Allegany College of Maryland

ANNUAL DIVERSITY REPORT

Academic Year 2020-2021
(Modified Requirements)

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Section One: Definition of Diversity

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 first ever attention to diverse student populations, their unique needs, and their full inclusion with the campus community was originally called New Generation College Student Task Force. In 2005, the name was changed to the Diversity Task Force. Immediate achievements were creating a definition of diversity for the College and identifying a key need: creating a Diversity Center. The Task Force defined diversity thusly: “Diversity is “otherness” or those human qualities that are different from our own, [are] outside the groups to which we belong, yet are present in other individuals or groups.” In the same document, the Task Force wrote, “Allegany College of Maryland’s expanded definition of diversity promotes awareness, appreciation and sensitivity to many demographic types (eg., gender, age, race, ethnicity, physical abilities/qualities, sexual orientation, educational background, geographic origin, income, marital status, parental status, military status, religious beliefs, work experiences, and more). We do not view our commitment to diversity as lip-service to political correctness or mere touch-feely words empty of real meaning. As an educational institution, we are responsible for helping prepare our students to live, learn, work, and succeed in a diverse society.”

In FY15, the Diversity Committee was added as a Special Standing Committee for the College and in FY17, the Committee was tasked by Instruction and Student Affairs with the division goal to increase cultural competence of faculty, staff, and students. To achieve the goal, one key tactic was implemented: Define “cultural competence” for the institution.

Beginning in Spring 2016, the committee began looking for diversity resources and learning opportunities including free webinars, EAB briefings, trainings, and results of an ACM psychology class project exploring discrimination, stereotypes, and prejudice (“Making a Difference”). Any resource with applicable information has been shared with the entire committee. In Summer 2016, the Goal’s assigned tasks and timeline was sent to the committee; a small subcommittee of available members met in July, and all members were asked to conduct independent research into the “gold standard” definition for “cultural competence” and best practices for benchmarking. A collection of 6 possible frameworks was submitted to the entire committee for consideration. The committee was unable to meet the rest of the summer, and the committee membership is subject to change with the new academic year.

In Fall 2016, the committee found the “gold standard” and adopted, in its entirety, the National Center for Cultural Competence (Georgetown University): https://nccc.georgetown.edu/foundations/frameworks.html
“Cultural competence requires that organizations:

- have a defined set of values and principles, and demonstrate behaviors, attitudes, policies and structures that enable them to work effectively cross-culturally.
- have the capacity to (1) value diversity, (2) conduct self-assessment, (3) manage the dynamics of difference, (4) acquire and institutionalize cultural knowledge and (5) adapt to diversity and the cultural contexts of the communities they serve.
- incorporate the above in all aspects of policy making, administration, practice, service delivery and involve systematically consumers, key stakeholders and communities.
Section Two: Diversity Initiatives

Unity Center
The College upgraded, relocated, and re-themed the former Diversity Center which had been housed in the College Center for years to the Unity Center in the Humanities Building. The Unity Center’s mission is to provide a space for multi-cultural learning opportunities that engage students, faculty, and staff in meaningful ways. It serves as an educational space for the College’s many groups and clubs including its Aspiring Young MENtors who use the center as their headquarters for activities. After the opening in spring 2020, many students spent time in the Unity Center meeting with friends, studying, playing games, etc. Numerous faculty/staff groups have also used the Unity Center since it opened. The groups who regularly reserved and used the Unity Center over the last year were: AYM, Weight Watchers, Faculty-TLC, Pride Club, Pathways for Success, Connections, Tutoring, Disability and Access Resources Department, General Education Assessment, Business Department, Humanities Division, Project Based Learning workshop, Student Emergency Support Committee, Financial Literacy Presentation, and Advocates for Christ. The Unity Center used micro grant funds to purchase two new laptops for student use in the center, a faculty laptop to use with the document camera and projector, and to add additional resources for programming for the fall 2021 semester.

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

- Vision: Lead young African-American men at Allegany College of Maryland in achieving their dream.
- Mission: to improve the GPA and retention rates of underserved students.
- Programs: a series titled “Mentor Mondays” hosting guest speakers. There were ten topics/presenters with varied topics and consistent attendance of 9-11 students at each event.
- Academics: From the 10 original mentors that started this program in Spring 2019, 6 graduated with Associate’s Degrees from ACM. From those 6 graduates: two just graduated from Towson University with Bachelor’s Degrees; one is finishing year three 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. 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.

Diversity, Equity, and Inclusion Committee:
The Committee planned, requested institutional approval, and implemented all-gender, single-use restrooms on campus – one per building with a map and inclusive signage. The Committee also 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 among traditionally underrepresented students as well as to provide resources and support. Eight students participated in the event, and five students who had not previously explored scholarship opportunities applied for scholarships.

Moonshot:
ACM is working with four institutions of higher education in the immediate region to explore creating a partnership in EAB's Moonshot for Equity: an initiative to close the equity gap by 2030. The potential partnership directs member institutions to create a comprehensive equity strategy, identify and remove institutional barriers, implement 15 research-backed best practices, embed change management in institutional transformation, and receive support from national mentors.
Section Three: Covid-19 Impact
While no one can predict precisely how Covid will impact – positively or negatively – student learning or campus operations, the College has identified areas of risk/opportunity.

Credit Instruction
- ACM is unique compared to other Maryland community colleges: 2/3 of our students are in career programs with 1/3 in transfer. We have maintained in-person instruction in our career programs and clinicals during the pandemic. Currently, plans are for instructional delivery to return to normal in the fall - where the predominant delivery method is face-to-face. Online, Hyfex and Face-to-Face Alternating offerings have increased to better meet the needs of students who require greater flexibility.
- Instructional Affairs’ Guided Pathways which define “meta majors” will be fully implemented. Meta majors are program clusters that share commonalities (eg., Health Sciences) and help students to identify and choose a pathway, promoting academic success – particularly for vulnerable populations.
- Instructional Affairs extended and expanded its Chromebook loaner program for students who lack technology needed for learning – particularly remote or virtual learning. This program of providing 25 Chromebook and 20 HP laptops permitted many disadvantaged students to remain enrolled and to learn.

Retention/Completion
- The Financial Aid Termination Appeal Committee will continue to exercise leniency regarding unsuccessful academic performance in FY20 and FY21 due to Covid.
- The full implementation of Navigate holds great promise; preliminary data from the pilot year (FY21) shows students using the platform have higher retention rates than the institutional average. Navigate also allows targeted campaigns to high risk students or other cohorts.
- The College has created a new position, Retention Specialist, who will provide direct support services to our highest risk students including first generation, students not college ready, and students of color.
- Student Affairs collaborated with UPMC to expand its mental health supports and counseling (on-site, off-site, and virtual) in FY22. The new contract will add services available to students and employees including testing for disabilities which has been needed for years.

On-campus Housing
Willowbrook Woods is the most racially diverse concentration of students at Allegany College of Maryland. Institutional leadership decided in February 2021 that occupancy at Willowbrook Woods would likely be 50% in FY22; therefore, on-site staffing was reduced by 50%. Subsequently, the College set a goal of 100% occupancy albeit with a more likely anticipated rate of 75%. The College also determined that all residents must be vaccinated unless they meet one of two exceptions: medical or religious. At this writing, the College is still developing plans for how to place residents in light of CDC’s guidance for vaccinated/unvaccinated students without engaging in any unlawful discrimination (eg., disability, religion).

Student Engagement/Programming
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, all 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. Whether “live” programs by Student Life or Residence Life may resume in accordance with CDC guidelines in a mixed vaccinated/unvaccinated population has not been determined at this writing. If permitted, “live” programs for on-campus residents should have a positive impact on quality of life, adjustment to the college experience, and academic achievement – all of which are tracked by Residence Life via mid-term grade reports, final grade reports, cumulative GPA data, and annual resident survey.

Athletics:
All sports programs are expected to run their regularly scheduled season with vigorous recruitment underway including our minority student-athletes. COVID-19 protocols will impact how those seasons function and overall accessibility to services and staff support including gym time, weight room time, trainer consults, study hall time and more. We expect FY22 to be improved from FY21.
Allegany College of Maryland

APPENDIX

CULTURAL DIVERSITY PLAN

Academic Year 2020-2021
(Traditional/Legislative Requirements)

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Part II: Efforts to Increase the Numerical Representation of Traditionally Underrepresented Groups
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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 28 two-year degree [credit] career and transfer programs (A.A., A.S., A.A.S. and A.A.T.), 29 certificate programs, and 10 letter of recognition 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 first ever attention to diverse student populations, their unique needs, and their full inclusion with the campus community was originally called New Generation College Student Task Task Force. The group accomplished many goals including conducting
employee surveys, inviting the Southern Poverty Law Center to assess the College’s anti-bias and diversity work, bringing “edutainment” programs to the campus, helping to establish an ESL (English as Second Language) course, and defining “diversity” for our campus.

In 2005, the name was changed to the Diversity Task Force. Immediate achievements were creating a definition of diversity for the College and identifying a key need: creating a Diversity Center. The Task Force defined diversity thusly: “Diversity is “otherness” or those human qualities that are different from our own, [are] outside the groups to which we belong, yet are present in other individuals or groups. Allegany College of Maryland’s expanded definition of diversity promotes awareness, appreciation and sensitivity to many demographic types (e.g., gender, age, race, ethnicity, physical abilities/qualities, sexual orientation, educational background, geographic origin, income, marital status, parental status, military status, religious beliefs, work experiences, and more). We do not view our commitment to diversity as lip-service to political correctness or mere touch-feely words empty of real meaning. As an educational institution, we are responsible for helping prepare our students to “live, learn, work, and succeed in a diverse society.”

Beginning in 2006, diversity activities were tasked to Student Affairs and Residence Life staff thus disbanding the task force; this small group found space and opened the Diversity Center whose 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; the first report was submitted.

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

- 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 four broad “goals” for one calendar year. Given its importance in both the Strategic Plan and the Educational Master Plan, diversity was highlighted as one of the small number of divisional “goals”: 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. A detailed action plan was developed; elements of the plan are tactics, timeline, measure, resources, responsible person, justification/support data, and planning document linkage. 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.
2. Assess the extent to which the College is currently culturally competent using its selected definition.
3. Develop reasonable and achievable benchmarks using where the College is “now” and additional research of best practices.
4. Develop a plan to improve or reach the benchmarks via programming and educational opportunities.
5. Assign the Diversity Committee’s Human Resources representative as a member of or consultant to each College search committee.

Thus, the original Diversity Committee members focused on these tactics for its first few years with these achievements:
1. Define “cultural competence”: Beginning in Spring 2016, the committee began looking for diversity resources and learning opportunities including free webinars, EAB briefings, trainings, and results of an ACM psychology class project exploring discrimination, stereotypes, and prejudice (“Making a Difference”). Any resource with applicable information has been shared with the entire committee. In Summer 2016, the Goal’s assigned tasks and timeline was sent to the committee; a small subcommittee of available members met in July, and all members were asked to conduct independent research into the “gold standard” definition for “cultural competence” and best practices for benchmarking. A collection of 6 possible frameworks was submitted to the entire committee for consideration. The committee was unable to meet the rest of the summer, and the committee membership is subject to change with the new academic year.

   In Fall 2016, the committee found the “gold standard” and adopted, in its entirety, the National Center for Cultural Competence (Georgetown University): https://nccc.georgetown.edu_FOUNDATIONS_FRAMEWORKS.html

   “Cultural competence requires that organizations:

   • have a defined set of values and principles, and demonstrate behaviors, attitudes, policies and structures that enable them to work effectively cross-culturally.
   • have the capacity to (1) value diversity, (2) conduct self-assessment, (3) manage the dynamics of difference, (4) acquire and institutionalize cultural knowledge and (5) adapt to diversity and the cultural contexts of the communities they serve.
   • incorporate the above in all aspects of policy making, administration, practice, service delivery and involve systematically consumers, key stakeholders and communities.

2. Assess current cultural competence*
3. Develop benchmarks*
4. Develop a plan to improve benchmarks*
   *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 our benchmarks, identified areas to improve, and began planning activities for campus education/programs for both students and employees.
5. 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 will 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 focus 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.

The Committee’s activities in 2020-2021 are detailed below.

In FY20, the Diversity Center morphed into the Unity Center whose activities are described below.

**AREAS OF EMPHASIS**

**Covid-19:**
Like all colleges and universities, Allegany College of Maryland was forced to adapt all of its operations during the pandemic caused by the coronavirus. Early in the pandemic, the College chose to follow CDC guidelines, to comply with state mandates in both Maryland and Pennsylvania, and to partner closely with
the local public health departments in Allegany County and Bedford County. The College formed a Covid Command Team with representation across teaching and services to be the group responsible for overseeing the College’s response, for mitigating exposure risk to all, and for managing any reports of Covid-19 exposure, symptoms, and/or positive tests. The group read any official documents from federal, state, and local public health officials or experts on the pandemic response. These documents included guidance on how to ensure the institution did not engage in any discriminatory practices regarding the health, privacy, or disabilities of students, faculty, and staff while also promoting safe practices. Examples of the many changes at Allegany College of Maryland include quickly creating multiple teaching methods to maximize remote learning where possible, coordinating with faculty to work with students whose absences were required by quarantine or isolation providing all necessary services with minimal on-campus personnel by utilizing technology for teleworking personnel, promoting self-care and using free mental health/support services which were expanded to include virtual sessions, adhering to guidance regarding leniency with financial aid appeals for students whose academic performance was adversely affected by Covid, high risk activity waiver forms, and much more. Unfortunately, Covid-19 necessarily restricted most on-campus co-curricular and extra-curricular opportunities for students with limited recreational or personal enrichment programming possible; most of the College’s non-academic activities were virtual this year by necessity.

Unity Center
After the opening in spring 2020, we had many students spending time in the Unity Center, meeting with friends, studying, playing games, etc. However, COVID obviously drastically changed that in March 2020. In the fall 2020 and Spring 2021, we maintained having two work study students in there, but obviously the center was not utilized as much with lower student traffic on campus.

Pathways continues to use the Unity Center for Advising Sessions, and they are scheduled in the space weekly. They held many one-on-one Advising sessions in the Unity Center over the last year due to it being a large space and offering Plexiglas barriers. They have also used it a handful of times for one-on-one Math tutoring. Prior to the COVID shut down, Richard Cofield held three programming events in there for Pathways students on the topics of financial literacy and academic success.

Numerous faculty/staff groups have also used the Unity Center since it opened. The groups who regularly reserved and used the Unity Center over the last year were: AYM, Weight Watchers, Faculty-TLC, Pride Club, Pathways for Success, Connections Tutoring, Disability and Access Resources Department, General Education Assessment, Business Department, Humanities Division, PBL, Student Emergency Support Committee, Financial Literacy Presentation, and Advocates for Christ.

We also purchased two new laptops for student use in the center and a faculty laptop to use with the document camera and projector. We also just spent the remaining funds of our micro grants to add additional resources for programming for the fall 2021 semester.

Diversity, Equity, and Inclusion Committee:
This year, the [renamed] Diversity, Equity, and Inclusion Committee met bi-weekly on Zoom.

The Committee continued to work on signage for all-gender, single-use restrooms on campus. The Committee worked in conjunction with various areas at ACM to get this signage and ensure that correct signage was visible on restroom locations and on campus maps.

DEI also continued to work toward researching and providing culturally-responsive training for staff and faculty. (The staff member developing this training took a new job at another institution mid-year, so the training was not completed; DEI is working with Human Resources to identify a quality training from purchased resources.)

The committee also 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. During Scholarship Week, students had the opportunity to view a tutorial demonstrating how to complete ACM’s online scholarship application.
recently created by the Advancement team, receive one-on-one instruction through the RAWC - either in-person or virtually - on writing effective scholarship essays, and participate in a virtual student-led Q & A session on how to successfully apply for scholarships. 

To present and gather information, DEI engaged in the following educational activities:
- developed a webpage on the ACM website for resources, student groups, reports, relevant policies, and more;
- created and distributed a climate survey to students at the end of the spring semester that will help meet student needs in the fall and beyond;
- presented the committee’s work during Professional Development Day.

**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 discrimination regardless of gender, sexual orientation, or sexual identity. The new Title IX regulations were issued in early May 2020; they contain a heavy emphasis on greater due process and elimination of bias. The College’s Title IX policy was revised and new procedures/practices were developed in Spring/Summer 2020 to meet compliance.

**ADA/504:** During FY20, Allegany College of Maryland was selected for a routine audit by the Maryland State Department of Education (MSDE) Division of Career and College Readiness Methods of Administration (MOA). One significant outcome from the MOA was the revision of the Dean of Student & Legal Affairs job description; that position is now designated as the College’s ADA/504 Coordinator. Starting in summer 2020 and continuing throughout FY21, the Coordinator began developing institutional guidelines for ADA/504 compliance, identifying the specifics of the Coordinator’s role, conducting research, obtaining professional development including a course from the National Association of College and University Attorneys, creating an Executive Summary, messaging students/faculty/staff, creating intake processes, adding content to the Student Affairs web page, crafting a comprehensive ADA/504 policy, crafting an Animals on Campus policy that includes service animals, finalizing procedures for support and service animals in on-campus housing, and forming an Advisory Team. All of these efforts relied upon the expertise and experience of the College’s Director of Academic Access & Disability Resources whose office is charged with managing requests for academic accommodations.

**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 anyone 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 FY21.

**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 if 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.

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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 and among our student body (5 years).

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<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Allegany County</th>
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</thead>
<tbody>
<tr>
<td>Total Population</td>
<td>71445</td>
</tr>
<tr>
<td>White</td>
<td>65066</td>
</tr>
<tr>
<td></td>
<td>88.20%</td>
</tr>
<tr>
<td>2 or more races</td>
<td>6229</td>
</tr>
<tr>
<td></td>
<td>2.30%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>150</td>
</tr>
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<td></td>
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<td>Black or African American</td>
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</tr>
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<td></td>
<td>8.10%</td>
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<td>American Indian/Alaska Native</td>
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<td>Asian</td>
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<td></td>
<td>0.90%</td>
</tr>
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<td>Native Hawaiian/Other Pacific Islander</td>
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<td></td>
<td>0.30%</td>
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<tr>
<td>Non-white</td>
<td>9981</td>
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<td></td>
<td>13.30%</td>
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</table>

Source: 2019 Census Population 5-year Estimates (ACS)

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

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, 72% of Willowbrook Woods residents were minority in Fall 2020 (for the Fall/Spring contract term).

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>% Minority</td>
<td>89%</td>
<td>92%</td>
<td>89%</td>
<td>84%</td>
<td>72%</td>
</tr>
</tbody>
</table>

**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). Due to Covid mitigation measures, occupancy in Willowbrook Woods during 2020-2021 was reduced to approximately 50% to allow each resident to have exclusive use of a bathroom and apartment hallway to reduce risk of transmission and to facilitate any necessary quarantine or isolation. Other Covid changes in Residence Life this year were virtual programs which were all entertainment/coping focused rather than community-building or educational as in prior years which were often centered on diversity.

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.”

The application packet was revised in 2020; it now focuses to a much greater degree on roommate compatibility.

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 (i.e., 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

**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

**FY2021**

Data from 7/1/2020 - 5/13/2021

<table>
<thead>
<tr>
<th>Category</th>
<th>Applicants</th>
<th>% Applied</th>
<th>Hired</th>
<th>Hired</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL Applicants</td>
<td>279</td>
<td></td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>118</td>
<td>42%</td>
<td>11</td>
<td>50%</td>
</tr>
<tr>
<td>Female</td>
<td>136</td>
<td>49%</td>
<td>11</td>
<td>50%</td>
</tr>
<tr>
<td>Non-disclosed</td>
<td>25</td>
<td>9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td>1</td>
<td>0%</td>
<td></td>
<td>0%</td>
</tr>
<tr>
<td>Asian</td>
<td>16</td>
<td>6%</td>
<td></td>
<td>0%</td>
</tr>
<tr>
<td>Black of African American</td>
<td>16</td>
<td>6%</td>
<td></td>
<td>0%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>9</td>
<td>3%</td>
<td></td>
<td>0%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>4</td>
<td>1%</td>
<td></td>
<td>0%</td>
</tr>
<tr>
<td>White</td>
<td>208</td>
<td>75%</td>
<td>22</td>
<td>100%</td>
</tr>
<tr>
<td>Undisclosed</td>
<td>25</td>
<td>9%</td>
<td></td>
<td>0%</td>
</tr>
<tr>
<td>Veteran</td>
<td>15</td>
<td>5%</td>
<td>2</td>
<td>9%</td>
</tr>
<tr>
<td>Not a Veteran</td>
<td>242</td>
<td>87%</td>
<td>19</td>
<td>86%</td>
</tr>
<tr>
<td>Not disclosed</td>
<td>22</td>
<td>8%</td>
<td></td>
<td>0%</td>
</tr>
<tr>
<td>Disabled</td>
<td>21</td>
<td>8%</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>Not Disabled</td>
<td>219</td>
<td>78%</td>
<td>18</td>
<td>82%</td>
</tr>
<tr>
<td>Not Disclosed</td>
<td>39</td>
<td>14%</td>
<td></td>
<td>0%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Fall 2019</th>
<th>Fall 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent Minority Full-Time Faculty</td>
<td>1.90%</td>
<td>2.00%</td>
<td>3.00%</td>
<td>3.20%</td>
<td>2.20%</td>
</tr>
<tr>
<td>Percent Minority Full-Time Administrative and Professional Staff</td>
<td>0.90%</td>
<td>1.30%</td>
<td>1.80%</td>
<td>1.80%</td>
<td>1.00%</td>
</tr>
</tbody>
</table>

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

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 are required to complete harassment training which includes sexual harassment. Additionally, 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. The Title IX Coordinator provided updated information regarding the new regulations to all employees via messaging and webpage documents.
Curricular Initiatives
The Nursing Program (Karisa White, Instructor) developed new simulations for learning that focus on how to treat and support transgendered patients. Two scenarios were adopted within the nursing curriculum. The first scenario involved a male transgender patient having breast tenderness, redness, and discharge. Patient comes to the Emergency Department to be seen and the Mammogram and Ultrasound show that the patient has breast cancer and recommend follow up with oncology and a breast specialist. In this scenario the student will not be directly told that the patient is a transgender but after looking at the diagnostic test results they will need to identify that the patient is a transgender and use therapeutic communication in order to ask some hard or difficult assessment questions. The second scenario involves a female transgender patient having trouble starting the urine stream, frequency, and nocturia. The patient comes to the Emergency Department for lower abdominal pain and has an abdominal Cat Scan showing an enlarged prostate. For this situation the student will need to use therapeutic communication to explain to the patient and her husband what is happening and how to treat prostate issue. They will also have to identify signs and symptoms of prostate cancer and be able to educate their patient in regards to what they should be monitoring for.

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.

Co-Curricular Programming
Aspiring Young Mentors (AYM):
Our mission remains the same—to improve the GPA and retention rates of underserved students. Fall 2020-Chandler Sagal, Ashley Dively, and the AYM Student Mentors developed a series titled “Mentor Mondays.” Every Monday at 12, we had a guest speaker lead a session that was open to ANY and ALL students at ACM. The topics/presenters were: Motivation/Goal Setting (11 students), Mind-Body Skills (8 students), Coping with Anxiety and Stress Relieving Strategies (7 students), Navigating COVID as a student (9 students), Food insecurity and resources for students (10 students), On Course, Using Creator Language (5 students), Dress for Success for Job Interviews (11 students), Motivation and Perseverance (9 students), Mind-Body Skills (9 students), and Current/Previous Mentors-End of Semester Celebration (11 students).

From the 10 original mentors that started this program in Spring 2019, 6 graduated with Associate’s Degrees from ACM. From those 6 graduates: two just graduated from Towson University with Bachelor’s Degrees; one is finishing year three 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. 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. Current mentors include three males and two females who we hope will help to build our program this fall.

Black History Month
ACM’s College to Community Partnership Center promoted free, online events offered by the Smithsonian’s African American History and Culture Museum during Black History Month.

“Four Hundred Souls” an Online Lecture and Discussion
Renowned scholars Ibram X. Kendi, author of How to Be an Antiracist, and Keisha N. Blain, author of Set the World on Fire have assembled 90 extraordinary writers to document the four-hundred-year journey of African Americans from 1619 to the present. Entitled Four Hundred Souls, this extraordinary, moderated discussion features editors Kendi and Blain as they focus on historic eras such as Slavery, Reconstruction, Segregation, and their sustained impact on the United States.

"Historically Speaking: COVID-19 And The Economy” an Online Lecture and Discussion
This online panel explores the impact of COVID-19 on the housing, jobs, education and entrepreneurial sectors by exploring the question: What aid could all levels of government bring to the American people?
Potential panelists include Dr. Cecelia Rouse, dean of the Princeton School of Public and International Affairs at Princeton University, and President-elect Joe Biden’s nominee to chair the Council of Economic Advisers; and Algernon Austin, Economist and Senior Research, NAACP-Legal Defense-Education Fund.

Maryland Voices Story Collection Project Information
Allegany College of Maryland’s College to Community Partnership Center promoted a statewide event: Maryland Humanities’ partnered with experts at The Peale on a story collection initiative as part of the VOICES AND VOTES ELECTORAL ENGAGEMENT PROJECT. Museum on Main Street, the Maryland Voices program, and The Peale collaborated to produce a statewide collection of stories focused on the voices of newly minted voters, ages 18–24. Young people in each hosting community were interviewed and recorded for inclusion in the Smithsonian Institution’s Stories from Main Street digital collection, made available through the Peale’s “Be Here Stories” app, and used on the Storytelling Kiosk, a listening station that is part of the Voices and Votes exhibition that will travel statewide.

Day of Civility in Allegany County:
Eat.Learn.Council – is a virtual community dialogue focusing on how we can Choose Civility by supporting food systems in our region. This free event is part of Western Maryland Food Council’s three-day conference dedicated to growing a healthy food system in a pandemic world as well as a Day of Civility event. The session will be guided by Allegany College of Maryland’s Democracy Commitment Committee and Frostburg State University’s Communication Leadership Lab.

Should Government Provide Healthcare for All Citizens? A Braver Angels Online debate honoring all voices and all viewpoints. - This debate is made possible by Braver Angels and follows a parliamentary style format to consider the pros and cons of viewing healthcare as a basic human right. Students from ACM and FSU will be presenting opening four-minute dialogues on both sides of the issue. Afterwards, all community participants will be invited to join in the conversation. Students, faculty, staff, friends and community members are all invited to join a respectful conversation touching all sides of a challenging civic issue. Braver Angels debates encourage you to think deeply, make your voice heard, and gain empathetic insight into others’ points of view.

“Just Mercy” Online Book Discussions
The College partnered with the Allegany County Library System to continue and encourage conversations in our community about race in America. Join with them in a virtual series of discussions centered around racial and economic injustice as depicted in Just Mercy: A Story of Justice and Redemption by Equal Justice Initiative founder Bryan Stevenson. Beginning on March 3rd, discussions will be held every other Wednesday night through the end of April, totaling five events. Each discussion will be focused on themes from certain chapters in the book and the last event will be centered around the movie.

Civic engagement learning opportunities

Putting Voters First: Democratic Reforms
Join us for a conversation with Colorado’s Election Director Judd Choate on Wednesday, October 28th from 2-3 p.m. ET. He will explain the innovative voter-as-customer model that Colorado has developed, which serves as an exemplar nationwide, and will also provide a view of the national election model landscape. He will discuss challenges that voters may face, how to understand early voting statistics, and the tabulation of votes on and after Election Day. There will be time for Q&A.

Helping Students Navigate the Post-Election
Join us on Thursday, October 29th from 12-12:50pm ET as Chapman Rackaway (University of West Georgia), Kim Schmidt-Gagne (Keene State College), Carah Whaley (James Madison University), and Patrick Dolenc (Keene State College) present ways to support students after the election. The session will begin by acknowledging the ideologies and biases within our classrooms and campuses, and move through specific strategies to engage in dialogue and creative action. We’ll be putting the best practices for these tough post-election talks directly into your hands.
So What Did You Think of the Elections? A National Times Talk with Students
Join faculty, staff, and students from across the country on November 11th from 1-2 p.m. EST for a national discussion to debrief and discuss the 2020 Elections. Designed to reach across differences and create a space for discourse, this national facilitated dialogue is based on the fundamental value of the pursuit of knowledge for the public good. We will provide access to articles covering the elections and use those for guided questions and prompts for a lively conversation. Open to all ADP campuses, faculty, staff and students. Bring your classes, student organizations, and join us for this national dialogue.

8th Annual National Community College Peacebuilding Seminar: Social Justice in Community Colleges
The seminar will feature three consecutive weekends with 12 – 45 minute sessions. The focus of most sessions will be social justice and public health issues within a peacebuilding context. Since 2013, educators and students interested in the critical role that community colleges play in higher education have met in the Washington, DC area to learn, share, and experience on a range of topics including peacebuilding, conflict, human rights, social justice, peace education, international affairs, and nonviolence.

African Americans in Appalachia Symposium
The virtual symposium will begin with keynote speaker Frank X Walker, founder of the term and movement, Affrilachia. In his talk, “Affrilachian Lives Matter, Too: Myths, Lies, & Historical Truths.” Walker will read from his new collection, Masked Man, Black: Pandemic & Protest Poems, and discuss little known significant histories that shatter deeply-rooted caricatures and stereotypes about race in Appalachia. Two panel presentations will follow his talk. The first features local activists. The second features regional student leaders and activists. Musical performances, a “mind and body” meditation, and “art with a message” will also be woven into the evening’s program.

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
Allegheny College of Maryland, through its Student Government Association, recognized 30 Student Clubs in FY 21, although most paused their meetings/activities due to the pandemic. Active clubs that promote diversity include the Student Government Association, Advocates 4 Christ, Choir, Culture Club, 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.

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, all 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 FY21, the following programs were presented virtually (often in partnership with other campus groups such as the Democracy Commitment) and were open to all students, faculty, staff, and community members.

- **Several Online Voter Registration/Engagement Events** – Events to encourage students, faculty, staff and community members to register to vote and to exercise their right to vote.
- **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.
- **Dr. Martin Luther King Jr. Day Observance** – Students were encouraged to visit the AmeriCorps website to learn about Dr. King and his legacy of service and to discover ways they could make the day, a Day of Service.
- **African American History Month** – held several online trivia events and highlighted several African Americans and their contributions to society.
- **Mental Health Resources** – Regularly provided links to information and videos about mental health.
• 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 videos about women who impacted history and the future.

• Irish American History Month – Shared link to Irish American History Center’s Virtual St. Patrick’s Day event, a Spotify playlist featuring bands slated for the 2020 IHC Festival, and facts/trivia about Irish American Genealogy and Family History.

• Holocaust Day of Remembrance – Provided videos, links and materials related to the Holocaust.

• Asian American/Pacific Islander Heritage Month - Provided links to documentaries, stories, books and a variety of virtual events.

• Pride Month – Shared links with information and resources about for the LGBTQIA+ Community.

**Dialogues on Diversity** - The Director of Student Life discovered and presented a learning opportunity to members of the Diversity, Equity, and Inclusion Committee by the national group Dialogues on Diversity. “The Movement: 50 Years of Love and Struggle” a visual chronicle which highlights many of the political, social and cultural markers of the roughly 50 years since passage of the Voting Rights Act of 1965. This theatrical production features EMMY Award winning actor Ron Jones. Jones plays multiple characters and takes the audience on a journey through the ever-changing face of the African American experience.

**Social Justice Wednesdays** – The Director of Student Life discovered and presented a learning opportunity to members of the Diversity, Equity, and Inclusion Committee by the Social Justice Institute on successive Wednesdays during the Spring 2021 semester. They were seven free interactive zoom webinars: Implicit Bias, Cycles of Socialization, What is Social Justice?, Healing Circles – Racial Healing, Gender Identity Workshop, Male Toxicity: The Mask We Live In, and Journaling for Justice.

**Continuing Education and Workforce Development**

• **World Artists Experiences / Ambassador Series**
  Ambassador Series events are provided to the community at no cost.
  1.) THE EMBASSY of the ARAB REPUBLIC of EGYPT Educational and Cultural Bureau 
     Presents a series of live lectures featuring the culture of Egypt. The fifth lecture, "Queens of Ancient Egypt Women on the Throne of the Pharaoh" is a live presentation.
  2.) A virtual performance featuring Esdras Rodrigues: Bringing Together Two Brazils Through Music and Culture. The zoom will include a sample of the Brazilian musical amalgamation, the reunion of Brazilian traditional and concert music. The performance followed by questions and answers.

• **Homeless Resource Day:** Local agencies and vendors participate and provide a wealth of direct services to community members who have been identified as homeless and invited to the event. This year’s event was held outdoors due to Covid. 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. It is planned again for FY22 with Covid mitigation protocols.

• **Transition Program:** Partnership with ACPS provides students with mild to severe cognitive disabilities the opportunity to continue their educational experiences in age appropriate community settings. CE continued to provide facilities for a “home base” for the program. Professional Development also coordinated efforts for curriculum and peer interaction with students from various credit programs. It was unaffected by Covid beyond mitigation protocols such as masking, hand hygiene, sanitizing, and social distancing.
PART 4

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

In recognition of the need for a more diverse faculty and staff, Human Resources began a robust and targeted strategy to expand advertising, including more targeted advertising to recruit job applicants. The strategy included these efforts: 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.

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.

No hate crimes were reported in FY21.

NOTE: the [2006] 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.