporting cycle). Both the survey results and incident records kept by the Title IX Coordinator show that students who live off campus experience a higher rate of incidents than residential students; however, incidents involving on-campus residents are more likely to have the necessary jurisdictional nexus under the 2020 Department of Education regulations than commuter students or employees. Therefore, educating that population must remain a priority. As in prior years, the survey results inform the Title IX Coordinator's work for the next cycle. Importantly, the survey revealed no demographic differences noted on these areas the College will focus for improvement: reporting and procedures.

Section Four: Diverse perspectives and voices of all students

- Description of how they are captured and utilized in informing the campus's DEI efforts

The **Revealing Institutional Strengths and Challenges (RISC) Survey** is a new survey first administered to students by the College in Spring 2021. "Survey results pinpoint where students are experiencing obstacles and identify campus offices that excel in helping students succeed in college." . On 12/9/21, President Dr. Cynthia Bambara shared Board of Trustees meeting information with the entire college, including the following statement: "[S]tudents ranked all of the ACM student services offices such as Admissions & Registration, Advising, Bookstore, Business Office, and Residence Life better than the industry.... The summary highlights indicate that 95% of the students participating in the survey would recommend ACM." The race-based difference in that particular statistic is 96.3% white students and 92.9% non-white students. Other race-based differences (of approximately 5% higher for white students each) noted for attention by the College are "I feel I belong at ACM"; "Inclusion and diversity are important to ACM"; and "I receive the same opportunity to succeed academically as my peers". Those metrics show room for improvement regarding equity and inclusion. The survey results were provided to each of the units discussed within the instrument itself; personnel could then use the results to inform goals, initiatives, learning outcomes, assessment, and committee work

The **Diversity Committee Survey** administered in Spring 2021 yielded 103 respondents of whom 86 self-identified as white and 17 self-identified as Black or African American, American Indian or Alaskan Native, Hispanic/Latino/Spanish origin, 2 or more races, or prefer not to say. The survey asked if the students felt "listened to" by instructors, staff, and students; if the students felt "valued" by instructors, staff, students, and administrators; if the students felt "treated fairly and equitably at ACM in general"; and if the students "feel I belong at ACM". While this survey also does not have as high validity as the RISC survey, it presents us with some important insights not found in the other two surveys. Race-based differences in this survey were noticeably higher than the RISC survey (ie., valued in the classroom 7% and feeling of belonging 15%). The DEI survey also showed a shocking 50% race-based difference in feeling valued by the *local* community.

Residence Life has conducted an end-of-year survey in prior years; the survey asks about various experiences and support/services in Willowbrook Woods, a minority-majority community. This information is used to make appropriate operational adjustments including orientation content and communication/outreach to residents, to promote use of academic resources, to inform programming, and to support staffing requests. The survey was not conducted in FY22 due to staffing challenges.

The **Sexual Assault Campus Climate Survey** collects student perspectives on numerous issues which matter to all students although Title IX is civil rights law specific to gender; it has a low response rate so is not deemed as valid as RISC. Our data shows continued improvement in categories generally seen as trust in the institution for providing a safe campus, responding to reports, and responding to retaliation. However, we can see some similar demographic trends. There are racially comparable rates of feeling valued and faculty concern for welfare; however, there are stark race-based differences pertaining to feelings of belonging and community. Such as "I feel close to people on this campus" where only 20.0% of non-white students rated as agree or strongly agree compared to 47.8% of white students. Similarly, for the statement "I feel like I am a part of this college" only 50% of non-white students showed agreement compared to 69.6% of white students. Our incident data shows significant reduction in reported offenses, and those continue to be dominated by off-campus incidents and/or alleged perpetrators over whom the College has no jurisdiction; however, as already noted, incidents involving on-campus residents are more likely to meet jurisdictional authority over the parties (and to have a disproportionate impact on their educational experience), so education of that population remains critically important for student safety in Willowbrook Woods, which is a minority-majority community. The Title IX Coordinator will use this data to improve communication and education.

Allegany College of Maryland

APPENDIX

PLAN FOR PROGRAM OF CULTURAL DIVERSITY - ANNUAL REPORT

Academic Year 2021-2022

(Traditional/Legislative Requirements)

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Introduction

Part I: Plan to Improve Cultural Diversity

Part II: Efforts to Increase the Numerical Representation of Traditionally Underrepresented Groups

Part III: Efforts Designed to Create Positive Interactions and Cultural Awareness

Part IV: Strategy to increase Faculty/Staff diversity

Part V: Reporting of Hate-Based Crimes

Introduction

Allegany College of Maryland is a small, public community college with its main campus in Western Maryland's Allegany County, a second campus in Bedford County, Pennsylvania, and teaching sites in downtown Cumberland (Maryland), Garrett County (Maryland), and Somerset County (Pennsylvania). Originally established in 1961 as Allegany Community College, ACM was renamed in 1996. The College offers over 80 Transfer, Career, Certificate and Letter of Recognition Academic Programs as well as numerous non-credit programs for workforce education, professional development training, and personal enrichment.

Allegany College of Maryland's Vision: We will be the college of choice that transforms lives, strengthens communities, and makes learners the center of everything we do.

Allegany College of Maryland's Mission: We deliver diverse and relevant education centered around student success in a supportive and engaging community.

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

The history of diversity planning at Allegany College of Maryland traces to the College's assuming management of Willowbrook Woods on-campus housing in 2003. The College's original group charged with understanding the diverse student populations and their unique needs and with promoting their full inclusion with the campus community was called New Generation College Student Task Force. In 2005, the

name was changed to the Diversity Task Force whose primary charge was creating a Diversity Center which occurred in 2006. At that time, diversity activities were tasked to Student Affairs and Residence Life staff thus disbanding the task force. The original Diversity Center's function was to provide resources, safe gathering space for students, education/advocacy for minority students with faculty/staff, and program planning. In 2008, the Student Life Director became a full-time position (compared to a 25% position) and the new job description included Diversity Center oversight. In 2009, with the passage of legislation by the Maryland General Assembly, Student Affairs assumed responsibility for writing the annual Diversity Plan/Progress Report submitted to MHEC.

In April 2015, the Diversity Committee was added as a Special Standing Committee for the College. The charge for this committee is:

- Review and work with college community to recommend goals for improving diversity in the workforce, instructional affairs, and student services.
- Assist in the development and support the college's annual reports relating to diversity.
- Plan and/or recommend diversity programming for the college community to promote and advocate inclusiveness.
- The Diversity Committee should be representative of a diversified community (ie, race, color, religion, sex, national origin and sexual orientation) to include, but not limited to, individuals from the following specialties: Willowbrook Woods student resident, student, Student & Legal Affairs, Human Resources, Associate Support Staff, Faculty, Professional Support Staff.

Also that year, **Instructional and Student Affairs Annual Goals: Spring 2016 to Spring 2017** identified as one of its four broad "goals" for the calendar year: increase cultural competence of faculty, staff, and students. The Diversity Committee 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 working group. To achieve the goal, four tactics were implemented.

1. Define "cultural competence" for the institution using research and polling students and employees from a selection of nationally used definitions. After conducting extensive research, in Fall 2016, the committee adopted the "gold standard" in its entirety: the National Center for Cultural Competence (Georgetown University): <https://nccc.georgetown.edu/foundations/frameworks.html>
2. (a) Assess the extent to which the College is currently culturally competent using its selected definition;
(b) Develop reasonable and achievable benchmarks using where the College is "now" and additional research of best practices.
(c) Develop a plan to improve or reach the benchmarks via programming and educational opportunities.
 - Surveys of students, faculty, and staff were conducted in successive years, Fall 2017 and Fall 2018, in order to collect reliable data. The first survey was subsequently determined to be flawed in how the data was reported/presented, but the second survey yielded more reliable results. The Diversity Committee evaluated the results in Spring 2019, selected that data as benchmarks, identified areas to improve, and began planning activities for campus education/programs for both students and employees.
3. Assign the Diversity Committee's Human Resources representative as a member of or consultant to each College search committee. This tactic was completed and improved over time; Human Resources has subsequently changed its approach by providing training to multiple College employees to serve as "committee experts" one of whom must serve on each search committee to assist with recognizing bias, avoiding inappropriate topics, and more.

Beginning in Fall 2019, new committee membership changed direction; in its first year, the group focused on reading about diversity, holding committee discussions about diversity, creating a calendar of observances, and exploring methods of communication among committee members as well as the college community.

During the 2019-2020 academic year, the committee's activity was centered around its premier goal of establishing gender-neutral bathrooms in each campus building. That task was accomplished along with creating a map of which bathrooms had been designated for easy use by students and employees.

During the 2020-2021 academic year, the newly renamed Diversity, Equity, and Inclusion Committee continued to work on signage for all-gender, single-use restrooms on campus and held its first annual Scholarship Week, which was co-sponsored by Pathways for Success and Student Life. The goal of Scholarship Week was to raise awareness about scholarship opportunities at ACM as well as to provide resources and support to students, particularly those who are traditionally underrepresented among scholarship recipients. To present and gather information, DEI engaged in the following educational activities:

- developed a webpage on the ACM website;
- created and distributed a climate survey to students at the end of the spring; and
- presented the committee's work during Professional Development Day.

During the 2021-2022 academic year, the DEI Committee began creating a Women's Studies Course with the Dean of Arts and Sciences, began exploring a partnership with EAB to conduct a self-study and audit to gather data that will direct actions regarding DEI initiatives, held another Scholarship Week, presented a faculty session during Professional Development Day, and awarded an inaugural DEI Initiative Award to recognize an ACM employee who has demonstrated innovation in the areas of diversity, equity, inclusion, and/or justice.

The Director of Student Life also shared the following with ACM's DEI Committee:

- Copies of the book, **Speaking of Race**, by Celeste Headlee to each member of the committee
- Information from Vector Solutions regarding their Diversity and Inclusion programs/platform
- Information about CCBC's 7th Annual Culturally Responsive Teaching & Learning Conference
- Information about a virtual Women's History Month conference opportunity
- Information about a virtual webinar about Celebrating & Retaining Diverse Staff

AREAS OF EMPHASIS

Retention Specialist: The College used funds from its Perkins Grant to create a new position in FY21: Career and Technical Education Recruiter and Retention Specialist. The Retention Specialist is responsible for recruitment, enrollment, and retention of students (traditional and special populations) interested in attending Allegany College of Maryland. By working directly with CTE students, the main goal is to increase the success of the students; therefore, increasing ACM's CTE graduation rate. This position also works closely with the career program directors. According to the Federal Guidelines for Perkins, special populations include: individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for non-traditional fields (eg., males in Nursing, females in Auto Tech, females in Criminal Justice and males in Dental Hygiene); single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C.1143a); youth who are in or have aged out of, the foster care system; and youth with a parent who is a member of the armed forces and is on active duty.

Unity Center: The Unity Center continues to be an open space for students to use. The Center has added two computers for student use, as well as several board games. The Allegany Arts Council hosted a traveling art show displaying art work focused on issues of diversity in the Unity Center from December 2-December 17, 2021. They had an interactive display where students could write anonymous comments. As student groups begin to meet again, we anticipate The Unity Center will be getting more reservations in the 2022-2023 school year. The Center continues to have a work study student who helps to ensure that The Unity Center is being used properly by students and works on any projects we may have.

Aspiring Young MENTors: The first cohort (2019-2021) had ten founding members, and their success rates were impressive. 6 of 10 graduated with Associate's degrees. From those 6 graduates: two graduated from Towson University with Bachelor's Degrees in May 2021; one is finishing year four at UMBC; One is finishing year three at ACM in a 3+1 program. Of the 6 graduates from ACM, their GPAs were 3.42, 3.3, 2.89, 2.81, 2.79, and 2.70, well above the average GPA for African American males at ACM. One young man is finishing up his Associate's at University of Southern MD and just two classes from graduation. Another transferred to Frostburg State University and is now a Senior. Two students decided to take a break during COVID. AYM looks forward to seeing them return to college (whether ACM or FSU). It should be noted that 9 of these 10 original mentors started in Developmental Education courses at ACM (four started in the 90-level courses!). 6 of the 10 were/are Pathways for Success students as well. As these students were finishing up, two more members joined. One graduated in Fall 2021 with an Associates in Criminal Justice. The other student is repeating a Science class to graduate in Spring 2022. Both of these students started as English 95 students.

Although AYM had success with Mentor Mondays, programming hosted on Zoom in the 2020-2021 school year, students in the fall of 2021 expressed Zoom fatigue. AYM chose not to host Zoom events because of this, and AYM did not host face-to-face events due to COVID restrictions. Instead, the advisors of AYM spent time getting to know students one on one who may become the second official cohort of AYM mentors. Currently, AYM is working to rebuild a group since the original cohort has now graduated/transferred. COVID has made that a bit more difficult since AYM could not host in-person programming. In the spring of 2022, four young men expressed interest in building the second cohort. They meet with each other in the Unity Center once a week. Right now, they are still growing as students at ACM, but all four have committed to return in the fall 2022 and recruit new members for AYM. AYM hopes offer programming in the fall as well and grow membership through their innovative ideas and leadership.

Although the format of AYM may change during or as a result of COVID, the mission remains the same: to improve the GPA, graduation, and retention rates of underserved students

Maryland Male Students of Color Summit: In October 2021, ACM participated in the Maryland Male Students of Color Summit, which was hosted virtually by Montgomery College and included 15 colleges in Maryland. An ACM faculty member partnered with a TRIO staff member from Hagerstown Community College to offer a presentation titled: *Adapting Hearts and Minds: How to have/build constructive conversations about race and culture and its effects on the work environment - Perspective of an employee of color and non-color.* We are proud to say ACM had the most students and faculty/staff attending the summit this year. 25 faculty/staff members attended a variety of presentations. 14 attended all three sessions; 22 attended the keynote speaker. A debrief survey and attendee comments provided excellent feedback and ideas for ACM. It should be noted that ACM had a huge presence at this conference in terms of attendees. We had 56 students register (many athletes); however, attendance of students was not officially tracked due to technology issues that day. Three ACM students were recognized for their engagement in sessions, and they were awarded prizes from Montgomery College. The Director of Student Life provided our student registrants with a voucher for lunch in the cafeteria.

Covid-19: Like all colleges and universities – particularly early in the pandemic, Allegany College of Maryland was forced to adapt all of its operations during the pandemic caused by the coronavirus. During 2021-2022 academic year, most institutional operations (including instruction, athletics, and student services) blended pre-Covid practices and full/modified Covid mitigations as the pandemic changed nationally and locally. The College's Covid Command Team continued its work to share information, communicate with local public health officials, and manage any exposures/cases among students, faculty, staff, and campus visitors. Four part-time positions were created to manage exposures/cases starting late Fall 2021 through the Spring 2022 semester. Of particular note, special requirements were implemented for student-athletes (testing) and on-campus housing (Willowbrook Woods) residents (vaccination or approved waiver), and a new sub-committee of the Allied Health Director Steering Committee was formed to process vaccination waivers for students whose clinical site required vaccinations. Both these Allied Health Students and the Willowbrook Woods residents could request a medical vaccination exception (ie., the vaccine is

contraindicated for their personal health situation) or a religious vaccination exception (ie., consistent standards applied for equity and neutrality toward the student's expressed religious belief).

Title IX: The Dean of Student & Legal Affairs is the College's Title IX Coordinator and is thus charged with overseeing of the College's Title IX compliance – federal and state, remaining current on legal/regulatory developments, and properly addressing reports of gender-based discrimination regardless of gender, sexual orientation, or sexual identity. The complaint form (as well as other documents and processes) for responding to complaints is updated annually as a standing practice; necessary or prudent changes are made as needed during the academic year pursuant to legal changes and best practices learned. The Coordinator continued providing educational presentations to multiple student groups throughout the year, and a Brightspace Course for all credit students and employees is in development. Additionally, Human Resources purchased training modules that are required for all employees.

ADA/504: The Dean of Student & Legal Affairs is the College's ADA/504 Coordinator and is thus charged with overseeing of the College's ADA/504 compliance – federal and state, remaining current on legal/regulatory developments, and properly addressing reports of disability-based discrimination. The complaint form (as well as other documents and processes) for responding to complaints is updated annually as a standing practice; necessary or prudent changes are made as needed during the academic year pursuant to legal changes and best practices learned. In partnership with the Director of Academic Access and Disability Resources, the Coordinator offered two new trainings to employees in Spring 2022; the first was a targeted training for Nursing Faculty, and the second was a general training for any employee during Professional Development Day. Future educational offerings are in development.

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.

Hate Crimes / Hate-Bias: See Part Five below.

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 but was implemented in FY21. The Dean of Student & Legal Affairs receives any reports discrimination, Title IX, and Athletics; no reports were received in FY22.

First Amendment: The College revised and expanded its First Amendment Policy to a more accurately titled "First Amendment Speech and Expression Policy". As a public institution with constitutional obligations which the College is honored to meet, Allegany College of Maryland's policy highlights that diversity of thought, speech, expression, and activities on campus are welcomed with minimal restrictions. The College invites and supports individuals and groups to exercise their First Amendment rights; many of the programs and events included in Part Three below demonstrate this commitment. Additionally, the Dean of Student & Legal Affairs receives and approves campus event requests as well as ensures that spontaneous/unplanned events are not impeded within the reasonable time, place, and manner limits required of all expressive events. Both political and religious groups held successful events on the main campus this year.

EVALUATION OF PROGRESS

Allegany College of Maryland has continued a comprehensive review of its assessment and planning throughout FY21; this review included all areas of the College. A new Strategic Plan and Educational Master Plan went into effect, and the College has 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. Furthermore, each College committee submits an end of year report to the President’s Advisory Team to reflect the committee’s activities for the year, whether the committee should continue next year, and its plans if the work continues. Additionally, the Strategic Planning Council writes an annual report that addresses progress for each strategic initiative.

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).

Race/Ethnicity	Allegany County	
Total Population	71445	
White	65066	88.20%
2 or more races	6229	2.30%
Hispanic	150	1.80%
Black or African American	826	8.10%
American Indian/Alaska Native	75	0.10%
Asian	1576	0.90%
Native Hawaiian/Other Pacific Islander	1426	0.30%
Non-white	9981	13.30%
Source: 2019 Census Population 5-year Estimates (ACS)		

Student racial/ethnic distribution	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
a. Hispanic/Latino	1.90%	1.40%	1.47%	2.10%	1.90%
b. Black/African American only	10.90%	10.40%	9.63%	9.40%	9.00%
c. American Indian or Alaskan native only	0.20%	0.30%	0.08%	0.10%	0.10%
d. Native Hawaiian or other Pacific Islander only	0.00%	0.10%	0.12%	0.00%	0.10%
e. Asian only	0.40%	0.70%	0.66%	0.50%	0.80%
f. White only	82.40%	83.20%	83.33%	83.40%	83.40%
g. Multiple races	2.10%	2.40%	3.09%	2.90%	3.10%
h. Foreign/Non-resident alien	1.20%	1.10%	1.01%	0.70%	1.00%
i. Unknown/Unreported	0.90%	0.40%	0.62%	0.80%	0.70%
% Minority	17.60%	16.80%	16.68%	15.30%	15.00%

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, 75% of Willowbrook Woods residents were minority in Fall 2021 (for the Fall/Spring contract term).

Willowbrook Woods	2016FA	2017FA	2018FA	2019FA	2020FA	2021FA
% Minority	89%	92%	89%	84%	72%	75%

Residence Life: Ordinarily, Allegany College of Maryland offers on-campus apartments for up to 228 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).

Specific language from the Willowbrook Woods application emphasizes the importance of diversity: “All students are expected to be full-time, degree-seeking students. Willowbrook Woods is a highly diverse living & learning community. Residents are selected based upon a variety of factors: overall quality of application, academic program or major, timeliness of application, criminal and/or disciplinary record (if any), quality of interactions with staff members, and more. Allegany College of Maryland does not discriminate against students or prospective students for reasons of race, sex, color, religion, national/ethnic origin, age, veteran status, conditions of disability, or sexual orientation. Our commitment to fairness applies to applications, contracting, room assignments, programming, support, rule enforcement, or any other aspect of residence life.”

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 are made based 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). 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

There were several unique developments in 2021-2022. First, Residence Life did not have an Area Coordinator. Both Area Coordinators resigned the prior year to pursue career advancement opportunities (one in mid-Spring and one in mid-Summer). The absence of a live-in, full-time, professional staff member on site adversely impacted the community. Residence Life was permitted to replace one of the vacant positions, but the first two searches in Fall 2021 failed. A third search was initiated in Spring 2022 during the typical residence life/student affairs hiring “season” which included participating in The Placement Exchange; this search was successful, and a new Area Coordinator will begin Summer 2022.

As noted above, Willowbrook Woods residents were required to be vaccinated or have an approved medical/religious waiver. (Residents with an approved waiver must show a negative test before moving into the facility.) Due to both Covid mitigations and staffing challenges in Residence Life, programs were severely limited.

Marketing/Recruitment: Traditionally, college recruitment staff attends multiple local and regional college and career fairs, with the goal of recruiting students, including underrepresented students. Campus tours are coordinated with high school counselors as well as families, both from rural and urban locations, with the goal of providing opportunities to recruit students from underrepresented backgrounds. Unfortunately, due to COVID-19, neither of these initiatives took place in FY2021. The ACM Recruitment staff was also unable to attend programs or offer special events that support the recruitment of and services to underrepresented

students due to COVID-19. Many traditional events and recruitment avenues to reach prospective students have been suspended since March 2020. The few opportunities to recruit and reach underrepresented minority students that were available in academic year 2020-21 are:

1. Work Experience (WEX) program – Presentations to students enrolled in the WEX program. WEX is a job readiness program that focuses on building skills and developing the potential of parents receiving State assistance. (virtual)
2. Next Generation Scholars – 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. The Next Generation Scholars program is available at Washington Middle and Fort Hill High Schools in Cumberland, Maryland. (virtual and in-person)
3. Naviance – a partnership was established with Hobsons to gain prospective student leads from areas in Maryland and Virginia with a more diverse population. As leads are received, follow up communications are sent to students. Additionally, important information is shared via the counselor community message board.
4. Adult Basic Education Display – Development of a display featuring Adult Basic Education was added to the Gateway Center’s window display case to help encourage Maryland residents to finish earning their high school diploma or assistance with basic skills for employment. In addition, PR staff assisted with promotion of monthly virtual and in-person orientation sessions for students seeking their GED.

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 Higher Ed Jobs with diversity boosts for faculty positions to help attract all potential candidates that read that publication, as well as using various online and social platforms such as Monster, Indeed, Glassdoor, and regional print publications.

According to the most recent data available from Human Resources (FY21), ACM had the following staffing percentages:

Recruitment				
FY21				
Data from 7/1/2020 - 5/13/2021				
	Applicants	% Applied	Hired	Hired
TOTAL Applicants	279		22	
Male	118	42%	11	50%
Female	136	49%	11	50%
Non-disclosed	25	9%		
American Indian	1	0%		0%
Asian	16	6%		0%
Black of African American	16	6%		0%
Hispanic/Latino	9	3%		0%
Two or More Races	4	1%		0%
White	208	75%	22	100%
Undisclosed	25	9%		0%
Veteran	15	5%	2	9%
Not a Veteran	242	87%	19	86%
Not disclosed	22	8%		0%
Disabled	21	8%	1	5%
Not Disabled	219	78%	18	82%
Not Disclosed	39	14%		0%

Retention	
From EDS report	FY2021
FT Faculty Minority	2.15%
FT Faculty non-white	1.08%
FT Faculty & Staff/Minority	2.12%
FT Faculty & Staff/Non-white	1.41%
PT Faculty & Staff Minority	5.91%
PT Faculty & Staff Non-white	4.30%
Payroll ending 11/15	
FT and PT Staff	
FT	283
PT	186
TOTAL	469
White, Hispanic	5
Non-white	12
Non-white	2.56%
Minority	3.62%

According to the most recent data available from Institutional Effectiveness, Research, and Planning (FY21), ACM had the following staffing percentages:

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Percent Minority Full-Time Faculty	1.90%	2.00%	3.00%	3.20%	2.20%
Percent Minority Full-Time Administrative and Professional Staff	0.90%	1.30%	1.80%	1.80%	1.00%

Percent of Employees Responding Strongly Agree or Agree:	2016	2017	2018	2019	2020
The College demonstrates commitment to valuing diversity	82%	79%	81%	84%	87%
ACM fosters cultural competency in its employees	67%	66%	69%	76%	81%

Source: ACM Employee Survey (Internal), 2016-2020

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 remain encouraging and show steady progress at the institution.

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.

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*

Faculty and staff

All new, full time Faculty, and all Professional and Associate Support Staff have been required to complete various online trainings including harassment training (which includes sexual harassment) for several years. Pursuant to the regulations in place during FY21, every new ACM employee is required to receive Title IX training during his/her first year of employment. Most recently, Human Resources has purchased an online educational program with various modules. Starting in FY22, all employees are required to complete the following relevant modules:

- Title IX: Roles of Employees
- Sexual Harassment: Staff-to-Staff
- Diversity and Inclusion: Faculty and Staff

Curricular Initiatives

Teacher Education

Days of Civility: The Teacher Education department participated in the Days of Civility and involved two courses: Emergent Literacy, Diversity and Special Education. Students supported visitors to see the affective and diverse nature of children's literature. Students highlighted options of board games played in the US that originated from different countries. Students guided others to complete the Culture Walk. Participants read phrases and for each that pertained to them, they took steps forward and backward. What was left were groups of bright tape that showed the overall privilege and hardship of a sample of our society. Many students and faculty reported states and countries of their birth and lifetime by scratching off parts of a map to highlight where our community is from. Many people traced their hands and wrote or drew things that made them who they are and each was presented together in a large group of hands raised together. Lastly, the teacher ed department represented diversity with M&Ms. Many different sizes, shapes, and colors were collected in a large container. Participants guessed how many M&Ms were in the container and the closest one would get to keep the container. Everyone was invited to take a package of candy and we talked about how there may be different sizes, shapes, and colors, but our insides are the same. Or if one is a bit nutty, one is plain, they are still sweet parts of our world.

EDUC 296: Students enrolled in our Diversity and Special Education course study cultures, stereotypes, biases, exceptionalities, disabilities, and the education of all students. We discuss sensitive topics so that we look for our own biases and what teachers have to do to curb those. Students complete diversity and disability presentations. They write an individualized education plan for a case study student which will be used to write lesson plans including Universal Designs of Learning to support students of all backgrounds and abilities. Students create displays based on various disabilities and try to spread information. Students are also included in an assistantship where they reflect on the many diverse students in their classroom.

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.

In spring 2021, 235 student artifacts were collected from a sampling of career and general education courses and scored with standardized rubrics to assess one or more of three General Education Learning Outcomes (GELOs) that comprise Personal and Civic Responsibility:

Personal Awareness (*Students describe their own civic and cultural background, including its origins and development, assumptions, and predispositions*)

Cultural Awareness (*Students describe how cultural perspectives affect interpretations of an issue/topic in politics, society, the arts and/ or global relations*)

Civic Awareness and Community Involvement (*Student participates in a community project and then completes either a spoken or written reflection that identifies the civic issues encountered and the personal insights gained from participation in this community project*)

The results of the assessment show considerable increases in student proficiency across all areas since the previous assessment cycle in 2017.

Proficiency	2017	Proficiency	2021	Δ
Personal Awareness	19%	Personal Awareness	79%	60%
Cultural Awareness	41%	Cultural Awareness	66%	25%
Engagement with Issues	34%	Identification of the Issues	89%	55%
		Personal Insights	81%	47%

These increases may be attributed in part to the larger sample size of work assessed, which was seven times that of the 2017 sample. Additionally, in a survey administered to faculty who participated in the 2021 assessment, several faculty respondents indicated that they had revised course content and instructional methods to improve students' personal, cultural, and civic awareness and engagement. In addition to providing strategies for further improvement in these areas, faculty members identified workshops as resources that would help them improve instruction and student learning. In response to faculty feedback, the chairs of the DEI, Civic and Community Engagement, and General Education Assessment committees facilitated a 90-minute session during the college's Professional Development Day. Titled "Fulfilling Our Promise: Promoting Personal and Cultural Awareness and Community Engagement in the Classroom," the panel/workshop showcased six faculty members representing career, transfer, and continuing education courses who shared how they infuse issues of culture, diversity, and community involvement into their classes.

Co-Curricular Programming

(Includes original programs by ACM personnel, sponsored by ACM units, and/or promoted for participation.)

Women's Equality Day Celebration in partnership with Allegany County Women's Action Coalition celebrating the 100th anniversary of women's suffrage and the passage of the 19th amendment. Viewing & panel discussion of the movie, "Iron Jawed Angels". (08/29/21)

20th Anniversary of 9/11 – on-demand program that includes a 30-minute film showcasing a diverse slate of speakers sharing their personal 9/11 stories with interactive live chat, individual education modules, and virtual tour of the 9/11 Museum

Thoughts on the Constitution from the Memoirs of a Freed Slave with the League of Women Voters of Maryland (9/16/21)

National Constitution Day Conversation designed to reach across differences and hosted by AASCU's American Democracy Project and the New York Times creates a space for open discussion of the U.S. Constitution. (09/17/21)

National Mental Illness Week in the Brightspace Student Lounge with information such as common warning signs, how to support others, what to do if you feel you may have a mental health condition, creating a safety/crisis plan, ways to boost and build better mental health, and much more. (10/3-9/21)

Covid-19 Vaccines: Learn and Practice Deliberation – Practice deliberation by considering other people's perspectives, listening with empathy, and weighing benefits and trade-offs for possible solutions. (10/6/22)

National Depression Screening Day to determine if you or someone you care about should connect with a counselor. Around campus you will find flyers with QR codes. Scanning the QR code will provide a direct link to our FREE, confidential, and anonymous online screening. (10/7/21)

Depression Education & Awareness Month. Learn about the various types of depression disorders, signs and symptoms to keep an eye out for, risk factors, how to help and support a loved one affected by depression, and much more. (October)

LGBTQ+ History Month observes lesbian, gay, bisexual, transgender, and queer history. Throughout the month, you can learn more about LGBTQ+ history and we'll be adding this year's 2021 LGBT History Month Icons (one for each day in October), as selected by Equality Forum - an organization that has assumed responsibility for providing content during LGBTQ+ History Month. The Icons are "selected for achievements in their field of endeavor; for their status as a national hero; or for their significant contribution to LGBT civil rights." (October)

Musicians on Call – performing a virtual concert available to VA facilities (and promoted to student Veterans) featuring nationally known music artists.

National Coming Out Day supports lesbian, gay bisexual, and transgender people in “coming out of the closet”, which can be a very big moment in their lives. The goal of this awareness day is to help eliminate hate and homophobia and to dispel stereotypes. “Craft by the Clocktower” event: supplies for students to paint a rainbow and phrase of support/encouragement on a slice of wood that they can give to someone or take home and display. (10/11/21)

National Week of Deliberation Cross-Campus Forum Series:

- Free Speech and the Inclusive Campus: How Should we foster the Campus Community We Want? (11/1/21)
- Policing: What Should We Do to Ensure Equal Justice and Fair Treatment in Our Communities? (11/3/21)

Urban Rural Action's Mid-Atlantic Dialogue Across Difference interactive Zoom workshops to raise awareness about the assumptions people bring into conversations with people who have perspectives different from their own, increase understanding of different views on issues, and strengthen skills for communicating across divides. (11/8/21 and 11/10/21)

Home for the Holidays: Interacting with Family, Friends, and the Community Amid Differing Covid-19 Choices. A facilitated discussion / A Choose Civility event. (11/10/21)

Global Literacy Talk Championing the Global Agenda: American Higher Ed’s Role in Advancing the Sustainable Development Goals. The discussion will focus on the role of American Higher Education institutions in advancing the UN’s Sustainable Development Goals (SDGs) to champion the global agenda. SDGs are an urgent call for action by all countries - developed and developing - in a global partnership to end poverty, improve health and education, reduce inequality, spur economic growth, tackle climate change and more. (11/17/21)

Black History Month – monthlong activities in Brightspace Student Lounge including a Black History Month Trivia contest as well as information about local/virtual events plus resources. (February 2022)

Global Literacy Talk: Migration, Displacement and Immigration (2/16/22)

Eating Disorders Awareness Week in Brightspace Student Lounge with information about this topic, including common eating disorders, signs and symptoms of each, what to look for, how to help, and more. (2/21-27/22)

Mirrorless Monday. Looking in the mirror, some can see their reflection and think nothing of it, while others see their reflection in the mirror and are consumed by their perceived imperfections. To help remind everyone that the image in the mirror doesn’t define us, we will be covering the mirrors in the College Center and are writing positive notes and affirmations to encourage everyone to look beyond their reflection. (2/21/22)

Mid-Atlantic Dialogue Across Difference – interactive zoom event for students to practice engaging constructively with college students who may see the world differently from they do. (2/28/22)

Update on Russia’s Invasion of Ukraine: A Conversation with the Ambassador to Russia and Ukraine (3/4/22)

Amending America: How Women Won the Vote – a Women’s History Month zoom event with campus watch party (3/30/22)

Allegany County Days of Civility events on campus (04/6-7/22):

- Ladder of Prejudice – Bridge to Civility: How Will You Respond?
- Focus on Self-esteem, Differences, and Appreciation
- Why do you Vote?
- We the People’s Forum. Higher Education: A Bridge or Barrier for the Working Class?

Chalk it Up to Civility: a Choose Civility event in downtown Cumberland for children and adults to participate in "chalking" downtown with inspiring messages, words of encouragement and kindness. The goal is to provide opportunities for collaborative conversation in spite of differences, develop consensus in the place of division, and create connectedness in our community.

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 FY22, although most continued to pause their meetings/activities due to the pandemic. Active clubs that promote diversity include the Student Government Association, Advocates 4 Christ, Choir, Nurse’s Christian Fellowship Club, Peace Club, Phi Theta Kappa, Veteran Support Club, Volunteer Club, PRIDE (LGBTQ/Ally Club), and 21 academic-related clubs and honor societies. During the academic year, students worked to reactivate the NAACP Club on campus.

Typically, 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. This year, due to the pandemic, most events were held online and students were given information about a variety of free events and speakers they could view on a variety of topics provided by a variety of vendors.

In FY22, the following programs were presented virtually (often in partnership with other campus groups such as the College to Community Engagement Committee) and were open to all students, faculty, staff, and community members.

- **Several Voter Registration/Engagement Events** – Events to encourage students, faculty, staff and community members to check their voter registration status and if not registered, to register to vote and to exercise their right to vote. Held both online and in person.
- **Hispanic Heritage Month** – Provided information and links to a variety of virtual events that students could attend for free and exhibits and collections from the Library of Congress, the National Archives and Records Administration, National Endowment for the Humanities, National Gallery of Art, National Park Service, Smithsonian Institution, and the United States Holocaust Memorial Museum.
- **Maryland Male Students of Color Summit** – Invited students of all races and genders to participate in the Summit hosted by Montgomery College. A faculty & a Staff member from Allegany College of Maryland participated in the planning committee for this event.
- **20th Anniversary of 9/11** – shared information about a virtual live chat and events happening at the Flight 93 memorial.
- **Constitution Day Events** – shared links to a variety of virtual events hosted by the National Constitution Center including Naturalization Ceremony viewing; Constitution reading; civics education panel discussion, online classes about civil rights, women’s suffrage, and more; and America’s Town Hall
- **International Day of Peace Events** – shared links and videos to help students observe the day.
- **LGBTQ+ History Month & National Coming Out Day Event** – Shared information about LGBTQ+ month, LGT History Month Icons, and invited students, staff, community members to paint rainbows and inspirational messages on half circles of wood.
- **Veterans Day Event** – our annual Honor and Recognition Ceremony was cancelled, but a link to the Veteran Affairs ceremony was provided to the ACM community.

- **Scholarship Week Event** – sponsored by ACM’s DEI Committee to encourage students to apply for scholarships.
- **Dr. Martin Luther King Jr. Day Observance** – Students were encouraged to visit various websites to learn about Dr. King and his legacy of service and virtually attend events held nationwide to remember and honor Dr. King.
- **African American/Black History Month** – Shared links to several Black History Month exhibits, information about several events held locally and nationally, and held a trivia contest for students that highlighted several African Americans and their contributions to society.
- **Mental Health Resources** – Regularly provided links to information and videos surrounding mental health issues.
- **STI/STD Awareness** – Held in conjunction with students from the Nursing Program and the Nurse Managed Wellness Clinic, we offered several educational opportunities that included materials about STI/STDs, their prevention, and information about free AIDS/STI testing
- **Women’s History Month** – Shared link to a virtual conference opportunity and hosted a virtual trivia contest.
- **Voices from the Black Autism Community Event** – a virtual event sponsored by Howard University that was shared with our students, faculty & staff.
- **Irish American History Month** – Shared links to several websites with information about Irish American History Month, as well as events held virtually and hosted a trivia contest for students.
- **Days of Civility Events** – held several activities on campus and a virtual forum discussing access to higher education for the “working class”.
- Interest meeting to re-activate the campus **NAACP Club** hosted by new prospective advisor; sufficient student interest was demonstrated for the group to receive official recognition in April 2022.

Continuing Education and Workforce Development

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.” In 2021-2022, the program added ESL.

Homeless Resource Day: This valuable program has been in hiatus but returns in Fall 2022.

Transition Program: Partnership with Allegany County Public Schools 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. It was unaffected by Covid beyond mitigation protocols such as masking, hand hygiene, sanitizing, and social distancing. In 2021-2022, a second classroom was dedicated on the ACM campus, and additional staff were added by ACPS’s Board of Education.

A Taste of ACM: New partnership with Allegany County Public Schools for diploma-seeking high school seniors and juniors with disabilities. Participants of A Taste of ACM 2021 spent several days exploring programs including automotive technology, welding, woodworking, machinery, multimedia technology and others. Participants were also introduced to resources available to them as students of ACM.

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.

Despite institutional recognition of the need for a more diverse workforce, prior targeted strategies (which included expanded and targeted advertising to recruit job applicants via posting faculty and higher-level professional positions on Higher ED Jobs with an extra diversity package boost, working with Marketing to increase the Facebook posts of open positions, and producing and airing a local radio ad with Forever Media), have not succeeded. Lacking hard data to explain why these efforts have not made a difference, it is possible that the rural location of the College (with its attendant geographical, salary, housing, and socio-political challenges) plays a significant role in neither attracting nor retaining more diverse faculty and staff. Human Resources will continue to pursue strategies to recruit a more diverse workforce. Furthermore, institutional efforts to advance diversity, equity, and inclusion should create a more inclusive campus and, therefore, increase diversity in recruitment and retention in the future.

PART 5

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

Allegheny 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.

No hate crimes were reported in FY22.

NOTE: The **Code of Student Conduct** was revised in FY21 (formally approved in August 2020); the revision added a new section provision for hate crimes and hate-bias incidents committed by students.

VII.E. Hate – Bias

1. Hate Crime: an offense that manifests evidence that the victim was intentionally selected because of the perpetrator's bias against the victim on the basis of race, religion, sexual orientation, gender, gender identity, ethnicity, national origin, or disability.
2. Hate-Bias Incident: a hostile act of conduct, speech, or expression motivated in whole or in part by intolerance, bias, or prejudice against another. Unlike a hate crime, the hostile act is not a criminal act; like a hate crime, the hostile act is motivated by prejudice.