



MONTGOMERY COLLEGE
DIVERSITY PLAN
Plan for Programs of Cultural Diversity



ANNUAL
PROGRESS
REPORT



**MONTGOMERY COLLEGE
PLAN FOR PROGRAMS OF CULTURAL DIVERSITY
ANNUAL PROGRESS REPORT**

June 18, 2012

Dr. DeRionne P. Pollard
President

Mr. Stephen Z. Kaufman
Chair, Montgomery College Board of Trustees

Dr. Michelle T. Scott
Chief Equity and Diversity Officer

MONTGOMERY COLLEGE BOARD OF TRUSTEES
as of May 2012

Mr. Stephen Z. Kaufman
Chair

Mr. Reginald M. Felton
First Vice Chair

Ms. Marsha Suggs Smith
Second Vice Chair

Ms. Gloria Aparicio Blackwell

Dr. Kenneth J. Hoffman

Mr. Michael J. Knapp

Dr. Leslie S. Levine

Dr. Michael C. Lin

Mr. Michael D. Priddy

Mr. Jonathan Jayes-Green, *Student Member*

Dr. DeRionne P. Pollard
Secretary-Treasurer, Board of Trustees
President, Montgomery College

State Plan Template

This template has been designed in accordance with §10-211 and § 11-406 of the Education Article. Each non-public institution of higher education eligible for State aid under § 17-103 and each public institution of higher education in the State shall through their respective boards submit a report to MHEC related to its respective program of cultural diversity. The report by MHEC to the General Assembly, will be a compilation of the data called for by § 10-211, § 11-406 and the extent to which institutions of higher education in the State are in compliance with the diversity goals of the State Plan for Higher Education.

REPORT - PLAN FOR PROGRAMS OF CULTURAL DIVERSITY

Institutional Profile

1. Check one to describe your institution:

a. 4-year public

b. 4-year private

Are you affiliated with the Maryland Independent Colleges and Universities Association (MICUA)? Yes No

c. 2 year public

d. 2-year private

e. Other _____

2. How many campuses comprise your institution? 3

Montgomery College is a suburban multi-campus institution. The College is comprised of three campuses – Germantown, Takoma Park/Silver Spring, and Rockville; as well as several Workforce Development and Continuing Education sites throughout Montgomery County. The administrative offices for the College are located in Rockville and each campus address is provided below.

Montgomery College Administrative Offices
900 Hungerford Drive
Rockville, MD 20850

Germantown Campus
20200 Observation Drive
Germantown, MD 20876

Rockville Campus
51 Mannakee Street
Rockville, MD 20850

Takoma Park/Silver Spring Campus
 7600 Takoma Avenue
 Takoma Park, MD 20912

3. How many campuses are included in this report?

All campuses are included in this report.

4. Mailing address of your institution's main campus

Rockville Campus
 51 Mannakee Street
 Rockville, MD 20850

Student Demographics

2010 - 2011 student population:

- Estimated average income of prospective students: N/A

The demographic information below will be supplied by MHEC, unless highlighted in yellow

- Number of Pell Grant recipients: **FY 2010 = 7,196 FY 2011 = 7,743 FY 2012 = 8,916**
- Total number of students over age 25: **9,484**

Total undergraduate student population:	26,996	Full-time (FT) & Part-time (PT) undergraduate students	# FT	# PT
# Hispanic:	2,993	# Hispanic	957	2,036
# Black/African American:	6,969	# Black/African American	2,427	4,541
# American Indian/Native American:	75	# American Indian/Nat. Amer.	17	58
# Asian/Pacific Islander:	3,310	# Asian/Pacific Islander.	1,382	1,928
# White:	8,250	# White	2,619	5,631
# International students:	2,932	# International Students	1,334	1,598
# Other:	2,454	# Other	986	1,468
# Missing Race Information:	13	# Missing Race Information	5	8
# Persons with disabilities:	1,356	# Persons with disabilities	355	1,001

Full-time undergraduates:	# Male 5,007	# Female 5,049	Part-time undergraduates:	# Male 7,064	# Female 8,895
# Hispanic	421	536	# Hispanic	8616	1,175
# Black/African American	1,206	1,221	# Black/African American	1,932	2,609
# American Indian/Nat. Amer.	8	9	# American Indian/Nat. Amer.	28	30
# Asian/Pacific Islander:	738	644	# Asian/Pacific Islander:	931	997
# White	1,462	1,157	# White	2,580	3,051
# International Students	608	726	# International students	672	926
# Other	492	494	# Other	686	782
# Missing Race Info.	2	3	# Missing Race Info.	6	2
# Persons with disabilities	200	155	# Persons with disabilities	521	480
Average time to degree: _____			Total undergraduates in STEM majors: 4,172		
# Hispanic: _____			# Hispanic: 359		
# Black/African American: _____			# Black/African American: 1,119		
# American Indian/Native American: _____			# American Indian/Native American: 10		
# Asian/Pacific Islander: _____			# Asian/Pacific Islander: 669		
# White: _____			# White: 1,017		
# International students: _____			# International students: 586		
Missing Race Information: _____			# Other: 409		
# Persons with disabilities: _____			# Missing Race Information: 3		
			# Persons with disabilities: 176		

Does your institution grant graduate degrees? Yes [] No [X]

Total graduate student population: _____	Total graduate students in STEM majors: _____
# Hispanic: _____	# Hispanic: _____
# Black/African American: _____	# Black/African American: _____
# Asian/Pacific Islander: _____	# Asian/Pacific Islander: _____
# White: _____	# White: _____
# International students _____	# International students: _____
# Missing Race Information: _____	# Missing Race Information: _____
# Persons with disabilities: _____	# Persons with disabilities: _____

	# Male	# Female		# Male	# Female
Total graduate students:	_____	_____	STEM graduate students:	_____	_____
# Hispanic	_____	_____	# Hispanic	_____	_____
# Black/African American	_____	_____	# Black/African American	_____	_____
# American Indian/Nat. Amer.	_____	_____	# American Indian/Nat. Amer.	_____	_____
# Asian/Pacific Islander	_____	_____	# Asian/Pacific Islander	_____	_____
# White	_____	_____	# White	_____	_____
# International students	_____	_____	# International students	_____	_____
# Missing Race Info.	_____	_____	# Missing Race Info.	_____	_____
# Persons with disabilities	_____	_____	# Persons with disabilities	_____	_____

Faculty and Staff Demographics

2010 - 2011 faculty population:

<p>Total faculty population: 1,309</p> <p># Hispanic: 51</p> <p># Black/African American: 199</p> <p># American Indian/Native American: 12</p> <p># Asian/Pacific Islander: 118</p> <p># White: 922</p> <p># International faculty: 3</p> <p># Other: 0</p> <p># Missing Race Information: 4</p> <p># Persons with disabilities: 12</p>	<p>Total faculty teaching STEM courses: 270</p> <p># Hispanic: 8</p> <p># Black/African American: 39</p> <p># American Indian/Native American: 4</p> <p># Asian/Pacific Islander: 51</p> <p># White: 166</p> <p># International faculty: 0</p> <p># Missing Race Information: 2</p> <p># Persons with disabilities: 0</p>
---	--

<p>Total full-time faculty: 523</p> <p># Hispanic: 24</p> <p># Black/African American: 74</p> <p># American Indian/Native American: 6</p> <p># Asian/Pacific Islander: 48</p> <p># White: 369</p> <p># International faculty: 1</p> <p># Other: 0</p> <p># Missing Race Information: 1</p> <p># Persons with disabilities: 0</p>	<p>Total adjunct faculty: 786</p> <p># Hispanic: 27</p> <p># Black/African American: 125</p> <p># American Indian/Native American: 6</p> <p># Asian/Pacific Islander: 70</p> <p># White: 553</p> <p># International faculty: 2</p> <p># Other: 0</p> <p># Missing Race Information: 3</p> <p># Persons with disabilities: 4</p>
--	---

Full-time faculty:	# Male 226	# Female 297	Adjunct faculty:	# Male 346	# Female 440
# Hispanic	11	13	# Hispanic	11	16
# Black/African American	33	41	# Black/African American	53	72
# American Indian/Nat. Amer.	2	4	# American Indian/Nat. Amer.	2	4
# Asian/Pacific Islander	20	28	# Asian/Pacific Islander	26	44
# White	158	210	# White	253	300
# International faculty	1	0	# International faculty	1	1
# Other	0	0	# Other	0	0
# Missing Race Info.	0	1	# Missing Race Info.	0	3
# Persons with disabilities	0	0	# Persons with disabilities	3	1

Total full-time tenure track faculty: 0	Total tenured faculty: 44
# Hispanic: _____	# Hispanic: 0
# Black/African American: _____	# Black/African American: 0
# American Indian/Native American: _____	# American Indian/Native American: 0
# Asian/Pacific Islander: _____	# Asian/Pacific Islander: 4
# White: _____	# White: 40
# International faculty: _____	# International faculty: 0
# Missing Race Information: _____	# Missing Race Information: 0
# Persons with disabilities: _____	# Persons with disabilities: 0

	# Male	# Female		# Male	# Female
Tenure track faculty:	0	0	Tenured faculty:	29	15
# Hispanic	_____	_____	# Hispanic	_____	_____
# Black/African American	_____	_____	# Black/African American	_____	_____
# American Indian/Nat. Amer.	_____	_____	# American Indian/Nat. Amer.	_____	_____
# Asian/Pacific Islander	_____	_____	# Asian/Pacific Islander	_____	4
# White	_____	_____	# White	29	11
# Missing Race Info.	_____	_____	# Missing Race Info.	_____	_____
# International faculty	_____	_____	# International faculty	_____	_____
# Persons with disabilities	_____	_____	# Persons with disabilities	0	0

How many of your tenured faculty came from within your ranks (as opposed to being hired with tenure)? _____

Black/African American: _____

Hispanic: _____

American Indian/Native American: _____

Asian/Pacific Islander: **2**

Persons with disabilities **0**

2010 - 2011 staff population:

<p>Total staff population (executive and administrative-all staff): 1,306</p> <p># Hispanic: 108</p> <p># Black/African American: 393</p> <p># American Indian/Native American: 4</p> <p># Asian/Pacific Islander: 141</p> <p># White: 651</p> <p># International staff: 5</p> <p># Other 0</p> <p># Missing Race Information: 3</p> <p># Non-International staff: 1,300</p> <p># Missing International Information: 0</p> <p># Persons with disabilities: 12</p>	
--	--

Total executive staff: 81	Total administrative (all other) staff: 1,225
# Hispanic: 2	# Hispanic: 106
# Black/African American: 20	# Black/African American: 373
# American Indian/Native American: 0	# American Indian/Native American: 4
# Asian/Pacific Islander: 1	# Asian/Pacific Islander: 140
# White: 58	# White: 593
# International staff: 0	# International staff: 6
# Missing Race Information: 0	# Other: 0
# Persons with disabilities: 0	# Missing Race Information: 3
	# Persons with disabilities: 12

	# Male	# Female		# Male	# Female
Executive staff:	35	46	Administrative staff:	505	720
# Hispanic	0	2	# Hispanic	43	63
# Black/African American	10	10	# Black/African American	156	217
# American Indian/Nat. Amer.	0	0	# American Indian/Nat. Amer.	4	0
# Asian/Pacific Islander	1	0	# Asian/Pacific Islander	62	78
# White	24	34	# White	235	358
# International staff	0	0	# International staff	2	3
# Other	0	0	# Other	0	0
# Missing Race Info.	0	0	# Missing Race Info.	3	1
# Persons with disabilities			# Persons with disabilities	6	6

Program Description

(Note: Descriptive responses may be attached as a separate sheet)

I. NON-PUBLIC INSTITUTIONS

Please describe the best practices used by your institution to promote and enhance cultural diversity of the campus(es).

II. PUBLIC INSTITUTIONS

A. Diversity Programming and Training

1. Does your campus have a formal plan to promote cultural diversity?

Yes [] No [] **If Yes, briefly describe.**

Diversity is prominently listed as one of Montgomery College's six core values. Moreover, diversity is a critical component of the curriculum, advertising and marketing campaigns, employment recruitment and selection hiring process, outreach activities, student services and support processes, commencement and staff/professional development activities. There is evidence that diversity is increasingly more integrated and a key component in all aspects of Montgomery College's operational, strategic and tactical plans. Imbedded in the College's culture is a focus on how we manage and embrace diversity, how we treat people and how we connect and build relationships with the College and community.

The Montgomery College Plan for Programs of Cultural Diversity identifies action-oriented diversity goals and objectives in five key areas: (a) Policies, Procedures and Practices; (b) College Climate; (c) Recruitment and Outreach; (d) Supporting Student Success and (e) Professional Development. The goals and objectives demonstrate the College's good faith commitment to expand and sustain diversity and produce measurable results.

- How often is the plan reviewed and updated?

Montgomery College has a multi-year plan that is reviewed annually and updated as needed.

- How do you plan to improve upon the existing program? Provide examples.
[] Policy changes

In Montgomery College's efforts to ensure access, equity, diversity and nondiscrimination, the College ensures and monitors compliance to approximately 30 federal, state and county laws, regulations and Executive Orders addressing education and employment non-discrimination. Pursuant to these laws, regulations and Executive Orders, the College has established eight equal employment and equal education opportunity related compliance policies and four procedures. During FY 2012, a detailed

review and analysis of these policies, procedures and associated forms were conducted; and appropriate revisions were made to each that reflect the changes in compliance language and best practices. The policies and procedures are listed below.

- Hate/Violence Policy (31002)
- Hate/Violence Procedure (31002CP)
- Equal Employment Opportunity and Nondiscrimination Policy (31006)
- Equal Opportunity, Nondiscrimination, Sexual Harassment and Sexual Assault Complaint Procedure (31006CP)
- Affirmative Action Policy (31007)
- Sexual Harassment Policy (31008)
- Sexual Assault Policy (31010)
- Consensual Relationships Policy (31106)
- Consensual Relationships Procedure (31106CP)
- Employment of Individuals with Disabilities Policy (32106)
- Employment of Individuals with Disabilities Procedure (32106CP)
- Equal Education Opportunity and Nondiscrimination Policy (41002)
- Annual Montgomery College *Clery* Disclosure of Campus Security Policy and Campus Crime Statistics Act Report

These policies and procedures are aligned with the College's diversity mission and commitment and ensure compliance with federal and state non-discrimination regulations protecting students and employees. Annually, the College plans to conduct a comprehensive review and inventory of existing academic and nonacademic diversity-related and nondiscrimination College policies, procedures and best practices.

[X] Innovative curricular design

The Takoma Park/Silver Spring Department of Social Sciences and the Philosophy Program sponsored a talk on pacifism and political involvement among the Amish and Mennonite communities. The talk summarized the core views of, what are for many students, unfamiliar Christian sects. They also explored how those views influence voting habits and attitudes towards violence.

Takoma Park/Silver Spring Campus proudly sponsored a series of talks entitled "Women in Religion." The series, which brought world-renowned religious scholars and leaders to the campus, was designed to help students develop interfaith understanding and compassion and to celebrate religious diversity. The talks facilitated students' exploration of the role and spiritual significance of women in Judaism and Christianity and aided their understanding of how different religious traditions have been responsive to modernity, feminism, and globalization. Integration into the curriculum was accomplished through structuring related reading and short-essay assignments that students were encouraged to complete in small groups. This initiative helped Montgomery College forge meaningful community relationships with the Theology Department at Georgetown University, the Keshet Israel Georgetown Synagogue, and the Washington Jewish Healing Network.

The Takoma Park/Silver Spring Campus students enrolled in BI 203 (Microbiology) were required to do a research and oral presentation on one of the following projects: Cultural competent strategies for Clinicians and Health Care Providers who deal with African immigrants and refugees living with HIV/AIDS, or global migration and the spread of HIV/AIDS.

This year the Takoma Park/Silver Spring Campus faculty have been innovative by designing courses especially to serve students in the healthcare fields. For example, SP 109 (Voice and Diction) was designed for non-native speakers. This lab course presented an opportunity for international students to gain the communication skills necessary to succeed in a range of medical fields.

The nursing faculty integrated diversity into their simulation labs so that students could experience and appreciate the impact that cultural differences have in the diagnosis and treatment of medical health issues.

In preparation for their clinical placements, students in RT 200 (Radiologic Technology) studied and wrote reflective essays on the book, *What Language Does Your Patient Hurt In?*

Multicultural and globalization were this year's theme in the learning communities courses taught at the Takoma Park/Silver Spring Campus. Reading, English Language, English, History, Library Research, Student Development, Women's Studies and Business students explored topics of race and immigration in America, culture identification in the changing world; how globalization influences the business markets, how to research effectively in the electronic world, and women's issues around the world.

Students simulated Indira Gandhi's decision to impose a state of emergency in India.

American RadioWorks filmed a documentary on Latino students in higher education. Students enrolled in the Takoma Park/Silver Spring Campus Reading and English Language learning community were featured in the *Rising by Degrees*, National Public Radio (NPR) feature.

Students simulated the interests that enabled colonialism through a card game and then wrote about how the patterns that developed in the classroom highlighted concepts from their readings.

Throughout the semester, readings and assignments asked students to explore the causes of violence and genocide, as well as potential global and individual-level ways to respond and prevent that violence.

The Takoma Park/Silver Spring Campus First Year Experience Seminar sponsored a common reading *Absolutely True Diary of a Part-Time Indian* by Sherman Alexie. Many faculty incorporated topics from this book into their curriculum including, the value of higher education, leaving home, American Indian artwork, indigenous plants and herbs, DNA testing, identity, bias and prejudice, and reality versus Hollywood.

Students created a project based on their visit to the Holocaust Museum in DC, incorporating Hannah Arendt's theories of banality of evil and her argument that the origins of Nazism are to be found in the history of European imperialism in Sub-Saharan Africa.

A number of honors students across various disciplines incorporated an international or multicultural perspective in their research projects. For example, honors research projects included: "Governance and Infrastructural Bottlenecks to Cameroon's Economic Development" and "Hypertension in African Americans," "Regime Change in Iran and Consequences for U.S.-Iran Relations," "American Foreign Policy Role in Egypt-Israel History," "Global Warming in Sub-Saharan Countries" and a multicultural investigation of the "The Origins of the Number Zero."

Learning Community -- Developmental Math and DS 107 First Year Experience Seminar

Learning Community – MA 130 and PC 101

Women's Studies events at Rockville Campus this year embraced and explored issues of feminism. Highlights included a presentation by Xuan-Lan Nguyen, author of *Legends of the Promised Land*, a student production of *The Vagina Monologues* by Eve Ensler, and a poetry reading by Maria Teresa Ogliastri.

In Rockville's Introduction to Business classes, professors offered a project called International Business: Country Background Analysis. Its purpose was to give students a better understanding of the complexity of doing business internationally.

An example of innovative curricular design came from our Germantown Campus where a course dyad was taught with PS203HC (International Relations) and HS114HC (20th Century World History) during the Spring 2012 semester, as a part of the Renaissance Scholars program. The course emphasized themes, activities and readings that de-centered Europe and the United States from the more traditional tellings used in these courses. Readings included non-American and non-European authors, such as Césaire writing about colonialism and the Tanzanian President Julius Nyerere's speech to the UN General Assembly on the occasion of Tanzania's independence. Throughout the semester, the students were asked how the United States and Europe became central to International Relations and how the rise of China reshaped the world order.

Other examples from the dyad included several in-class simulations to understand the challenges facing the international system.

- Students studied the debates surrounding Iran's nuclear program and then simulated a UN Security Council meeting about whether or not to change the sanctions policies directed at Iran.
- Students simulated Indira Gandhi's decision to impose a state of emergency in India.

Throughout the semester, readings and assignments asked students to explore the causes of violence and genocide, as well as potential global and individual-level ways to respond and prevent that violence.

Students created a project based on their visit to the Holocaust Museum in DC, incorporating Hannah Arendt's theories of banality of evil and her argument that the origins of Nazism are to be found in the history of European imperialism in Sub-Saharan Africa.

In the Renaissance Scholars Environmental Biology/Geology dyad (BI105 and GL101), students participated in several projects with international themes: they planned educational tours about the biology and geology of Surtsey, Iceland; they found solutions to agricultural problems and poverty in Madagascar; and they worked on a project about flooding and water issues in Bangladesh.

The Germantown Campus Renaissance Scholars program involved 60 honors students taking honors seminar in the Fall and one of three dyads in the Spring. The population of students was very diverse. For example, 33% of Renaissance Scholars were first-generation college students, 58% were older than 21, and 36% were part-time students. Further, in the 2011-2012 academic year Renaissance Scholars came from 14 different countries and combined spoke more than 18 different languages. Out-of-class activities were planned each semester. Many were culturally diverse, including:

- Movie Night, *Invictus*
- Book Night, *A Hope in the Unseen*
- Private Tour of the Freer and Sackler Gallery (Asian and African Art) at the National Gallery of Art and Smithsonian Museum
- Concert at the Black Rock Arts Museum, *Imani Winds Quintet*
- Visit to the new Martin Luther King, Jr. Memorial in Washington, DC
- Visit to the Shakespeare's Sisters exhibit, Folger Shakespeare Library

During the summer of 2011, the College provided funding for three Germantown Campus Renaissance Scholars to attend the University of Cambridge International Summer School for two weeks as part of Montgomery College's Cambridge Summer Seminar (HP270).

Women's and Gender Studies events at our campus this year embraced and explored issues of feminism and gender. For the commemoration of LGBT month, the "Bird Cage" movie was screened and followed by discussion, LGBT buttons and awareness information were distributed and Safe Zone Training was provided. The Brown Bag series included: "Conformity at Any Cost: Discrimination Against Transgender." During Women's History Month, Lilly Ledbetter, a social justice activist for equal pay for women, spoke at the campus as part of the Athenaeum Symposia. The movies "The Help" and "The Color Purple" were screened and ensuing discussions included roles of black women in the South.

Student Projects with International Themes

The Latino Student Union (LSU)

The Germantown Campus chapter of the LSU was very active in 2012. Cafe Ole, a student club, met every two weeks to develop their Spanish conversation skills. MC students invited MC students who speak Spanish to participate. Students watched films and also prepared Latin food at some of the meetings.

Students organized an event to educate the MC community about the Maryland Dream Act. Jose Acuna, a Germantown Campus student from Colombia, was a keynote speaker at the event in April. He spoke of his experiences living in the U.S. as an undocumented student. In addition, the LSU built relationships with the Immigrant Rights Organization, a student life group on the Rockville Campus, and Casa de Maryland, the largest community organization serving the Latino community in Montgomery County.

The LSU members participated in GLOBE FEST — a student life event where students set up displays of their countries of origin.

Service Learning: Students in SN201 participated in Service Learning projects. Several students volunteered at nonprofit organizations that serve the Latino community such as Linkages to Learning at Gaithersburg Elementary School, the Gilchrist Center for Cultural Diversity in Germantown, and the Spanish Catholic Center of Langley Park.

Volunteer opportunities included assisting with ESL classes, helping with tutoring of Latino students after school. Several MC students continued to work with the Latino community even after the SN 201 class ended. Students helped people in the Salvadoran and Guatemalan communities in language practice through role play.

International Students Report on Infectious Disease Problems

In Microbiology (BI 203), most of the students were preparing for careers in the health fields. Students were required to do a final oral research report on a topic related to infectious diseases, epidemiology, and control. International students were encouraged to report on infectious disease problems in their home communities. The students talked about the real life impacts of the diseases on their communities.

Brown Bag Seminar Series Sponsored by the Germantown Campus Psychology Department

The campus held seminars that focused on gender and racial discrimination. One seminar "Microaggressions: Power, Privilege, and Everyday Life" focused on racial and gender slurs. Another seminar "A Trans Life: A Voice from the Transgender Community" focused on the discrimination encountered by transgender individuals. A third seminar focused on discrimination suffered by members of the LGBT community.

Athenaeum Symposia — Speaker Series

Many of the Athenaeum Symposia focused on themes of diversity and global awareness. Ira Berlin, noted author and historian, spoke on "Slavery in the United States, a Global Perspective." Lilly Ledbetter, Social Justice Advocate and Political Activist, spoke on equal pay for women. Assistant Secretary of State, Robert Blake, spoke of "The Role of

South and Central Asia in a Global Society. Don Bliss, author, lawyer, historian, spoke on Mark Twain's politics, and in particular, his view about racism in the South. Norman Augustine, former CEO of Lockheed Martin, and a panel spoke on the "Challenges and Opportunities in a Global Economy." Frank Islam, entrepreneur and CEO, spoke on "The Global Economy and Renewing the American Dream."

National Mall - One Million Bones Project

In attempting to personalize and foster relevance in the classroom, one instructor started a bone remembrance endeavor. A significant percentage of his Anatomy and Physiology students were from countries where strife and war exist. The instructor felt compelled to provide a venue for students to tell their stories.

During the bones unit, the students used clay and sculpting tools to mold bones. Not only did it appeal to visual and tactile learning styles by reinforcing content material, but the project opened up avenues for students to tell their personal stories about people who suffered. Interesting connections were made citing the commonality of their struggles in different countries. Students shared stories of having childhood diseases, poverty or living in mud huts with thatched roofs. The bone sculptures that the students created will be displayed on the National Mall as a part of the One Million Bones Project.

Oxfam America Hunger Banquet

The Oxfam project was part of the Montgomery College India Initiative. The three campuses gave students the opportunity to experience the inequities of food distribution that plague the world. At this event, students learned firsthand the reality of the world economy and hunger. Fifteen percent (15%) received a sumptuous meal, 35% ate beans and rice, and 50% sat on the floor with a small amount of rice and water. This hunger banquet raised money to support needy children in India.

Earth Day Commemoration

Student organizations on each campus celebrated Earth Day by demonstrating the health issues related to indoor smoke pollution caused by unventilated cooking. Students participated in hands-on demonstrations to learn how to construct and use smokeless cooking stoves. Student volunteers raised enough money to fund the purchase of eight stoves that will be sent to families in India.

Germantown's Introduction to Business Students Completed International Project

Most of the classes in the Business, Science, Mathematics, and Technology Division had a diverse population. Introduction to Business students (BA 101) completed their International project where they had to introduce a new business concept in a foreign country. They researched the demographics — political and social — and the legal, economic and cultural environment of the city in which they planned to open a small business. Students created business concept and completed a marketing analysis for that business. They used PowerPoint presentations for demonstrations about the following countries and cities: Moscow, Russia; Beijing, China; Victoria Island Lagos, Nigeria; Paris, France; Mumbai, India; and Dublin, Ireland.

Renaissance Scholars Students Participate in Projects

In the Renaissance Scholars Environmental Biology/Geology dyad (BI105 and GL101), students participated in several projects with international themes. They planned educational tours about the biology and geology of Surtsey, Iceland; they found solutions to agricultural problems and poverty in Madagascar; and they worked on a project about flooding and water issues in Bangladesh. There was a multi-dyad project where students looked at the effects of climate change on China, the Sahel, and other selected places around the world from a science perspective (BI/GL dyad) and from a sociological/historical perspective (SO/EN and PS/HS dyads).

The Rockville Campus Student Immigrants' Rights Organization, the Peace and Justice Committee, The Gathering, and the Arab American Heritage Month organized a presentation in late April, the *Maryland Dream Act: A Civil Rights Perspective*. Speakers included Rommel Sandino of Casa de Maryland, student speakers, and Maryland State legislators.

Smithsonian Faculty Fellowship Program

The Smithsonian Faculty Fellowship is a unique professional development program for faculty at Montgomery College. This program guides faculty on how to best use museum exhibits and artifacts to encourage critical thinking. The 2011 theme for the Smithsonian Faculty Fellowship program was *The Politics of Identity: Race in 21st Century America*. Participating faculty explored race and diversity issues from a wide variety of perspectives. They developed and implemented projects and assignments into their course curricula that directed students to consider how race and diversity issues impacted their field of study—from economics to psychology.

[X] New student life programs

There were numerous student life programs available at each campus, including:

- New Student Orientation
- Service Learning and Volunteer Fair
- Student Leadership Ascent Workshops -- Empowerment, Leading by Servicing, Communication and Public Speaking, Civic and Ethical Leadership, Celebrating Diversity, Co-Curricular Portfolio Presentations
- Globe Fest (featuring student displays of their country)
- Smart Sacks (service learning weekly project to make healthy snacks for area elementary school children)
- Alternative Spring Break Trip/Habitat for Humanity
- Health and Wellness Fair
- Student Excellence Expo

- Talent/Variety Show
- Student Mentoring Program
- Earth Day
- Clubs - Activities Board, African Club, African Dance Club, African Student Association, Ambassadors for Christ, Anime Society, Association of Muslim Studies, Bethel Campus Fellowship, Biology, Breathe Free Smokers Club, Buddhism Club, Caribbean Rootz Club, Chess Club, Christian Fellowship, Computer Club, ConKerr Cancer Club, Corporate Business Leaders, Cricket Club, Debate Club, Dagorhir Medieval Club, Earth Initiative Club, Economics, Environment Club, Ethiopian Student Association, Ethics Club, Fashion Club, Flag Football Club, Future Entrepreneurs, French Club, Gaming Club, Gay/Straight Club, Globe Newspaper, Gryphon Literary Magazine, Health Essentials, Hip Hop Dance Club, Hispanic Student Union, Honors Networking Club, International Club, Islamic Association of Students, Latino Student Union, Martial Arts Club, Math Club, Medical Careers Club, Medieval Fencing, Mental Health Club, Music Club, Musicians with Ambition, Muslim Student Association, Nursing Club, Outdoor Club, Persian Club, Philosophy Club, Photography Club, Poetry Club, Psychology Club, Rotaract Club, Science Adventure Club, Self Defense Club, Service Learning Club, Ski Club, South Asian Club, Student Senate, Tennis Club, Theater Club, Ultimate Frisbee Club, United Nations on Campus, Veterans Club, Volleyball Club, Weight Lifting Club, Writing Club, Women's Studies Club, Young Democrats
- Student Life program special events in academic year 2011 included Native American Dance, Black History Inventions, Women's Health, Men Against Rape, Self Defense for Women, Hispanic Poetry, and Mental Health Awareness
- A new student club on the Rockville Campus, the Stepping Stone Club, supports students from non-traditional social settings, including students who live or have lived in homeless shelters.

Student Life also sponsors a variety of programs to recognize/celebrate nationally designated special awareness months. Montgomery College is a diverse, multi-ethnic, multi-cultural and international learning community committed to fostering academic and work environments throughout its campuses that acknowledge and celebrate the contributions of its diverse students, employees and communities. Annually, the Montgomery College Board of Trustees issues a resolution that articulates the college's commitment to acknowledge, honor and celebrate the contributions of women; members of the gay, lesbian, bisexual, transgender communities; individuals with a disability; and individuals and peoples of African American, Arab American, Asian Pacific, Caribbean-American, Hispanic/Latino, German American, Irish American, Italian American, Jewish American and Polish American heritage on the designated national and State awareness days and months. The designated national and State awareness days and months create unique opportunities at Montgomery College to acknowledge and celebrate these contributions with our local, regional and national communities.

Additional examples of student life programs include:

White House Initiative on an Interfaith Campus Challenge

- The Takoma Park/Silver Spring Campus Ethics Club sponsored a series of lectures and discussions addressing faith and religion. Topics included: Commemorating Death Before Birth, Pregnancy Loss, Japanese Buddhism and American Catholicism, and Women Mystics in Christianity. Also, there was poetry reading and discussion about humankind's perennial struggle with mortality, identity and meaning.
- In October, the Germantown Campus Student Life Office supported the Student Service Learning program by helping to create meaningful relationships with nonprofit communities in Montgomery County. Specifically, the campus worked with varying nonprofit organizations including the Housing Opportunities Commission, Circle of Hope Therapeutic Riding, Linkages to Learning, and Potomac Community Resources to help Service Learning students develop civic responsibility, community awareness, and leadership skills. Together, they tackled the community's needs while enhancing the learning that happened in the classroom.
- During the spring 2012 semester, the Student Life Office sponsored an event called "Once Upon A Prom" where students had the opportunity to connect with high school girls from the local community, as well as showcase MC as a viable option for college to local high school students. The students in the Women's Studies Club, Girl Effect Club, Student Service Club, and Student Senate spent the first half of the semester collecting dresses, shoes, and accessories from the college community, as well as their personal networks of family and friends. In total, they were able to collect about 130 dresses, just over 50 pairs of shoes, and numerous accessory items. During the second half of the semester, the students planned the event, which took place on campus on April 1st. Invitations were handed to counselors at five local high schools by the MC students who had attended those schools. Items for the event that were donated by local vendors included gift bags (Nordstrom), cupcakes (Georgetown Cupcakes), T-shirts (Logos & T-shirts), Prom day photography by an MC student, a professional make-up appointment by an MC staff member, as well as financial donations totaling \$500 to cover the costs of running the event. Twenty-four MC students volunteered at the event by managing the dress and shoe "boutiques," advising attendees on their choices, serving food, offering arts and crafts, operating the do-it-yourself spa station, and providing mini-makeovers. The event was attended by 48 high school girls, counselors and parents. The girls received their choice of dresses, shoes and jewelry. MC students volunteered a total of 97 hours in the planning, organizing and implementing of the event. Local community organizations and schools have already begun asking about plans to repeat the event in the future.
- Service learning was an integral part of coursework this semester at the Germantown Campus. Student Development courses including DS 107: First Year Experience and DS 103: Career Development, collaborated with Manna Food to help combat children's weekend hunger. As a part of their studies, students helped to pack and delivered over 75 bags of food each week to a local elementary school. Service Learning provides students the opportunity to serve a greater good while also learning

some things about the world- of-work, work environment preferences, their strengths, skills and abilities, and interests. As a result of this experience, one Germantown Campus student was offered a full time job!

- The Office of Student Life on the Germantown Campus sponsored a trip for four students to travel to Atlantic City, NJ on October 1st to volunteer with *Designing 4 Hope*, an organization that provides critically ill children with their dream bedrooms to rest and recover.
- Trick-or-Treat for UNICEF- Sponsored by the Relief for Humanity Club, students collected coins to be donated to UNICEF children's causes. October 26th- November 8th.
- On February 3rd, there was a Service Learning and Volunteer Fair held in the Germantown Campus Cafeteria. Over 18 nonprofit organizations shared their mission with the MC community and registered interested volunteers. Faculty, staff and students were encouraged to attend and especially students who hoped to complete a Service Learning project for the semester.
- International Women's Day was held on March 8th. In line with this year's theme of "Connecting Girls, Inspiring Futures," student volunteers spent the afternoon creating Pillowcase Dresses as part of a project called "Dress a Girl Around the World."

Student Employment

- Career Information/Job Fair (fall and spring)
- Part & full time job hunting and resume assistance
- Computerized job system - E-Jobs
- Individualized appointment and classroom presentations

Assessment Center

- Increased access to placement and academic testing

Center for International and Multicultural Students

- Counseling and academic advising targeted to international students
- Assistance with I-20s
- Workshops and information sessions
- College literature in multiple languages

First Year Experience (FYE)

- First Year Experience Counselors (DS 107 – First Year Seminar; DS 104 – Seminar for International Students)
- FYE reading this year was the *Absolutely True Diary of a Part-Time Indian*. Various classes used the themes in the book for discussion and consideration.
- FYE website, Facebook, other activities for new students
- Podcasts on how to be successful as a student
- Student Ambassador Program

Counseling and Advising

- Walk-in Advising
- DS courses – Career Development, Study Skills, Success Group
- At Risk Student Project – Academic Coaching, DS 106 Success Group
- SafeZone program is being implemented to provide a supportive environment for Gay, Lesbian, Bisexual and Transgender (GLBT) students

Other programs sponsored by Counseling and Advising included:

- The Center for Multicultural International Students held an informational program about the “Montgomery County English Language Program: Which is Best for Me?” The goal of this community event was to explain the variety of ESL programs in the county. Invited guests included: Continuing Education, AELP, Literacy Council, Adult ESOL (high school programs), Montgomery Coalition for Adult English Literacy, Montgomery Works and church and library ESL representatives.
- In October, the Germantown Campus celebrated Hispanic Heritage Month. Three events were held including a discussion of the book, “In the Time of the Butterflies,” a showing of the film “Asalto al Sueno,” and a performance and discussion with poet Henry Mills. Much of Mills' discussion concentrated on creating social consciousness and how communities can come together for the greater good. Mills talked about the ever changing community and how each of his parents was active in changing their own lives.
- This semester, the Office of Disability Support Services (DSS) applied for an Innovation Grant. The goal was to help make Germantown Campus’ classrooms more accessible for students with disabilities and for students who do not fit into the traditional desk/chair combination furniture. This population included students who are wheelchair users, students who are very large, overweight, pregnant, and the many veterans who are returning from active duty with service-related injuries.
- The Center for International and Multicultural Students arranged for students in the International Club (and other interested students) to attend a free concert at the Strathmore Music Center.
- At the showing of the documentary "In Their Own Words," veteran panelists discussed their experiences transitioning from military to academic life. The student veterans stated that having a dedicated space at the campus was a high priority for them. The Germantown Campus announced that a place has been identified as a veteran-friendly lounge for casual study and conversation. The campus is committed to enhancing the following services for veterans: Counseling and Advising, Veterans Club, Disability Support Services, VA Education Benefits, Adult Learning programs and resources on the college’s website.

Student Veterans' Club

The Veterans and Active Duty Club participants organized a food drive to support homeless and hungry veterans, collecting nearly \$900 worth of food and personal items to contribute to the Fisher House in Washington, DC and to the Veterans Hospital.

Germantown Options for Adult Learners (G.O.A.L.)

- Monthly newsletter targeted to adults
- Open house, workshops, orientation targeted to adults
- One-stop enrollment fair

[X] Campus-Community Partnerships

Montgomery College has a variety of Collegewide programs and services to support campus-community partnerships. Examples of some of the best practices include:

- Montgomery College faculty, staff and administrators had the opportunity to attend, present and interact with higher education, government and industry experts from India, China, and Brazil in a variety of visits to the Germantown Campus.
- The Takoma Park/Silver Spring Campus Ethiopian Students Association worked throughout the year with the Montgomery County Executive's Office to formally adopt Gondar, Ethiopia as a Sister City. The mission of the Sister City project is to establish a connection between Montgomery County and the world by fostering friendship, partnership, and mutual cooperation through educational, cultural, social, economic, humanitarian, and charitable exchanges. After formalizing the relationship, three students traveled to Ethiopia to meet with the Gondar community leaders and visit the local schools, churches and community centers. The students returned to the college filled with ideas that will benefit Montgomery County, the college, the students and the Sister City.
- Habitat for Humanity: During Spring Break 2011, 12 students traveled to Gulf Shores, Mississippi to build a house with Habitat for Humanity. Students who could not join in the trip to Gulf Shores, Mississippi participated in a Habitat for Humanity House Build in Frederick, MD. A group of 15 students and 2 AmeriCorps members from the Takoma Park and Germantown campuses spent a day in April building a house with Habitat for Humanity. The house was a duplex to be given to a low-income mother of two young children and a woman whose home had been destroyed in Hurricane Katrina. The students helped to frame, caulk and install insulation and drywall.
- The Takoma Park/Silver Spring Campus Women's Studies Program, in collaboration with Women for Women International, and the Montgomery College Running Club collected more than \$2,000 to help sponsor women survivors of war in the Democratic Republic of Congo, Afghanistan, Bosnia and Herzegovina, Kosovo, Iraq, South Sudan, Rwanda, and Nigeria.

- The Takoma Park/Silver Spring Campus Cultural Arts Center provided programs and entertainment addressing cultural diversity. The center initiated a series of entertainment venues related to culture and diversity:

Main Stage Guest Artist Series featured artists representing different communities and cultures throughout the world. Native Pride (Indigenous North American), Ensemble Espanol (Spain), Symphony of The Potomac (exploration of 20th c. American composer Chadwick), Peter Mawanga & The Amaravi Movement (Malawi, Africa), Warner Williams (Maryland Piedmont Blues), Bach Sinfonia (Italian Renaissance classical music program), and Pistolera (Mexican-American Latin dance, balladic music).

Around the World Passport Series offered children and their families fun and interactive opportunities to learn about world cultures, geography, and folk traditions. Programs focused on the unique cultures of those persons from Eastern Europe, Japan, Africa, and people of Hispanic heritage.

The Culture Forum Series is an exploration of the different facets of culture examined through the arts, sciences, and humanities. Issues specific to the LGBTQ, African American, African, women, and Jewish communities were presented.

- NU 105 (Nursing and Healthcare) collaborated with the Office of Student Life to have a Native American speaker address the first year nursing students. Topics of alternative medicine and cultural beliefs and practices were discussed.
- To create a safe and comfortable environment for every member of the student body, Montgomery College offers assistance and support for the lesbian, gay, bisexual, transgender, and queer communities by designating LGBTQ Safe Zones on all three campuses. These Safe Zones are marked by small rainbow flag stickers and buttons placed on office doors and cubicles. The zones identify students, faculty and staff who have been specifically trained to counsel those who may need counseling or support.
- College Awarded Grant Project: The Bureau of South and Central Asian Affairs at the U.S. Department of State awarded Montgomery College a \$195,000 grant project entitled, “Transforming Boundaries to coordinate a national community college symposium in Delhi, to develop a student and faculty exchange program, and to create a program to promote faculty development.” The U.S. India Educational Foundation (USIEF) Fulbright Commission helped with the grant implementation.

Montgomery College faculty, staff and administrators had the opportunity to attend, present and interact with higher education, government and industry experts at the National Symposium on 21st Century Community Colleges: *Strengthening Workforce Development in India for the Global Economy*. The College team also had an opportunity to do a study tour of three academic institutions in India.

- The Annual Holocaust Commemoration Event for the community involved more than 50 students as presenters, musical performers, and hosts, and featured two Holocaust survivors who provided testimony about their experiences. More than 150 people from the College and community attended.
- Biotechnology Day programs for Latino middle school girls encourage an interest in Science.
- Biotechnology Summer Camps encourage an interest in Science for middle and high school girls and underrepresented populations.

[X] **Other. Please describe:** Faculty activities

The following are other examples of College faculty activities.

A delegation of faculty and staff, led by the TP/SS Campus Provost, met Ambassador Bouda at the Embassy of Burkina Faso where they discussed the possibility of a faculty exchange between their Burkina Faso and Montgomery College. This alliance would give faculty the opportunity to share best education and teaching practices with this developing nation.

Art, Memory and Healing: A Film and Panel Discussion on One Survivor's Journey was presented by the Montgomery College's Cultural Arts Center and the Paul Peck Humanities Institute. This event was the local premiere of the film, *Through the Eye of the Needle*, a 30 minute-long documentary about Holocaust survivor and fabric artist Esther Nisenthal Krinitz.

Smithsonian Fellows: This year's theme for the fellowship year was *The Politics of Identity: Race in 21st Century America*. Smithsonian Faculty Fellowships are the product of a unique collaboration between Montgomery College and the Smithsonian Center for Education and Museum Studies—the first of its kind between the Smithsonian Institution and a community college. Interdisciplinary and open to faculty from all three campuses, the Fellowship program has created new pathways for teaching and learning at Montgomery College since 1998.

In 2012, over 120 students, faculty and community members attended a dramatic reading of the short story, "A Wife's Letter," by Bengali author and winner of a Nobel Prize for literature, Rabindranath Tagore. The event was held on the Rockville Campus and was sponsored by the Peace and Justice Studies community, the Women's Studies program, and the Paul Peck Humanities Institute.

One Germantown Campus Smithsonian Fellow implemented the Fall 2011 theme of "Racial Injustice" in her EN102 course in three parts: (1) Students analyzed and discussed arguments associated with social movements (e.g. Civil Rights Movement/"Letter From Birmingham Jail"). (2) Students defined key terms and incorporated a NMAH exhibit in an oral/visual argument (e.g. Freedom (term)/Within These Walls exhibition: The Anti-Slavery Alphabet (artifact)). Students were asked to

identify and research the connotative and denotative meaning of a word or phrase associated with the social movement they chose. (3) Students wrote an 8-10 page position paper addressing race and the post-racial claim. After extensive research, critically reading classic arguments, and selecting and defining key terms for a specific audience, students constructed a thesis driven position paper.

Two Germantown Campus Smithsonian Fellows participated in attending bi-weekly seminars at the Smithsonian Museums in the spring. The theme was "American Experience: The Quest for Identity." Montgomery College students represent approximately 170 countries, the faculty plans for implementation involve an international and global focus.

The Peace and Justice Committee on the Germantown Campus sponsored a seminar on "Human Rights and the Criminal Justice System" and a "Panel Discussion of Peace Corps Volunteers" in celebration of its 60th anniversary.

The faculty who participated in a summer institute seminar given by the US Institute of Peace in June 2009 is co-authoring a chapter titled "Teaching Global Studies and Peace: Rural vs. Metropolitan Community Colleges" for the forthcoming book *Teaching About Global Peace and Conflict in Democracy's Colleges: A Resource for Community Colleges*, to be published by the United States Institute of Peace Press.

The Paul Peck Institute and Montgomery College sponsored monthly readings and discussions throughout the year for members of the community, faculty, staff and students. The topics of the readings and discussions included:

- The Coming Constitutional Debate
- Balancing Relativism and Judgment in a Democracy
- The Millennial Generation and Civic Engagement
- Religion in Public Discourse
- The Welfare State
- Kennedy's Inaugural Address and Its Legacy
- Celebrating Arab-American Heritage Month
- The American Dream

2. Does your campus' program address cultural diversity among **students**?
Yes [] No [] **If Yes, please describe.**

Ensuring a college climate that embraces, supports and celebrates diversity among our students is addressed through a variety of activities, including:

- Diversity training through certain components of our student leadership training programs, Student Leadership Institute for Everyone (L.I.F.E.), Leadership Ascent, and MC Leads. Students are able to experience diversity programming at events such as The Gathering, the World Arts Festival, Arab-American Heritage Month activities, Black History Month activities, International Week and the Multicultural Student Academic Achievement Awards.

- "Mi Escuela es su Escuela" (My School is Your School) is a radio and television show. Guest-speakers are Montgomery College bilingual faculty and staff who inform the Latino community about programs and resources; students share their Montgomery College experiences. The Montgomery College TV station tapes the radio program that broadcasts on Channel 10. The segments are broadcast every day of the week, including Saturdays and Sundays.
- Recruiters target diverse ethnic and cultural groups such as the African, Caribbean and American Family Action Network (ACAFAN), the Montgomery County Public Schools Asian Parents Group, Refugee Center, Ethiopian Cultural Center, Langley Park Vietnamese Group, Gandhi Brigade, Maryland Multicultural Youth Center and the Carlos Rosario School.
- A college fair and job fair were held at the Walter Reed Army Medical Center and National Naval Medical Center to provide recovering soldiers, military staff and family members with broad exposure to the College.
- Outreach efforts for adult students included targeted groups in the Vietnamese and Ethiopian communities' adult populations. The College also worked closely with adult members of the Montgomery County Refugee Center. These adult students were part of a "seamless" transition initiative that helped new immigrants learn the English language and then encouraged them to enroll in credit programs to increase their workforce potential.

3. Does your campus' program address cultural diversity among **faculty**?

Yes [] No [] **If Yes, please describe.**

The Center for Teaching and Learning (CTL) is continuously designing and redesigning their diversity programs with the purpose of addressing all issues associated with diversity in a more holistic way. Some of the ways CTL has tailored programs to address diversity among faculty are explained below.

- Workshops are provided on the "belief formation process," a workshop that has two phases: Phase One exposes College faculty members to the power of socialization, or lack thereof, and how it influences our various behaviors, attitudes, and values. Phase Two provides faculty the discussion forum in which participants can explore attitudes, perceptions and/or misconceptions and how they can develop a new socialization among people from different cultural backgrounds.
- Make It Practical (Cultural Box) -- As individuals, we are all offspring of our parents and our parents and their parents all had cultural norms, values and beliefs that contribute in shaping who we become. For this professional development exercise, participants bring in anything that represents their culture. It can be a picture, poem, letter, interview with grandparents or extended living relatives or anything that symbolizes culture being passed down from generation to generation in the family. Participants will then discuss how what they brought impacts their culture and provide other information about that particular culture. Members share what they have learned and how those things may have contributed to their own cultural awareness.

In addition, listed below are other workshops and series delivered through Montgomery College's Center for Teaching and Learning:

- How To Integrate Active Learning with PowerPoint Lectures to Engage Students
- Teaching Strategies to Enhance Learning for Diverse and International Students
- With with DSS Students – Best Practices
- Safe Zone Training
- Making it Personal: Helping Students Complete School by Preventing Unplanned Pregnancy
- Women's Studies Program Colloquium – It's Complicated: The Art, Study and Politics of Gender Across Disciplines
- Understanding the Student-Faculty Relationship for Effective Teaching
- Helping Underprepared Students Develop Critical Thinking Skills
- Culturally Responsive Teaching in the College Classroom

Faculty participated in diversity-related programming and events such as: The Gathering, the World Arts Festival, Arab Heritage Month, Black/African American History Month, International Week and the Multicultural Student Academic Achievement Awards. Also, faculty participated in diversity training opportunities offered by the Center for Professional and Organizational Development and the Office of Equity and Diversity.

4. Does your campus' program address cultural diversity among **staff**?
Yes [] No [] **If Yes, please describe.**

Montgomery College promotes participation in diversity-related events and activities, both internal and external to the College. The staff members participated in diversity training opportunities offered by the Center for Professional Organization and Development, Center for Teaching and Learning, Office of Equity and Diversity, and by individual campus units. They were able to experience diversity programming at events such as The Gathering, the World Arts Festival, activities related to Hispanic Heritage Month, Asian-Pacific American Month, Arab Heritage Month, Black/African American History Month, International Week and Staff Professional Development Day seminars.

5. Is coursework used to enhance cultural diversity programming and increase sensitivity to cultural diversity among **students**?
Yes [] No [] **If Yes, please describe**

The College offers approximately 90 General Education courses which fulfill a "global and cultural perspectives" component required of all A.A. and A.S. students.

6. Is training used to enhance cultural diversity programming and increase sensitivity to cultural diversity among **faculty**?
Yes [] No [] **If Yes, please describe.**

Training is used to enhance cultural diversity programming and increase sensitivity to cultural diversity among faculty, staff and administrators. Training is provided on a Collegewide basis through the Center for Professional Organization and Development, Center for Teaching and Learning and the Office of Equity and Diversity.

New Faculty Orientation (NFO) is a three-day program featuring presentations by the President, Executive Vice Presidents, Senior Vice Presidents/Provosts, Deans, Directors, Chairs, staff and faculty from around the institution. Held each day on a different campus, this program meets the objectives of the New Staff Orientation and provides additional information to the faculty members relevant to their teaching position, while additionally exposing them to the diversity among students, staff, faculty and facilities at each campus.

As an example, the Center for Teaching and Learning has helped to bring faculty and staff members together for training on providing a supportive environment for gay, lesbian, bisexual, transsexual students. Safe Zone Training prepares faculty and staff to be an ally to whom the students can turn to for support. This helps students in developing a positive sense of self, building community, coping with bias, and working to improve school climate.

The Center for Professional & Organizational Development's diversity and multicultural education programs provide a wide array of training and activities to enhance the sensitivity and intercultural competence of our faculty, staff and administrators within the workplace. Additionally, content related to diversity and intercultural awareness, sensitivity and competence, along with legal requirements and compliance, are woven throughout the College's internal supervisory, management and leadership programs.

This spring, the closing meeting of Rockville Campus faculty and staff members focused on a faculty member's work with indigenous people of the United States and Canada, particularly her work in language preservation, musical traditions, and traditional healing.

The Rockville Campus Humanities area meeting in January 2012 focused on LGBT students and bullying, and how faculty members can better manage intolerance and insensitivity in the classroom.

- Is the cultural training among faculty required [] or voluntary []?

As outlined in Montgomery College's 2008 Multicultural/Diversity Education Plan, all employees (faculty, staff and administrators) are required to participate in at least one form of diversity/multicultural learning activity each year.

- What mechanism is used to track the completion of cultural training among faculty?

Training is tracked in the College's internal training registration database. The monitoring of participation and successful fulfillment of requirements is handled by departments (supervisors). Each employee is able to print out a transcript of his/her training activities to be shared with the direct supervisor during the annual performance management conference.

- Is cultural training provided as a continuous quality improvement process that incorporates feedback from training participants (faculty)?

Yes, there are processes in place to assess the needs and evaluate the effectiveness of the College's training programs. Feedback from training participants (faculty, staff and administrators) is one measure used to gauge the effectiveness of cultural training and development activities based on learning and performance outcomes. Queries that garner feedback and data related to cultural training are also included in various training needs assessments (surveys, interviews, focus groups), as appropriate.

7. Is training used to enhance cultural diversity programming and increase sensitivity to cultural diversity among **staff**?

Yes [] No [] **If Yes, please describe.**

The Center for Professional & Organizational Development's diversity and multicultural education programs provides a wide array of training and activities to enhance the sensitivity and intercultural competence of our faculty, staff and administrators within the workplace. Additionally, content related to diversity and intercultural awareness, sensitivity and competence, along with legal requirements and compliance, are woven throughout the College's internal supervisory, management and leadership programs.

This year, key programs were continued. Short classes and customized department or unit trainings were also provided. Some specific examples are highlighted below.

- *Tapestry Institute for Cultural Competence*

This cohort program (for up to 24 employees yearly) spans September to April with eight sessions, such as: "Cross-Cultural Courtesy 101", "Evolution of Inclusion Initiatives" and "Multicultural History of the United States." Classes are lively and interactive. An online survey instrument, the Intercultural Effectiveness Scale (IES), provides individualized participant feedback, as well as aggregate scores for program evaluation. In the capstone session participants give presentations about their self-directed learning activities. FY 2012 topics included: cultural attitudes and workplace behavior regarding deadlines; implications of mindset theory (Carol Dweck) across cultures; science and/or religion in the classroom; racism and violence; marriage and bride traditions in Africa and the United States; autism awareness; family history, heritage and exemplars; nation-of-origin. Participants completing the program receive the Tapestry Certificate and cohort members become allies across campuses and departments.

- *Taste of Tapestry*

These full-day classes address challenging intercultural workplace issues and provide skills practice. FY 2012 topics were: "Micro-Inequities: Moving beyond Bias;" "Media Literacy."

- *Community Conversation*

The "Community Conversation" class is a multi-session learning community for dialogue and deliberation about potentially contentious issues that impact workplace climate, team interactions, the student population and public policy. Short readings stimulate thoughtful, informed dialogue in each session. This year's topic is "Witnessing Whiteness," from the book by educator Shelly Tochluk (second edition, 2010). The class norms are the Four Agreements and Six Conditions from "Courageous Conversations about Race" by Glenn Singleton and Curtis Linton (2006).

- *In Their Own Voices*

Each year these short classes bring together panelists from the faculty, staff, student body and community to describe their backgrounds, life experiences and perspectives. This year's panels included: *The LGBTQIA Community; Active Military, Veterans and Military Families; Body Size Acceptance; and, The Yearly Rhythm in Diverse Faith Traditions*. With each panel commonality and variation find expression, while nuances for respectful interaction across differences emerge from listening and inquiry.

- *Safe Zone*

Co-sponsored by the Center for Teaching and Learning and the Center for Organizational & Professional Development, this six-hour class provides an introduction to lesbian, gay, bisexual, transgender and queer populations (LGBTQ) and contributes to a knowledgeable and welcoming environment at Montgomery College. Topics include: definitions and vocabulary, stereotypes and assumptions, exploring one's own education and attitudes, the coming out process, identity development, resources and referrals, and communication skills. Participants receive a certificate of completion for the class, ally buttons and display posters.

This class is one component of the MC PRIDE AND ALLIES initiatives, which include: student clubs, an anti-bullying policy, "It Gets Better" video, speakers and performances, LGBTQ issues in the classroom, and, regional and statewide higher education consortia on LGBTQ issues.

- *Short classes*

The purpose of these two-to-three hour CPOD classes is to introduce concepts, provide skills practice and invite continuous learning in cultural competence. FY 2012 classes included:

- The Diversity Wheel
- Millennials and Cross-Generational Issues in the Workplace
- Communicating Non-Defensively
- True Colors
- Conflict = Opportunity
- Authentic Communication: Inside and Out
- Saying Ouch, Becoming an Ally
- The Way We Look: Perception, Perspective and Cultural Lenses
- What Makes Cultures Different?
- Strategies for Overcoming Stereotypes

- *New Employee Orientation classes*

Diversity sensitivity, linguistic/disability accessibility, and a welcoming spirit are integral to New Staff Orientation (NSO), New Faculty Orientation (NFO) and New Administrator Orientation (NAO) programs. NSO is a full-day class of presentations and shared lunch which provides the first impressions (after interviews) of Montgomery College as an employer. NSO is scheduled every other week on Mondays, eleven months of the year (up to 22 sessions). Each presenter from the Office of Human Resources, Development and Engagement listens for communication and diversity cues to ensure that new hires: a) have a positive day; b) gain the information/materials needed to launch MC careers; c)

are aware of rights, responsibilities and relevant policies; d) had a chance to bond with co-workers; and, e) know where to reach out with questions. When appropriate, interpreters are provided for employees who are non-native speakers; for example, at one FY 2012 session with nine new hires, there were interpreters in both Spanish and Farsi to serve four people. NAO is a two-hour follow up meeting held with the new administrators and the Vice President for Human Resources, Development, and Engagement and the HRDE Directors. The agenda covers a higher level review of strategic plans, policies and procedures that help to create an equitable and fair work environment that respects the diversity of the workforce and students.

- *Customized department or unit trainings and facilitation*

The Center for Professional & Organizational Development provides consultation and custom-designed interventions to support departments or units experiencing tension or significant change. Cultural differences can compound both teamwork and transition difficulties. CPOD interventions include: supervisor and employee coaching, facilitated meetings, customized presentations and trainings, and, referrals to outside facilitators. Examples this year include: consultation and facilitated sessions for re-organization of a large department, including re-configuration of teams and positions. In another unit employees held different values regarding College policy, though followed guidelines; an annual retreat provided an opportunity to air and accept differences. In another unit gender and cultural differences led to misunderstandings; team difficulties were addressed by a customized training session; in addition, facilitated meetings resulted in new norms and a re-invigorated program for students.

- Additionally, the Center for Professional & Organizational Development's cohort program, the Leadership Development Institute (participants include faculty and administrators) offers a specific day-long class on diversity and infuses attention and sensitivity to the topic throughout the program. Another cohort program, MC Management (participants include faculty and administrators), speaks to diversity throughout the classes, as supervisors share challenges and questions about their diverse workforce.

The Center for Professional & Organizational Development partners with local public agencies in provision of staff and faculty training. For example, in FY 2011 the Tapestry Institute for Cultural Competence cohort included professionals from Montgomery County government (human resources, health and human services) and the diversity/outreach coordinator from Washington Suburban Sanitary Commission (WSSC). Comparing and contrasting diversity dilemmas, programs, policies and procedures enriched class discussions and strengthened networks of expertise. The FY 2012 Institute was filled internally; however, Montgomery County Public Schools (MCPS) and Maryland-National Capital Park & Planning Commission (M-NCPPC) employees were invited and will send participants in future years. Each year, the County EEOC and Diversity Manager is a facilitator in the Tapestry Institute and other County professionals served as panelists in Tapestry or in "In Their Own Voices" classes. The County Office of Community Partnerships provided speakers, panelists and invaluable contact information for presenters.

In FY 2012, the 9th annual African Immigrant and Refugee Foundation (AIRF) conference was held on the Takoma Park-Silver Spring campus on November 18; AIRF is a local nonprofit

organization. Keynote speakers, Maryland State Senator Jamie Raskin and Mr. David Little, Under-Secretary of State for African Affairs, addressed the theme: “African Restorative Justice.” The 100 conference attendees included College faculty, staff and students, high school and middle school students, and professionals working with the African diaspora community. The morning included a dramatization of cross-cultural peace-making by students in the “Catching Up” programs at Montgomery Blair and Cardoza.

Each year the Center for Professional & Organizational Development and Office of Equity and Diversity participate in the Diversity Roundtable, a consortium of diversity professionals (faculty, staff and administrators) from Maryland’s community colleges. Convened by Dr. Beverly Hendrix of Frederick Community College, the Roundtable meets three to four times each year to address challenging issues, share ideas and resources, and affirm the ongoing work of inclusion at each institution. Montgomery College hosted the April 10 session, focused on policies and procedures for linguistic accessibility, with speaker Lily Qi, Manager of Special Projects for Montgomery County Executive, Mr. Ike Leggett.

- Is the cultural training among staff required [**X**] or voluntary []?

As outlined in Montgomery College’s 2008 Multicultural/Diversity Education Plan, all employees (faculty, staff and administrators) are required to participate in at least one form of diversity/multicultural learning activity each year.

- What mechanism is used to track the completion of cultural training among staff?

Training is tracked in the College’s internal training registration database. The monitoring of participation and successful fulfillment of requirements is handled by departments (supervisors). Each employee is able to print out a transcript of their training activities to be shared with their direct supervisor during their annual performance management conference.

- Is cultural training provided as a continuous quality improvement process that incorporates feedback from training participants (staff)?

Yes, there are processes in place to assess the needs and evaluate the effectiveness of the College’s training programs. Feedback from training participants (faculty, staff and administrators) is one measure used to gauge the effectiveness of cultural training and development activities based on learning and performance outcomes. Queries that garner feedback and data related to cultural training are also included in various training needs assessments (surveys, interviews, focus groups), as appropriate.

B. Academics

8. Does your program address

recruitment,	Yes [X]	No []
support,	Yes [X]	No []
and retention	Yes [X]	No []

of a culturally diverse student body?

If Yes, please describe.

The College addresses the needs of a culturally diverse student body through programs such as the TRIO Program, Gateway to College, the Germantown Campus for International and Multicultural Students, the American English Language Program, Continuing Education English Language Skills Program and through diversity-related Student Life clubs and organizations.

Multicultural humanities courses are often paired with general education courses in the College's learning communities. Participation in the tied courses has increased the number of students who elect to take multicultural courses that exceed meeting the graduation requirement.

The Paul Peck Humanities Institute co-sponsored a performance of "Don't Ask, Do Tell" featuring real life stories by SpeakEasyDC performers who shared moments of triumph, pain, embarrassment, and pride as they addressed 'coming out' and all things LGBTQ. The Arts Institute, in cooperation with the Montgomery College Foundation, is producing the third Portraits of Life exhibit, *LGBT Stories of Being*, which features lesbian, gay, transgendered, and bisexual individuals who contribute to the success of our county.

9. Does your program address
- | | | |
|---------------|---|-----------------------------|
| recruitment, | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| support, | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| and retention | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |

of a culturally diverse faculty?

If Yes, please describe.

Montgomery College has a variety of Collegewide programs and services to support outreach and recruitment efforts and create a more inclusive and equitable environment for our faculty, staff and students. Identifying and implementing best practices are institutional cornerstones for achieving inclusiveness and academic excellence. Some examples of Montgomery College's best practices include:

- Involving and engaging stakeholders in the recruitment and outreach efforts
- Ensuring a thoroughly diverse applicant pool
- Expanding opportunities to recruit and retain a highly diverse faculty and staff workforce
- Monitoring and assessing system-wide campus and department faculty and staff diversity and demographics

10. Does your program address
- | | | |
|---------------|---|-----------------------------|
| recruitment, | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| support, | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| and retention | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |

of a culturally diverse staff?

If Yes, please describe.

Montgomery College has a variety of Collegewide programs and services to support outreach and recruitment efforts and create a more inclusive and equitable environment for our faculty, staff and students. Identifying and implementing best practices are institutional cornerstones for achieving inclusiveness and academic excellence. Some examples of Montgomery College's best practices include:

- Involving and engaging stakeholders in the recruitment and outreach efforts
- Ensuring a thoroughly diverse applicant pool
- Expanding opportunities to recruit and retain a highly diverse faculty and staff workforce
- Monitoring and assessing system-wide campus and department faculty and staff diversity and demographics

11. Does your program address
 recruitment, **Yes [X]** **No []**
 support, **Yes [X]** **No []**
 and retention **Yes [X]** **No []**

of students over the age of 25?

If Yes, please describe.

The College addresses the needs of “students over the age of 25” through the Germantown Campus Options for Adult Learner (GOAL) program, Rockville Campus’ Adult Re-Entry Program managed through the Office of Adult Student Services and the Veteran Services/Combat-to-College Program managed through the Counseling departments.

12. Does your institution encourage the use of innovative instructional strategies (i.e. distance learning, summer bridge programs, learning communities, etc.?)
 Yes [**X**] No [] **If Yes, please describe.**

Montgomery College offers many innovative instructional strategies and non-traditional delivery times and methods. Some of these strategies include: distance learning (Web CT and Elluminate courses), blended courses, learning communities, winter sessions, evening and weekend classes, half-semester courses and on-line advising. In addition, the College offers other nontraditional teaching pedagogy to attract and retain adult students. Fast-track, seven-week courses are now being offered for evening and weekend students.

13. Does your program address the importance of
 Providing, **Yes [X]** **No []**
 and completing **Yes [X]** **No []**
 remedial coursework?

If Yes, please describe.

Montgomery College offers an extensive program of learning support classes in Math, English and Reading, as well as study skills courses (e.g., DS106 – Study Skills course) to promote student success in pre-college level courses. The health science programs require students to demonstrate a specific level of academic competence via the Test of Essential Academic Skills (TEAS). Students who do not meet the requisite scores on their initial test are referred to the Reading and Writing Center where staff evaluate their deficit scores and utilize academic software programs to re-teach the targeted materials. This targeted remediation has increased the number of eligible applicants in the health science programs.

Learning Community — Biology 107 and DS 102 at Germantown Campus were combined for a learning community for spring 2012. Results from the combined courses showed strong improvement in grades from previous years.

The redesign of Math 094 and counselor “early alert” interventions was a pilot project conducted fall 2011 and spring 2012 in the newly designed developmental math courses. Counselors were assigned to sections at all three campuses. They visited the classes during the early part of the semester and met with students who were referred by their instructors as having non-content based difficulty.

14. Does your program address closing the achievement gap?
Yes [**X**] No [] **If Yes, please describe.**

The College does have programs for addressing and closing the achievement gap. For example, the College demonstrates its commitment to closing the achievement gap through academic support centers such as the Mathematics, Accounting, Physics, and Engineering Learning Center, the Math/Science Center, the Science Center, the Writing/Reading Center, the Language Lab and the Speech Lab. Students may also participate in initiatives such as supplemental instruction and mentoring in the STEM programs and the Boys to Men program.

The College held the annual Dr. Harry Harden Jr. Student Academic Excellence Awards program that recognized students from all nations and ethnic backgrounds who had completed 24 credit hours at Montgomery College and earned a 3.5 GPA or higher for two consecutive semesters.

15. Does your program address
recruitment, **Yes [X]** **No []**
support, **Yes [X]** **No []**
and retention **Yes [X]** **No []**
of a culturally diverse student body pursuing degrees in STEM majors?

If Yes, please describe.

Montgomery College students pursuing STEM degrees may participate in a number of programs designed to foster student success, including Project Portal to Success in Engineering (FIPSE), Access Engineering (NSF), BioMedical Scholars (NIH) and NSF Course, Curriculum, and Laboratory Improvement (CCLI) programs in Physics and Biology. Recruiters work with Montgomery County Public Schools to identify potential STEM majors and to encourage enrollment in these majors. Also in collaboration with Montgomery County Public Schools, the Math, Engineering, Science Achievement (MESA) program targets minority and female students in K-12.

Science faculty teaches summer school science exploration classes to children in grades 4-8. This is a deliberate effort to attract future STEM majors and to encourage them to consider Montgomery College when they make their choice. Math and engineering department faculty act as club advisors to students in the math and engineering clubs. This outreach to the STEM majors fosters a social connection between student peers.

16. Does your program include a cultural competence component for students?
Yes [**X**] No [] **If Yes, please describe.**

Montgomery College offers approximately 90 General Education courses which fulfill a “global and cultural perspectives” component required of all A.A. and A.S. students. Every graduating student is required to fulfill a multicultural requirement as specified in the College catalog.

17. How does your program contribute toward creating a welcoming and supportive learning setting for all students?

Establishing and maintaining a college climate that is welcoming and supportive to our diverse students is an institutional priority, which is internalized throughout the organizational structure. This institutional priority is evidenced by Montgomery College’s mission, organizational structure and capacities, leadership, systems for accountability, academic and non-academic programs and initiatives, targeted resources, policies and practices, which systematically support our commitment to proactively embracing and celebrating diversity. Some examples of how the College welcomes and supports its students include:

- Recruitment and marketing materials that reflect the diversity of the student body; performing arts programs choose performance material that is appropriate for students of any race or background; all student life and athletic programs are diverse and welcome diversity; the campuses publicly celebrate diversity in every arena possible.
- New student orientations that welcome students with need-to-know information, tours of campus, student peer advising, packets and fun.
- Counselors that have developed an electronic academic orientation for all new students to allow students to self-advise if the student elects to do so. This initiative is an effort to help new students navigate the admissions and registration process with fewer barriers. Counselors continue to see any/all students who want one-on-one advising.
- Electronic and hard copy reference data that are made available to make students aware of tutoring, academic support centers and software programs that support student success. Printed copies of this information are available in entry-level classes, counseling centers, libraries, computer centers, tutoring centers, information kiosks and on information boards across the College.
- Two weeks prior to mid-term, the week following mid-term and again three weeks prior to finals all campus students are reminded of the various resources across campuses that help students who may be struggling.

C. Affordability

18. Does your institution adequately advertise financial assistance programs available to *ALL* students?

Yes []

No []

If Yes, please describe.

The Montgomery College student financial aid program is structured to meet the College’s philosophy that no student be restricted from attending because of limited financial resources. Financial aid programs include grants, scholarships, loans and student

employment. An Office of Student Financial Aid is located on each campus. Montgomery College advertises financial assistance programs available to all students as follows:

- All admitted students are sent information on applying for financial aid and a description of programs available – “Paying Your Way”
- The College web site has information for new and continuing students on applying for financial aid and programs available to students
- Important announcements for current students are under “financial aid hot topics” on the MyMC portal
- The College provides “Financial Aid TV” on its web site and MyMC portal for basic video information on financial aid programs and application processes in English and in Spanish
- Direct mail and email scholarship announcements are sent to potential and current students, particularly through the public school system
- All currently enrolled students are sent (via mail and email) reminders to apply for financial aid prior to the state’s March 1 deadline
- Most financial aid application materials are available in English and Spanish
- College Goal Sunday event is held annually at the beginning of February to kick off the new year financial aid application season; advertised heavily to the public in English and Spanish
- Financial aid awareness activities are concentrated in February each year and advertised and open to the public; on campus workshops continue throughout the year via open houses and other campus events
- “Turn it in Tuesday” in May promotes financial aid application completion prior to the college’s priority financial aid deadline
- Financial aid staff coordinates with other campus programs such as Student Support Services and services for adult students to provide financial aid workshops
- Financial aid staff conducts financial aid workshops in English and Spanish at county high schools and a number of middle schools
- Financial aid staff outreach counselors meet with students (and parents) weekdays at high schools to complete financial aid applications in English and Spanish
- Financial aid counselors work with community groups to conduct financial aid workshops in English and Spanish
- Financial aid staff counselors present information on financial literacy and financial aid in the College’s first-year experience classes
- Financial literacy sessions, in person or online, are required for all new student loan applicants

19. Are part-time students eligible for any financial assistance programs offered by your institution?

Yes []

No []

If Yes, please describe.

Part-time students are eligible for most federal aid programs, including Pell grants, Federal Work Study, and loans. Part-time students are also eligible for institutional grants and scholarships, such as the Board of Trustees Grant, Foundation scholarships, and Renaissance scholarships. The State provides funding from the part-time grant program directly to the College to award to part-time students.

D. Access

20. Does your program include an outreach component which addresses the importance and/or value of a college education?

Yes [**X**] No [] **If Yes, please describe.**

Montgomery College reaches out to pre-college students through the High School Accuplacer Program (HSAP) and the College Readiness Parent Orientations at middle schools. In addition, the College hosts Science Bowl Competitions and Afro-academic, Cultural, Technological, and Scientific Olympics (ACTSO) conferences for high school students and Sonia Kovalevsky Day for middle school students.

The College has a bilingual outreach counselor, representing the financial aid office, who conducts workshops in English and Spanish at high schools and middle schools, to promote affordability of college, importance of a college degree, and how the application process works. The outreach counselor often partners with college recruiters on workshops and presentations.

Each spring semester counselors and campus recruiters meet with first time and first generation prospective high school students and their parents. The program helps parents understand the realities of college life, study time expectations, financial requirements and the rigorous academic expectations that will be placed on students.

21. Does your program address the needs of
first-time college students? **Yes [X]** **No []**
first-generation college students? **Yes [X]** **No []**
If Yes, please describe.

Montgomery College has a fully developed First Year Experience Program for first-time college students and offers the TRIO Program (Student Support Services) for first-generation college students. New Student Orientation programs are offered mornings, mid-day and evenings at the beginning of each semester. Global Connections meets monthly to discuss cultural and academic issues with recent immigrants, international students, and first generation students.

The First Year Experience (FYE) course is specifically geared to new students and the International Student Seminar is designed to support the new and international students. Preliminary studies demonstrate that a student who successfully completes the FYE course is more likely to be enrolled in subsequent semesters at the college.

22. Does your institution have active
partnerships with K-12 schools? **Yes [X]** **No []**
pipeline programs with K-12 schools? **Yes [X]** **No []**
If Yes, please describe.

Montgomery College (MC) and Montgomery County Public Schools (MCPS) have a collective interest in producing citizens who have the knowledge and skills to be competitive in a global economy. It is a shared belief that all students matter and are entitled to the opportunity to access rigorous educational opportunities. Each institution is committed to innovative reform initiatives designed to raise the level of student

achievement and overall academic performance. The expectations for educational excellence in Montgomery County require expansive pathways to postsecondary education.

These burgeoning partnerships between MC/MCPS are resulting in the offering of concurrent and dual enrollment opportunities and many other programs, activities, projects, and initiatives (PAPIs) as well as a wide array of opportunities for students, faculty, and staff. The PAPIs are designed to focus on identifying and monitoring college readiness; supporting and accelerating opportunities for student success through the educational pipeline, and providing professional development mechanisms for personnel employed by the two educational entities. There are also activities which concentrate on channels for outreach to parents and the larger community. At Montgomery College, the PAPIs fall under the direction of the Office of Academic Initiatives. At MCPS, the majority of the PAPIs are under the responsibility of staff within the Career and Postsecondary Partnerships department. Once institutionalized, PAPIs are transferred to the coordinating department/office/school within Montgomery College or MCPS for ongoing implementation.

For the purposes of this report, the College has highlighted a representative sampling of the PAPIs that serve our diverse student populations admirably. By supporting specialized early college programs in addition to unique scholarship opportunities, Montgomery County prides itself on catering to the needs of a wide range of students. Ethnic and linguistic minority students, those with disabilities, as well as budding scientists and mathematicians are being given rare opportunities in the classroom and in extracurricular settings to achieve their potential as future citizens of the world.

College Institute- MC/MCPS Partnership

College Institute is the first concurrent enrollment program in the county. In the program, high achieving seniors earn college credits by taking college courses taught by Montgomery College faculty during the regular school day. The program extends opportunities beyond Advanced Placement level and allows students to earn significant college credits taken at the high school site. African American and Hispanic/Latino students make up well over 50% of the student body at three of the four schools served by the College Institute. Currently, the program is offered at Gaithersburg (64.2% African American and Hispanic/Latino population), Kennedy (80.6% African American and Hispanic/Latino population), Seneca Valley (58.8% African American and Hispanic/Latino population), and Thomas S. Wootton high schools.

Gateway to College Program - MC/MCPS Partnership

The Gateway to College Program offers students a second chance to earn a high school diploma while earning college credits at Montgomery College. Students receive personal counseling and guidance, assistance with problem solving and time and stress management. The program provides students at risk of not graduating with the opportunity to earn a high school diploma while transitioning to a college campus. Students may simultaneously accumulate high school and college credits, earning their high school diploma while progressing toward an associate degree or certificate. Students in the program often face significant life issues: substance abuse, depression and mental illness, chronic medical

issues, suicide attempts, learning disabilities, legal and probation concerns, teen pregnancies, teen parenting, sexual abuse, or previous incarceration. Over 60% of the students served in this program are minority students. Funded initially through a Bill and Melinda Gates Foundation Grant, the Gateway to College Program at Montgomery College is the only program of its kind in the state.

Guiding the Pathways of Success (GPS) to College - MC/MCPS/USG Partnership

Guiding the Pathways of Success (GPS) to College is a one-week precollege summer program, developed in partnership with leaders from Montgomery County Public Schools (MCPS), Montgomery College (MC), and the Universities at Shady Grove (USG). The goal of the program is to enable scholarly, potential first-generation college students to navigate the college admissions and application processes and successfully apply and enter a postsecondary institution upon high school graduation. During this one week program a variety of topics are covered and include but are not limited to: developing an academic resume; preparing for college placement and admissions tests; seeking and securing financial assistance; obtaining early college credit, and much, much more. In 2011, 100% of the participants were from ethnic minorities (54% Hispanic population, 31% African-American population, 15% Asian/Pacific-Islander population).

Institute for Global and Cultural Studies— MC/MCPS Partnership

The Institute for Global and Cultural Studies (IGCS) is a unique collaboration among Montgomery College and MCPS/Wheaton High School. It is located in one of the most impacted schools in Montgomery County; 81.1% of the student population at Wheaton High School is African American and/or Hispanic/Latino. IGCS is designed to create and sustain an early college high school model. IGCS is a humanities-based pathway to higher education that provides students access to a rigorous program of study, relevant experiential enrichment opportunities, and academic support, through a network of relationships and explicit connections to college resources and programs.

IGCS offers an alternative to Wheaton High School's heavily technology and science based academies. The IGCS provides students with an opportunity to explore, learn, and understand the world around them and offers students a wealth of opportunities beginning with their freshman year which will incorporate global and cultural themes. Academics are connected to experiences throughout Grades 9–12. During their junior and senior year, students will take college courses taught by professors from the two partner schools. In 2011-12 MCPS offered (through MC) cultural anthropology, international relations and political science.

MESA (Math, Engineering, Science Achievement) & MESA+ Programs

The traditional MESA Program is a national K–12 pre-college program designed to prepare students for academic and professional careers in mathematics, engineering, science, and technology. The program’s goals are: to increase the number of engineers, scientists, mathematicians, and related professionals at technical and management levels, and serve as a driving force in encouraging and assisting minorities and females in achieving success in these fields. These goals are accomplished by partnering with school systems, colleges and universities, industry and business, government, community organizations, families, and alumni. These partnerships provide enriching activities and programs for students in the fields of mathematics, engineering, science, and technology. The traditional MESA Program serves approximately 176 middle and high school students per year.

The MESA+ Program utilizes MC student ambassadors to help meet the goals of the MESA Program through a variety of outreach activities. MESA+ Ambassadors visit MCPS middle schools to mentor students in their science classrooms, host STEM conferences, tutor students at an MCPS high school held on Saturdays, and assist other college departments hosting MCPS activities and events. MESA+ Ambassadors presented their outreach activities at the American Institute of Aeronautics and Astronautics at the Johns Hopkins Applied Physics Laboratory, and as a result, were asked to design, develop, and test an unmanned, remote controlled airplane as a model that will be used for high school MESA competitions. Montgomery College MESA+ Ambassadors will create the rules and specifications for the competition. The MESA+ Program serves over 1,000 students per year. Ninety-two percent of the MESA+ Ambassadors are minorities (50% African American/Black, 36% Asian, 9% White, 5% Hispanic).

Concurrent Enrollment Programs

The Office of Concurrent Enrollment Programs (OCEP) is a Montgomery College-Montgomery County Public Schools (MC-MCPS) Partnership Initiative originally established as the College Institute in 2002. Advanced high school students accepted to MC are concurrently enrolled in College and high school providing an educational experience beyond what is available at secondary schools. Select high school juniors and seniors who meet the college's Early Placement standards may enhance their class schedule with college course work and experience the independence of college-level study while also earning college credit.

One early placement model is a capstone experience to support high school academies that are developed around career clusters. MCPS adopted the smaller learning community model for several of its programs. Smaller learning communities (academies) are programs that support the development of small, safe and focused learning environments within large high schools. The academy programs integrate academic and specific career-related instruction to prepare students for postsecondary education and employment through the personalized learning environment of a small, focused learning community. Some of the academy programs are national programs such as the National Academy of Finance, the National Academy of Hospitality and Tourism and the National Academy of Information Technology. Academy programs have specific requirements for graduation: academy students must take rigorous courses at their high schools and many must take a college-

level course as a capstone experience. Students can fulfill this requirement by attending a college-level class offered at the high school site, through Distance Education and Learning Technologies (DELT) or on one of the main campuses.

Portraits of Life

MC's Paul Peck Humanities Institute collaborated with students, faculty and staff to create the "Portraits of Life" photography exhibit. The exhibit is a documentary project that shares the stories of Holocaust survivors who have lived in and around Montgomery County. The exhibit has been shown in various settings throughout Montgomery County, and one copy of the exhibit is on permanent display at The Maryland Arts and Humanities Council in Baltimore.

During Academic Year 2011-2012, a total of 2,300 middle- and high-school children from Montgomery County Public Schools viewed our Portraits of Life: Holocaust Survivors of Montgomery County (POL) photographic exhibit and attended presentations with Holocaust survivors.

Project Lead the Way

Project Lead the Way (PLTW) is a national academy that has developed a four-year sequence of courses which, when combined with college preparatory mathematics and science courses in high school, introduces students to the scope, rigor and discipline of engineering and engineering technology prior to entering college. Wheaton High School is currently in year six of offering the PLTW program. Montgomery College supports the program by offering articulated credits to students who earn a B or better in each of the high school courses. As an alternative, the Department of Engineering offers its ES100 – Introduction to Engineering Design course. This course articulates, as a capstone experience for those students who did not satisfy the grade requirement, or for those college-ready students who did not complete the PLTW program. Wheaton High School (with a student body that is 81.1% African American or Hispanic/Latino) has more than 300 students enrolled in this highly successful program. Col. Magruder and Watkins Mill high schools are approaching year five of their PLTW program.

Salto al Futuro

Salto al Futuro, located at John F. Kennedy High School (80.6% African American and Hispanic/Latino population), provides academic support and mentoring to prospective first generation college students. The program's goals are to ensure that participating students graduate from high school "college ready," as determined by the Accuplacer/LOEP placement test and continue their education at Montgomery College or other postsecondary institutions of higher education. Students may decide to pursue a two-year college program (Associate's Degree), a four-year college program (Bachelor's Degree), a two-year career program (Associate's of Applied Sciences Degree), and/or certificate programs. The Salto al Futuro program also is designed to increase student/parent knowledge of high school graduation requirements, MCPS system resources, career opportunities, higher education programs of study, the college application process and financial aid opportunities. "Salto al Futuro" conducts monthly parent meetings to provide parents with the opportunity to

become active participants in their children's education, learn how to support students to prepare for college, gain knowledge about resources that can help them successfully navigate high school and the college application process and participate in a network and fellowship of a Hispanic parent community. "*Salto al Future*" partners with the Hispanic business community to provide guest speakers, mentors, internships and part-time employment or internship opportunities. The program currently serves 120 students (30 per grade level).

Sonya Kovalevsky Day

Sonya Kovalevsky Day is an annual conference designed to encourage middle school girls to develop interests in mathematics and science courses in high school. The goal is for this interest to grow into long-term careers in science, engineering, and mathematics.

STAR Scholarships

STAR Scholarships are designed to encourage African American students to continue to excel academically through their high school careers and onto college. The awards are based on merit and the competition is intense. African-American and black high school students can compete annually for scholarships in the ninth, tenth, and eleventh grades, giving them the potential to earn up to \$3,000 toward their education, by winning the scholarship for three consecutive years. When a student wins a scholarship, the money is held in trust by the STAR Scholarship Foundation until the student enrolls in an accredited college or trade school.

Program founder and benefactor Paul Peck, a local philanthropist who serves as chair and CEO of the STAR Scholarship Foundation, provided the original seed money for Montgomery County. Additional funding is generated by the STAR Montgomery Advisory Board. Montgomery College and MCPS provide administrative assistance. For the last three years, the awards ceremony has been held at the Universities at Shady Grove. Students and their parents participate in this heartwarming event.

"Education works," said Paul Peck. "It is the foundation of skills, self-esteem and self-confidence. I created STAR to demonstrate to African-American students that there is hope, the community cares, and *studying pays*." In 2002, Mr. Peck expanded the STAR initiative by creating and funding STAR Merit Awards to sixth, seventh, and eighth graders.

Transition Training for Independence Program

The Transition Training for Independence Program is a collaborative program between the Workforce Development & Continuing Education Division of Montgomery College and Montgomery County Public Schools. It is designed to provide students with developmental disabilities (ages 19 to 20) an opportunity to complete their public education on the college campus. Students continue to address their individual goals and develop lifelong learning routines in an academic setting with their same age peers.

23. Does your institution collaborate with institutions in other segments to strengthen the educational pipeline (i.e., collaborations between two-year and four-year institutions)?
 Yes [**X**] No [] **If Yes, please describe.**

Montgomery College collaborates with other institutions of higher education in a variety ways that include articulation agreements, grant partnerships, internships and programs at the Universities of Shady Grove. Some specific examples of collaborations with institutions include:

LAYC (Latino Youth) Upward Bound program meets on campus most weekends throughout the year to help Latino students overcome barriers to their education. This recruitment and retention program is targeted to middle and high school students who have been identified as having academic potential but who have family, social or economic barriers that may prematurely interrupt their education.

The Health Science Programs have articulation agreements with other programs that teach either on campus or have established off-campus sites in Montgomery County to facilitate easy access for our students who wish to continue their education.

Nursing

- University of Maryland at Baltimore (also USG location) Transfer Program
- Stevenson University - RN to BSN

Radiologic Technology (RT) and Diagnostic Medical Sonography (DMS)

- College of Notre Dame of Maryland (at Montgomery College) - BS in Radiographic Sciences (management degree for those in RT and DMS)

Diagnostic Medical Sonography (DMS), Health Information Technology (HIT), Physical Therapist Assistant (PTA), Radiologic Technology (RT), and Surgical Technology (SG)

- University of Baltimore (also USG location) - BS in Health Systems Management

DMS, HIT, PTA, RT, and SG

- Towson University –Bachelor of Technical/Professional Studies (BTPS) in Allied Health

24. Do you have a program on campus to assist the physically disabled with their coursework? **Yes [X]** **No []**
 access to campus? **Yes [X]** **No []**

If yes, please describe.

Montgomery College has a fully staffed Disability Support Services Office to address the physical and academic needs of disabled students. The ADA Compliance Officer regularly visits campuses to identify potential barriers (e.g., construction issues). The Assistive Technology Lab provides direct services for students with disabilities including: tutoring, study skills/time management, assistive technology support (JAWS, Zoomtext, Kurzweil), e-texts and audio books, alternative formats (large print, electronic files, conversion of class notes), scribing and note-taking (in and outside of classrooms) and testing for those who need additional assistance beyond what the Assessment Center can provide. Additionally, the Disability Tutoring Center helps qualified students do their homework

and assists students who need help using the computers. Disability Support Counselors make any/all necessary accommodations for students who have physical disabilities.

25. Does your program address the needs of students over age 25?

Yes No **If Yes, please describe.**

The College addresses the needs of students over the age of 25 at the Rockville campus through the Adult Re-Entry Program managed through the Office of Adult Student Services and the Veteran Services/Combat-to-College Program managed through the Counseling Department. The Germantown campus offers newsletters targeted to adults, open houses, workshops, one-stop enrollment fairs and orientations through the Germantown Options for Adult Learners Program (G.O.A.L.).

26. Does your campus have a process in place to report a campus hate crime? (under 20 U.S.C.1092[f])

Yes No **If Yes, please describe.**

In 1987, the Montgomery College Board of Trustees established a hate and violence policy. This policy espouses our institutional commitment to a climate of mutual respect among the many diverse individuals and groups that make up the College and Montgomery County communities. The College condemns any and all hate/violence activities, including those acts based upon such personal attributes as race, color, religion, national origin, age, disability, gender, sexual orientation, veteran of the Vietnam era status and/or identity as a veteran with a disability, or on any other basis, to the extent they are not covered in this policy. The Hate/Violence policy reaffirms that Montgomery College is a learning community that encourages freedom of thought and expression which maintains civility in the meaningful exchange of ideas.

27. What resources would be most helpful to you in increasing the cultural diversity of the student body, faculty, and staff on your campus?

Professional development money to bring nationally recognized and respected community leaders to our campuses to discuss timely topics of diversity and cultural awareness. Within the metropolitan region there are a wealth of experts and resources that the College could tap (e.g., the Organization of American States, Congress, and the World Bank).

Also, funding to provide more intensive training opportunities to select faculty and staff to deepen their content knowledge and develop proficiency in educating and training others. By developing a cadre of diversity-related subject matter experts who are also qualified to teach others, we are increasing our organizations capacity to sustain continuous learning and growth.



Montgomery College

endless possibilities

www.montgomerycollege.edu

240-567-5000

An academic institution committed to promoting equal opportunity
and fostering diversity among its students, faculty, and staff