BOARD OF TRUSTEES
MONTGOMERY COLLEGE

# RECORD OF RESOLUTIONS

Central Services Building • Room CT S109 • 9211 Corporate Boulevard, Rockville, Maryland 20850

This meeting was held in-person and via Zoom webinar
Call-in: 1-301-715-8592 ▪ Webinar ID: 948 3980 8008

**June 17, 2024, 7:30 p.m.**


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**BOARD OF TRUSTEES**
**MONTGOMERY COLLEGE**

Resolution Number: **24-06-069**
Adopted on: **6/17/2024**

Agenda Item Number: 5B
June 17, 2024

## PERSONNEL ACTIONS CONFIRMATION REPORT

BACKGROUND

The Board of Trustees by state law has the authority and the responsibility for appointments to the College. Each month the Board receives a summary of personnel actions from the Office of Human Resources and Strategic Talent Management on new hires and employees who have separated from the College.

RECOMMENDATION

It is recommended that the Board adopt the attached report.

BACKUP INFORMATION

Board Resolution
Personnel Actions Confirmation Report
Policy 34001–Changes in Employee Status

RESPONSIBLE SENIOR ADMINISTRATOR

Mr. Collette

RESOURCE PERSON

Ms. Leitch Walker

**BOARD OF TRUSTEES**
**MONTGOMERY COLLEGE**

Resolution Number: **24-06-069**
Adopted on: **6/17/2024**

Agenda Item Number: 5B
June 17, 2024

**Subject: Personnel Actions Confirmation**

WHEREAS, By state law the Board of Trustees has the authority and responsibility for appointments to the College; and

WHEREAS, The attached summary indicates related personnel actions taken by the College during the period April 1, 2024, through April 30, 2024; and

WHEREAS, The president of the College recommends that the Board adopt the following resolution; now therefore, be it

Resolved, That the Board of Trustees accepts the attached reports and confirms the actions of the president.

Attachment

**MONTGOMERY COLLEGE**
**SUMMARY OF PERSONNEL ACTIONS**
**From April 1, 2024, through April 30, 2024**

## STAFF

### STAFF EMPLOYMENT

| Effective Date | Name | Position Title | Grade | Department |
|---|---|---|---|---|
| 04/01/2024 | Anderson, Tashana | Administrative Aide III | 23 | ACES Achv.Coll. Excel. & |
| 04/01/2024 | Exton, Carlton | Mailroom and Warehouse Mgr. | 27 | Facilities – Central Administration |
| 04/01/2024 | Holloway, Brian | Campus Police Officer | 19 | Public Safety - GT |
| 04/01/2024 | Lopez, Gabriela | Administrative Aide I | 15 | ELAP, Ling. and Comm. Studies |
| 04/01/2024 | Werkmeister, Jonathan | Early College Program Coord. | 27 | Academic Initiatives |
| 04/01/2024 | Yazdanshenas, Eshagh | Energy Conservation Manager | 35 | Facilities – Central Administration |
| 04/15/2024 | Bookard, Zavier | Early College Program Coord. | 27 | Academic Initiatives |
| 04/15/2024 | Enadeghe, Efosa | Campus Police Officer | 19 | Public Safety – TP/SS |
| 04/15/2024 | Garcia, Roselia | Contracts Services Assistant | 19 | WDCE Central Administration |
| 04/15/2024 | Kaur, Malika | Graduation Technician | 21 | Records and Registration |
| 04/15/2024 | Robinson, Stephen | Alumni Director | 31 | Advancement - Alumni |
| 04/15/2024 | Smith, Steven | Enroll. and Stud. Access Spec. | 23 | Raptor Central |
| 04/15/2024 | Zhang, Xiaoni | Master Tutor | 27 | Mathematics Dean |
| 04/29/2024 | Barry, Caroline | Placement and Learning Advisor | 27 | CEELS Dean – WDCE |
| 04/29/2024 | Billanti, Logan | Grounds Maintenance Worker | 15 | Facilities Operations - RV |
| 04/29/2024 | Da Conceicao, Maria | Purchasing Agent II | 27 | Business Services |
| 04/29/2024 | Mwancha, Stella | Administrative Aide II | 19 | Social Science Dean |
| 04/29/2024 | Patel, Ankur | Instructional Associate | 25 | Mathematics Dean |
| 04/29/2024 | Reyes, Alana | Event Coordinator | 23 | Student Life - GT |

### STAFF SEPARATIONS

| Effective Date | Name | Position Title | Grade | YOS | Department |
|---|---|---|---|---|---|
| 04/03/2024 | Holloway, Brian | Campus Police Officer | 19 | 0* | Public Safety - GT |
| 04/05/2024 | Banh, Phong | Director of Enterprise Srvs. | 39 | 22 | OIT Application Services |
| 04/05/2024 | Thompson, LaSonya | Public Safety Officer II | 15 | 14 | Public Safety – TP/SS |
| 04/05/2024 | Say, Vathany | Instructional Lab Coordinator | 27 | 5 | BITS Dean - WDCE |
| 04/12/2024 | Farahati, Amanda | Library Access Srvs. Spec. I | 17 | 2 | Library - Central |
| 04/15/2024 | Annink, Carolien[1] | Instructional Designer | 31 | 19 | Distance Learning |
| 04/19/2024 | Bent, Kristal | Records and Reg. Specialist | 23 | 10 | Records and Registration |
| 04/19/2024 | Sesay, Alusine | Instructional Lab Coordinator | 27 | 3 | Engineering/Comp. Sci. |
| 04/23/2024 | Butler, Jared | Building Services Worker | 11 | 12 | Facilities Operations – |
| 04/25/2024 | Brumfield, Angela | Building Services Worker | 11 | 9 | Facilities Operations - GT |
| 04/26/2024 | Verrill, Steven | Construction Trades Worker | 25 | 0* | Facilities – Central Admin. |
| 04/30/2023 | Evans, Lynette[1] | Human Resource Assoc. | 23 | 27 | HRSTM |

**STAFF EMPLOYMENTS: Ethnicity and Gender**

| | White | Black | Hispanic | Asian | American Indian | Other/2 or More | **TOTAL** |
|---|---|---|---|---|---|---|---|
| Female | 1 | 3 | 3 | 2 | 0 | 0 | **9** |
| Male | 5 | 4 | 0 | 1 | 0 | 0 | **10** |
| **TOTAL** | **6** | **7** | **3** | **3** | **0** | **0** | **19** |

**STAFF SEPARATIONS: Ethnicity and Gender**

| | White | Black | Hispanic | Asian | American Indian | Other/2 or More | **TOTAL** |
|---|---|---|---|---|---|---|---|
| Female | 2 | 4 | 0 | 1 | 0 | 0 | 7 |
| Male | 2 | 2 | 0 | 1 | 0 | 0 | 5 |
| **TOTAL** | **4** | **6** | **0** | **2** | **0** | **0** | **12** |

[1]Retirement

[*]Less than 1 year

**MONTGOMERY COLLEGE**
**SUMMARY OF PERSONNEL ACTIONS**
**From April 1, 2024, through April 30, 2024**

## FACULTY

**FACULTY EMPLOYEMENTS: None**

**FACULTY SEPARATIONS: None**

**BOARD OF TRUSTEES**
**MONTGOMERY COLLEGE**

Resolution Number: **24-06-070**
Adopted on: **6/17/2024**

Agenda Item Number: 6A
June 17, 2024

**Subject: Retirement Recognition of Full-Time Faculty, Regular Administrative, Associate, and Support Staff**

WHEREAS, Full-time faculty, regular administrative, associate, and support staff listed on the attached page(s) have retired from Montgomery College, and are being recognized for their years of service and dedication to the mission of the College; and

WHEREAS, These employees served Montgomery College with enthusiasm and dedication by making a significant contribution in empowering and enriching the lives of our students and the College community; and

WHEREAS, These employees have cumulatively provided 422 years of service and dedication to the College; now therefore be it

Resolved, That members of the Board of Trustees and the president of the College express their sincere appreciation to these employees for their outstanding service to the College and the community and extend to them their best wishes that their retirement years be fulfilling and productive; and be it further

Resolved, That this resolution become a part of the minutes of this Board of Trustees meeting and a copy of this resolution be presented to the employees on the attached list.

## RETIREMENT RESOLUTION FOR FULL-TIME FACULTY, REGULAR ADMINISTRATIVE, ASSOCIATE, AND SUPPORT STAFF

| NAME/JOB TITLE/ RETIREMENT DATE | CAMPUS/DEPARTMENT | YEARS OF SERVICE |
|---|---|---|
| Ms. Gwendolyn V. Bright<br>Student Services Coordinator II<br>January 1, 2024 | Westfield South Center<br>WDCE – Central Administration | 12 |
| Ms. Denise Joan Folwell<br>Professor<br>January 1, 2024 | Rockville<br>English and Reading Dean | 21 |
| Mr. Mark Pace<br>Parking and Transportation Manager<br>January 1, 2024 | Central Services<br>Facilities – Central Administration | 15 |
| Mr. Georges Parent<br>Building Services Worker Lead<br>January 1, 2024 | Rockville<br>Facilities Operations | 44 |
| Ms. Kathryn K. Wright<br>Lab Manager<br>January 1, 2024 | Germantown<br>Biology and Chemistry Dean | 36 |
| Mr. James A. Baisey<br>Professor<br>February 1, 2024 | Takoma Park/Silver Spring<br>Business/Computer Applications Dean | 37 |
| Ms. Mimi L. Mann<br>Professor<br>February 1, 2024 | Rockville<br>English and Reading Dean | 17 |
| Mr. Shorieh M. Talaat<br>Professor<br>February 1, 2024 | Rockville<br>Gudelsky Institute Technology Education | 24 |
| Mr. Nicholas J. Batselos<br>Accountant II<br>March 1, 2024 | Central Services<br>Advancement – Development | 29 |
| Ms. Enas Y. Elhanafi<br>Community Outreach Advisor<br>March 1, 2024 | Central Services<br>Advancement – Community Engagement | 20 |

| | | |
|---|---|---|
| Ms. Cynthia M. Surber<br>Building Services<br>Worker Lead<br>March 1, 2024 | Germantown<br>Facilities Operations | 38 |
| Mr. Horace C. Burrell<br>Financial Aid Counselor<br>March 1, 2024 | Takoma Park/Silver Spring<br>Financial Aid | 26 |
| Mr. David E. Hawkins<br>Endpoint Computing Manager<br>March 1, 2024 | Rockville<br>OIT – Academic Services | 38 |
| Mr. John H. Libby<br>Alumni Specialist<br>March 1, 2024 | Central Services<br>Advancement – Alumni | 19 |
| Ms. Carolien F. Annink<br>Instructional Designer<br>May 1, 2024 | Germantown<br>Distance Learning | 19 |
| Ms. Lynette Evans<br>Human Resources Associate<br>May 1, 2024 | Central Services<br>HRSTM – Business Services | 27 |

**BOARD OF TRUSTEES**
**MONTGOMERY COLLEGE**

Resolution Number: **24-06-071**
Adopted on: **6/17/2024**

Agenda Item Number: 6B
June 17, 2024

## HONORARY DEGREE CANDIDATES FOR 2024

BACKGROUND

The Montgomery College Honorary Degree Program was approved and established by the College's Board of Trustees on October 16, 1995. Through this program, the Board has the opportunity to recognize individuals who have risen to a position of eminence; have acquired a national or international reputation in a selected field; hold a distinguished record of public and community service; or have made a notable donation of time, talent, or gift to Montgomery College.

RECOMMENDATION

The president recommends the selection of two honorary degree recipients to be awarded in 2024.

BACKUP INFORMATION

Policy 38002–Honorary Degrees
List of Recipient (Board members only)
Biography of 2024 Honorary Degree Candidates (Board members only)

RESPONSIBLE SENIOR ADMINISTRATORS

Dr. Campbell
Ms. Matthews

RESOURCE PERSON

Ms. Thomas

**BOARD OF TRUSTEES**
**MONTGOMERY COLLEGE**

Resolution Number: **24-06-071**
Adopted on: **6/17/2024**

Agenda Item Number: 6B
June 17, 2024

**Subject: Honorary Degree Candidates for 2024**

WHEREAS, The Montgomery College Board of Trustees established an Honorary Degree Program on October 16, 1995, to honor and recognize individuals who have risen to a position of eminence; have acquired a national or international reputation in a selected field; hold a distinguished record of public and community service; or have made a notable donation of time, talent, or gift to Montgomery College; and

WHEREAS, An honorary degree program increases the visibility of Montgomery College and its ability to formally recognize honorary speakers, contributors, philanthropists, and distinguished friends; and

WHEREAS, The Board of Trustees approves each recipient eligible to receive an honorary associate's degree at commencements, convocations, or other appropriate occasions; and

WHEREAS, The president of the College recommends the following action; now therefore be it

Resolved, That the Board of Trustees awards honorary degrees to Ms. Nicole Lynn Lewis and Ms. Marcia Meltzer at a to-be-determined date in 2024.

**BOARD OF TRUSTEES**
**MONTGOMERY COLLEGE**

Resolution Number: **24-06-072**
Adopted on: **6/17/2024**

Agenda Item Number: 6C
June 17, 2024

**NAMING OF A CLASSROOM IN THE CATHERINE AND ISIAH LEGGETT MATH AND SCIENCE BUILDING, TAKOMA PARK/SILVER SPRING CAMPUS IN HONOR OF PROFESSOR CHARLES M. HOLLAND**

BACKGROUND

The late Professor Charles M. Holland began his life as the only child of South Carolina sharecroppers. His father was a mechanic and his mother was a maid. When his family moved to Washington, D.C., Professor Holland said he received the biggest break of his life — a quality education.

Professor Holland received his bachelor's degree and juris doctorate from Howard University. After serving in the U.S. Air Force, he opened a legal practice. Not finding his legal career fulfilling, he realized teaching was his passion. While teaching business at Montgomery College, he found many of his students whose backgrounds mirrored his own: first-generation to attend college, from low-income homes.

Professor Holland retired from the College in 2017, after serving for 29 years as a dedicated educator. He was chair of the Business Department; co-chair of Business, Management, and Information Sciences; and coordinator of Business, Management, and Paralegal Studies at the Takoma Park/Silver Spring Campus. He was also a mentor to both full and part-time faculty.

Professor Holland passed away on March 18, 2024. The College was notified that he left the entirety of his retirement fund to the Montgomery College Foundation. When he was asked why he elected to name the College in his estate plans, he replied that "someone helped me along the way, so I feel that I should help others. It makes me feel great when I run into former students who are now bankers, teachers, and pharmacists. I want to ensure that others have access to these same opportunities."

In recognition of the generous gift made by the late Professor Holland, it is proposed that a classroom in the Catherine and Isiah Leggett Math and Science Building be named as the Professor Charles Holland Classroom.

RECOMMENDATION

It is recommended that the Board of Trustees approve the proposed resolution to name a select classroom as the Professor Charles Holland Classroom.

BACKUP INFORMATION

Policy 74001–Naming Campuses, Facilities, Buildings, Rooms, and Institutes

RESPONSIBLE SENIOR ADMINISTRATOR

Dr. Campbell

RESOURCE PERSON(S)

Ms. Matthews

**BOARD OF TRUSTEES**
**MONTGOMERY COLLEGE**

Resolution Number: **24-06-072**
Adopted on: **6/17/2024**

Agenda Item Number: 6C
June 17, 2024

**Subject: Naming of the Professor Charles Holland Classroom in the Catherine and Isiah Leggett Math and Science Building on the Takoma Park/Silver Spring Campus**

WHEREAS, Professor Charles M. Holland served Montgomery College with enthusiasm and dedication as a full-time faculty member for 29 years and retired from the College as of September 1, 2017; and

WHEREAS, Professor Holland consistently provided wisdom and guidance as chair of the Business Department; co-chair of Business, Management, and Information Sciences; and coordinator of Business, Management, and Paralegal Studies at the Takoma Park/Silver Spring Campus, where he mentored and supported full and part-time faculty; and

WHEREAS, He taught courses in accounting, business, management, and paralegal studies, among them Accounting I and II, Introduction to Business, Business Law, Management, and Supervision; and

WHEREAS, He served as the Takoma Park/Silver Spring Campus representative for the Business, Management, and Paralegal discipline committees and represented these disciplines to College Area Review and Outcomes Assessment committees; and

WHEREAS, He provided leadership to the College as a member of the Council of Chairs, as a mentor in the Boys to Men program at the Takoma Park/Silver Spring Campus, and as a participant in Montgomery College's partnership with Accenture, a global management consulting, technology services, and outsourcing company that enhanced educational offerings in the College's business program; and

WHEREAS, Professor Holland was held in high esteem by colleagues and students as an excellent professor who effectively organized his classes to meet course objectives, clearly illustrated course content, demonstrated outstanding command of his subject matter, encouraged student participation, promoted active learning, treated students and faculty members with respect, and supported faculty in all educational endeavors; and

WHEREAS, Montgomery College wishes to recognize and honor the generosity of Professor Charles Holland for his extraordinary bequest to Montgomery College, which will provide support for the future of Montgomery College; and

WHEREAS, Montgomery College determines that naming a room in recognition of Professor Holland's generous bequest is an appropriate recognition for a major gift of this level; and

WHEREAS, The president recommends this action; now therefore be it

Resolved, That the Board of Trustees approves the naming of a classroom in the Catherine and Isiah Math and Science Building on the Takoma Park/Silver Spring Campus as the Professor Charles Holland Classroom in recognition of Professor Holland's dedication to the students of Montgomery College and his extraordinary generosity of time, talent, and treasure on behalf of the College's mission.

**BOARD OF TRUSTEES**
**MONTGOMERY COLLEGE**

Resolution Number: **24-06-073**
Adopted on: **6/17/2024**

Agenda Item Number: 6Di
June 17, 2024

**Subject: Recognition and Award of Bronze Medallion to Trustee Judith R. Docca**

WHEREAS, Trustee Judith R. Docca was appointed to the Montgomery College Board of Trustees by Governor Wes Moore to serve the remainder of a six-year term, which ends on June 30, 2024; and

WHEREAS, During her time on the Board of Trustees, Trustee Docca has served the Montgomery College community with distinction and dedication, demonstrating her belief and understanding of the guiding principles of governance and trusteeship excellence, scholarship, good stewardship, and a commitment to the fundamental mission of community colleges; and

WHEREAS, Trustee Docca brought her extensive experience and knowledge of the Montgomery County Public School system to the Board of Trustees, having spent 38 years with MCPS—as a teacher, human relations specialist, assistant principal at Montgomery Blair High School, principal at Argyle Middle School, and serving four terms on the Montgomery County Board of Education; and

WHEREAS, Trustee Docca has demonstrated a strong belief in the importance of diversity, equity, inclusion, and social justice as foundational to the mission of community colleges through her experience as an officer, education chair, and youth council sponsor of the Montgomery County NAACP, chair of the Multicultural Community Partnership, president and treasurer of the Montgomery County Alliance of Black School Educators, a member of the Hispanic Educators Association, and a member of the Asian American Educators Association; and

WHEREAS, Trustee Docca is passionate about education and providing opportunities for students in need, having been inducted in to the Montgomery County Human and Civil Rights Hall of Fame; serving on the Board of Trustees' Community and Access Committee; and having led the charge in the 1990's to save Montgomery County's Head Start program, working with the community to convince the Board of Education, the County Executive, and the County Council to continue the unique educational program and ancillary services provided to families; and

WHEREAS, Trustee Docca has served the College well in deliberations regarding all matters, especially those related to student success, social justice, and community engagement; and

WHEREAS, College procedures allow for the awarding of a Bronze Medallion in recognition of documented outstanding service to the College; and

WHEREAS, The members of the Board of Trustees of Montgomery College recommend this recognition on the occasion of Trustee Judith Docca's retirement from the Board; now therefore be it

Resolved, That the members of the Board of Trustees of Montgomery College express their sincere appreciation to Trustee Judith R. Docca for her insightful and conscientious contributions to Montgomery College, its Board of Trustees, its students, faculty, staff, and alumni, its community, and the residents of Montgomery County; and be it further

Resolved, That the Board extends its best wishes for her continued good health, happiness, and prosperity, and invites her continued support of the College in the years ahead; and be it further

Resolved, That in recognition of her dedicated service and association with Montgomery College, Trustee Judith R. Docca is awarded the Bronze Medallion for exemplary service; and be it further

Resolved, That this resolution become a part of the minutes of this Board of Trustees meeting, and a copy of this resolution be presented to Trustee Judith R. Docca.

**BOARD OF TRUSTEES**
**MONTGOMERY COLLEGE**

Resolution Number: **24-06-074**
Adopted on: **6/17/2024**

Agenda Item Number: 6Dii
June 17, 2024

**Subject: Recognition and Award of Bronze Medallion to Trustee Rishi G. Nixon**

WHEREAS, Maryland Governor Wes Moore appointed Mr. Rishi G. Nixon as the 48th student member of the Board of Trustees of Montgomery College, effective July 1, 2023, for a one-year term, which will end on June 30, 2024; and

WHEREAS, Trustee Nixon came to the Board as a homeschooled high school junior and dual enrollment student pursuing an Associate of Science in Mathematics with a full-time course load. He has used his experience and knowledge to guide his decisions as a Trustee; and

WHEREAS, During his tenure, Trustee Nixon served the Board of Trustees with distinction and dedication while also challenging himself as a student; and

WHEREAS, Trustee Nixon brought energy and enthusiasm to the Board and ensured that the best interests of the College and its students were being served; and

WHEREAS, Trustee Nixon served ably and effectively on the Board of Trustees' Community Engagement and Access Committee, as well as serving as liaison to the Montgomery College Alumni Association, providing leadership and a student perspective; and

WHEREAS, Trustee Nixon's insight as a dual enrollment student of the College and his understanding of the role of the Board have contributed to the deliberations and effective decision-making of the Board; and

WHEREAS, Trustee Nixon engaged in activities that helped him develop as a leader who is dedicated to serving and improving his community; and

WHEREAS, Trustee Nixon has conducted himself in an exemplary manner, and his calm demeanor, dependability, and thoughtful responsiveness to Board and College issues and events combine to make him a highly valued member of the Board; and

WHEREAS, In recognition of his distinguished service to the Board of Trustees of Montgomery College, its students, and the greater College community, the Board recommends the recognition of Trustee Rishi Nixon; now therefore be it

Resolved, That the members of the Board of Trustees express their sincere appreciation to Trustee Rishi Nixon for his conscientious and significant contributions, and extend their best wishes to him for continued good health, happiness, and academic success, and invite his continued interest in and support of the College in the years ahead; and be it further

Resolved, That in recognition of his dedication, support, and service to Montgomery College, Trustee Rishi G. Nixon is awarded the College's Bronze Medallion for distinguished service; and be it further

Resolved, That this resolution become a part of the minutes of the Board of Trustees meeting, and a copy of the resolution and the Bronze Medallion be presented to Trustee Rishi G. Nixon.

**BOARD OF TRUSTEES**
**MONTGOMERY COLLEGE**

Resolution Number: **24-06-075**
Adopted on: **6/17/2024**

Agenda Item Number: 6Diii
June 17, 2024

**Subject: Recognition and Award of Silver Medallion to Trustee Frieda K. Lacey**

WHEREAS, Maryland Governor Larry Hogan appointed Dr. Frieda K. Lacey to the Board of Trustees on November 2018, to serve a six-year term through June 30, 2024; and

WHEREAS, Trustee Lacey has served the Montgomery College community with distinction and dedication, consistently demonstrating her belief in and understanding of the guiding principles of governance excellence, scholarship, good stewardship, and a commitment to the fundamental mission of community colleges; and

WHEREAS, Trustee Lacey had an inimitably distinguished career as a professional educator that spans more than 40 years; and

WHEREAS, Trustee Lacey, with a passion for making quality public education available for the county, region, and nation, was exemplary in serving as the Montgomery County Public Schools (MCPS) deputy superintendent of schools; and

WHEREAS, Trustee Lacey has held a variety of positions in MCPS including chief of staff, equity assurance officer, supervisor of special education, and principal; and

WHEREAS, Trustee Lacey served as the director of development for the George B. Thomas Learning Academy, a non-profit community-based tutoring and mentoring program; and

WHEREAS, Trustee Lacey served on the Board of the Foundation Schools and the Mid-County Citizens Advisory Board; and

WHEREAS, Trustee Lacey has received numerous awards and honors that include the Frieda K. Lacey Distinguished Scholar scholarship presented annually by the Montgomery County Alliance of Black Educators; the Bernie Scholarship Community Service Award; the Identity Theresa Wright Award of Excellence in Service to Latino Youth; the Middle States Regional Assembly of the College Board William U. Harris Award of Excellence; and the Maryland State Department of Education Excellence for Minority Achievement Award; and

WHEREAS, Trustee Lacey has been at the forefront of education for students at all levels, and her tireless advocacy on behalf of the College has been instrumental in enhancing and stabilizing local public funding for the College; and

WHEREAS, Trustee Lacey has served as second vice chair of the Board of Trustees for two one-year terms (2020 to 2021 and 2021 to 2022) and was elected first vice chair of the Board of Trustees for two one-year terms (2022 to 2023 and 2023 to 2024); and

WHEREAS, Trustee Lacey has served as chair of the Board Audit Committee, Board Development and Succession Committee, Board Officers Nominating Committee, and Student Success and Economic Impact Committee; and

WHEREAS, Trustee Lacey participated in the presidential search for the current Montgomery College president, and she served as the Presidential Transition Advisory Committee co-chair; and

WHEREAS, Trustee Lacey's governance knowledge and experience, integrity, wise counsel, dependability, and devotion to and sincere concern for the welfare of all members of the College community have immeasurably contributed to the decisions of the Board of Trustees and sustainability of its governance excellence; and

WHEREAS, Trustee Lacey has unwaveringly demonstrated a strong belief in the importance of education, which has been consistently evident while serving in multiple leadership roles; and

WHEREAS, These qualities displayed during her distinctive service will be missed by the Board of Trustees and the President of the College; and

WHEREAS, Trustees completing at least one full six-year term of service are eligible for Trustee emeritus/emerita status at the time of their retirement from the Board, and such status shall be granted by a majority affirmative vote of the current Board of Trustees; and

WHEREAS, College policy allows for the awarding of a Silver Medallion in recognition of documented truly outstanding service to the College, the academic profession, the county, the state, or the nation; and

WHEREAS, The members of the Board of Trustees of the College recommend this recognition on the occasion of Trustee Lacey's retirement from the Board; now therefore be it

Resolved, That the members of the Board of Trustees of Montgomery College express their sincere appreciation to Trustee Frieda K. Lacey for her decisive, conscientious, and significant contributions to Montgomery College, its Board of Trustees, its students, faculty, staff, and alumni, its community, and the residents of Montgomery County, and that the Board extends its best wishes for her continued good health, happiness, and prosperity, and invites her continued support of the College in the years ahead; and be it further

Resolved, That Trustee Frieda K. Lacey is granted the status of Trustee Emerita, and that she be accorded such recognition and honors as may be appropriate to persons holding this rank; and be it further

Resolved, That in recognition of her dedicated service and association with Montgomery College and Montgomery County, Trustee Frieda K. Lacey is awarded the Silver Medallion for sustained and exemplary outstanding service; and be it further

Resolved, That this resolution become a part of the minutes of this Board of Trustees meeting, and a copy of this resolution be presented to Trustee Frieda K. Lacey.

**BOARD OF TRUSTEES**
**MONTGOMERY COLLEGE**

Agenda Item Number: 7A
June 17, 2024

**AWARDS OF CONTRACT, COLLLEGEWIDE ELEVATOR MAINTENANCE AND REPAIR SERVICES, BID E424-007**

BACKGROUND

| | |
|---|---|
| Request: | Collegewide elevator maintenance and repair services. |
| Office/SVP Originating Request: | Senior Vice President for Administrative and Fiscal Services |
| Award Type: | Competitive |
| Bid Number: | E424-007 |
| Explanation of Request: | The senior vice president for administrative and fiscal services is requesting awards of contract for collegewide elevator maintenance and repair services.<br><br>The Board of Trustees approved a five-year award of contract during its June 21, 2021 meeting for the purchase of collegewide elevator maintenance and repair services under resolution 21-06-059 to Otis Elevator. Due to repeated non-performance of the awarded contractor, the contract was terminated for default on June 1, 2023. To address ongoing elevator maintenance and repair service needs, the College is currently utilizing an existing City of Rockville competitively awarded contract with Oracle Elevator, for an 11-month term (June 1, 2023 – June 30, 2024).<br><br>There are 61 elevators located throughout the College that require maintenance and repairs by licensed elevator maintenance and repair service providers to ensure operability and safety of the equipment for public use. Additionally, all elevator units must be compliant with state and federal regulations during annual inspections. |
| Reason Being Brought to Board: | Board approval is required for bid awards valued over $250,000. |
| Certification: | The director of procurement certifies that specifications were developed by appropriate College staff, and the chief business/financial strategy officer certifies that funds are available in the FY25 operating budget. |
| Annual Dollar Amount: | $175,000 |
| Vendor Name: | 1. Oracle Elevator Holdco, Inc.<br>2. TK Elevator |

| | |
|---|---|
| Vendor Address: | 1. 133 S. Burhans Blvd., Hagerstown,Maryland 21740<br>2. 9001 51st Place, College Park, Maryland 20740 |
| Minority Status: | Non-minority |
| Minority Classification: | Not Applicable |
| Term of Contract: | One year, with four one-year renewal options. |

RECOMMENDATION

It is recommended that the Board of Trustees approve awards of contract to Oracle Elevator of Hagerstown, Maryland, and TK Elevator of College Park, Maryland, for elevator maintenance and repair services, for a one-year term beginning July 1, 2024.

It is further recommended that the contracts be renewed for four additional one-year terms under the same terms and conditions at the sole option of the College, provided services are satisfactory, funding is available, and in the best interest of the College. The annual not-to-exceed amount is $175,000.

BACKUP INFORMATION

Board Resolution
Bid Summary (Board Members Only)
Bidders List (Board Members Only)
Policy 72001–Construction Projects

RESPONSIBLE SENIOR ADMINISTRATOR

Mr. Collette

RESOURCE PERSON

Mr. Johnson

**BOARD OF TRUSTEES**
**MONTGOMERY COLLEGE**

Resolution Number: **24-06-076**
Adopted on: **6/17/2024**

Agenda Item Number: 7A
June 17, 2024

**Subject: Awards of Contract, Collegewide Elevator Maintenance and Repair Services, Bid E424-007**

WHEREAS, The senior vice president for administrative and fiscal services is requesting awards of contract for collegewide elevator maintenance and repair services; and

WHEREAS, The Board of Trustees approved a five-year award of contract during its June 21, 2021 meeting for the purchase of collegewide elevator maintenance and repair services, under resolution 21-06-059; and

WHEREAS, Due to repeated non-performance of the awarded contractor, the contract was terminated for default on June 1, 2023; and

WHEREAS, To address ongoing elevator maintenance and repair service needs, the College is currently utilizing an existing City of Rockville competitively awarded contract; and

WHEREAS, There are 61 elevators located throughout the College, that require maintenance and repairs by licensed elevator maintenance and repair service providers to ensure operability and safety of the equipment for public use; and

WHEREAS, The director of procurement certifies that specifications were developed by appropriate College staff, and the chief business/ financial strategy officer certifies that planned expenditures are available in the FY25 operating budget; and

WHEREAS, Pursuant to Md. (Educ.) Code Ann. Sec. 16-311 (c), a request for proposal was issued on March 8, 2024, and posted on the Montgomery College Procurement and State of Maryland eMaryland Marketplace Advantage websites; and

WHEREAS, 17 firms downloaded the request for proposal, of which, five were identified as minority business enterprises; and

WHEREAS, Eight responses, including one no-bid, and three vendors who were deemed non-responsive, were received, read aloud, and recorded in the office of procurement, beginning at 3:00 pm on April 5, 2024; and

WHEREAS, Upon evaluation of all submitted proposals by College staff, it was determined that the proposals submitted by Oracle Elevator of Hagerstown, Maryland, and TK Elevator of College Park, Maryland, were the highest evaluated bidders, meeting all College requirements; and

WHEREAS, This resolution aligns with Montgomery College Strategic Plan Goal 3: Enhance educational and organizational effectiveness; and

WHEREAS, Awards resulting from competitive sealed proposals valued above $250,000 require approval of the Board of Trustees; and

WHEREAS, The president of the College recommends the following action; now therefore be it

Resolved, That the Board of Trustees approve awards of contract to Oracle Elevator of Hagerstown, Maryland, and TK Elevator of College Park, Maryland, for elevator maintenance and repair services, for one year beginning on July 1, 2024; and be it further

Resolved, That the contracts be renewed for four additional one-year terms under the same terms and conditions, at the sole option of the College, provided services are satisfactory, funding is available, and in the best interest of the College; and be it further

Resolved, That the president is authorized to sign these contracts on behalf of the Board of Trustees.

**BOARD OF TRUSTEES**
**MONTGOMERY COLLEGE**

Agenda Item Number: 7B
June 17, 2024

## AWARD OF CONTRACT, COLLLEGEWIDE BUILDING MAINTENANCE SUPPLIES AND EQUIPMENT, BID E424-008

BACKGROUND

| | |
|---|---|
| Request: | Collegewide building maintenance supplies and equipment |
| Office/SVP Originating Request: | Senior Vice President for Administrative and Fiscal Services |
| Award Type: | Competitive |
| Bid Number: | E424-008 |
| Explanation of Request: | The senior vice president for administrative and fiscal services is requesting an award of contract for the purchase of building maintenance supplies and equipment on a collegewide basis.<br><br>The consolidation of building maintenance supplies and equipment purchases will increase efficiencies and save money.<br><br>Solicitation E424-008 included three categories; lighting products, filters, and miscellaneous equipment; however, the College received vendor pricing for filter products only. As such, other existing competitively awarded contracts will be utilized to purchase lighting products and miscellaneous equipment through the Procurement Through Other Agency procurement method. |
| Reason Being Brought to Board: | Board approval is required for bid awards valued over $250,000. |
| Certification: | The director of procurement certifies that specifications were developed by appropriate College staff, and the chief business/financial strategy officer certifies that funds are available in the FY25 operating budget. |
| Dollar Amount: | $80,000 (Annual estimated) |
| Vendor Name: | American Air Filter Company, Inc. |
| Vendor Address: | 1811 Portal Street<br>Baltimore, Maryland 21224 |
| Minority Status: | Non-minority |
| Minority Classification: | NA |
| Term of Contract: | One year, with four one-year renewal options. |

## RECOMMENDATION

It is recommended that the Board of Trustees approve an award of contract for filter products to American Air Filter Company of Baltimore, Maryland, for a one-year term beginning July 1, 2024, for an estimated not-to-exceed annual amount of $80,000, depending on need.

It is further recommended that the contract be renewed for four additional one-year terms under the same terms and conditions at the sole option of the College, provided services are satisfactory, funding is available, and in the best interest of the College. The total, five-year estimated not-to-exceed amount is $400,000, depending upon need.

## BACKUP INFORMATION

Board Resolution
Bid Summary (Board Members Only)
Bidders List (Board Members Only)
Policy 72001–Construction Projects

## RESPONSIBLE SENIOR ADMINISTRATOR

Mr. Collette

## RESOURCE PERSON

Mr. Johnson

**BOARD OF TRUSTEES**
**MONTGOMERY COLLEGE**

Resolution Number: **24-06-077**
Adopted on: **6/17/2024**

Agenda Item Number: 7B
June 17, 2024

**Subject: Award of Contract, Collegewide Building Maintenance Supplies and Equipment, Bid E424-008**

WHEREAS, The senior vice president for administrative and fiscal services is requesting an award of contract for the purchase of building maintenance supplies and equipment on a collegewide basis; and

WHEREAS, The consolidation of building maintenance supplies and equipment purchases will increase efficiencies and save money; and

WHEREAS, The director of procurement certifies that specifications were developed by appropriate College staff and the chief business/financial strategy officer certifies that planned expenditures are available in the FY25 operating budget; and

WHEREAS, Pursuant to Md. (Educ.) Code Ann. Sec. 16-311 (c), a request for proposal was issued on March 20, 2024, and posted on the Montgomery College Procurement and State of Maryland eMaryland Marketplace Advantage websites; and

WHEREAS, 27 firms downloaded the request for proposal, of which, 11 were identified as minority business enterprises; and

WHEREAS, Two responses, including one vendor who was deemed non-responsive, were received, read aloud, and recorded in the office of procurement, beginning at 3:00 pm on April 17, 2024; and

WHEREAS, Upon evaluation of all submitted vendor proposals by College staff, it was determined that the proposal submitted by American Air Filter Company of Baltimore, Maryland, for filter products, met all College requirements; and

WHEREAS, Other existing competitively awarded contracts will be utilized to purchase lighting products and miscellaneous equipment, through the Procurement Through Other Agency procurement method; and

WHEREAS, This resolution aligns with Montgomery College Strategic Plan Goal 3: Enhance educational and organizational effectiveness; and

WHEREAS, Awards resulting from competitive sealed proposals valued above $250,000 require approval of the Board of Trustees; and

WHEREAS, The president of the College recommends the following action; now therefore be it

Resolved, That the Board of Trustees approve an award of contract for a one-year term, to American Air Filter Company of Baltimore, Maryland, for an estimated not-to-exceed amount of $80,000; and be it further

Resolved, That the contract be renewed for four additional one-year terms under the same terms and conditions, at the sole option of the College, provided services are satisfactory, funding is available, and in the best interest of the College; and be it further

Resolved, That the president is authorized to sign this contract on behalf of the Board of Trustees.

**BOARD OF TRUSTEES**
**MONTGOMERY COLLEGE**

Agenda Item Number: 7C
June 17, 2024

**AWARD OF CONTRACT,**
**BUILDING AUTOMATION TRAINERS (TRAINING EQUIPMENT), BID E424-009**

BACKGROUND

| | |
|---|---|
| Request: | Building automation training equipment |
| Office/SVP Originating Request: | Senior Vice President for Academic Affairs and College Provost |
| Award Type: | Competitive |
| Bid Number: | E424-009 |
| Explanation of Request: | The senior vice president for academic affairs and college provost is requesting the purchase of building automation training equipment.<br><br>This equipment will be utilized at the Gudelsky Institute for Technical Education on the Rockville Campus to train students how to wire, troubleshoot, and program building automation systems. These systems control building heating, ventilation and air conditioning equipment.<br><br>Due to the shortage of HVAC technicians, the College's industry partners rely on the institution to help fill the gap in the commercial HVAC workforce. Up-to-date resources and equipment are needed to train students and prepare them to meet the current needs of the industry. |
| Reason Being Brought to Board: | Board approval is required for bid awards valued over $250,000. |
| Certification: | The director of procurement certifies that specifications were developed by appropriate College staff, and the chief business/financial strategy officer certifies that funds are available in the FY24 operating budget. |
| Dollar Amount: | $260,710 |
| Vendor Name: | BASE Labs, Inc. |
| Vendor Address: | 5617 Stonehaven Drive<br>Stone Mountain, Georgia 30087 |
| Minority Status: | Non-minority |
| Minority Classification: | NA |
| Term of Contract: | One-time purchase |

RECOMMENDATION

It is recommended that the Board of Trustees approve an award of contract for the purchase of building automation training equipment to BASE Labs Inc. of Stone Mountain, Georgia, for a

one-time purchase in the amount of $260,710.

BACKUP INFORMATION

Board Resolution
Bid Summary (Board Members Only)
Bidders List (Board Members Only)
Policy 41000–Student Success

RESPONSIBLE SENIOR ADMINISTRATOR

Dr. Price

RESOURCE PERSON

Mr. Johnson

**BOARD OF TRUSTEES**
**MONTGOMERY COLLEGE**

Resolution Number: **24-06-078**
Adopted on: **6/17/2024**

Agenda Item Number: 7C
June 17, 2024

**Subject: Award of Contract, Building Automation Trainers (Training Equipment), Bid e424-009**

WHEREAS, The senior vice president for academic affairs and college provost is requesting the purchase of building automation training equipment; and

WHEREAS, This equipment will be utilized at the Gudelsky Institute for Technical Education on the Rockville Campus to train students how to wire, troubleshoot, and program building automation systems; and

WHEREAS, Up-to-date resources and equipment are needed to train students and prepare them to meet the current needs of the industry; and

WHEREAS, The director of procurement certifies that specifications were developed by appropriate College staff, and the chief business/financial strategy officer certifies that planned expenditures are available in the FY24 capital budget; and

WHEREAS, Pursuant to Md. (Educ.) Code Ann. Sec. 16-311 (c), a request for bid was issued on April 5, 2024, and posted on the Montgomery College Procurement and State of Maryland eMaryland Marketplace Advantage websites; and

WHEREAS, 18 firms downloaded the request for bid, of which,10 were identified as minority business enterprises; and

WHEREAS, One response was received, read aloud and recorded in the office of procurement, beginning at 3:00 p.m. on April 19, 2024; and

WHEREAS, Upon evaluation of all submitted pricing by procurement staff, it was determined that the sole proposal submitted by BASE Labs Inc, of Stone Mountain, Georgia, met all College specification requirements; and

WHEREAS, This resolution aligns with Montgomery College Strategic Plan Goal 3: Enhance educational and organizational effectiveness; and

WHEREAS, Awards resulting from competitive sealed proposals valued above $250,000 require approval of the Board of Trustees; and

WHEREAS, The president of the College recommends the following action; now therefore be it

Resolved, That the Board of Trustees approve an award of contract to BASE Labs Inc, of Stone Mountain, Georgia, for the purchase of building automation training equipment, for a one-time purchase in the amount of $260,710; and be it further

Resolved, That the president is authorized to sign this contract on behalf of the Board of Trustees.

**BOARD OF TRUSTEES**
**MONTGOMERY COLLEGE**

Agenda Item Number: 7D
June 17, 2024

## MULTIPLE AWARDS OF CONTRACT, ATHLETICS TRANSPORTATION SERVICES, BID E524-008

BACKGROUND

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| Request: | Athletics transportation services |
| Office/SVP Originating Request: | Senior Vice President for Student Affairs and the Collegewide Dean of Student Engagement and Takoma Park/Silver Spring Student Affairs |
| Award Type: | Competitive |
| Bid Number: | E524-008 |
| Explanation of Request: | The senior vice president for student affairs and the collegewide dean of student engagement and Takoma Park/Silver Spring student affairs is requesting ongoing transportation services to support the College's nine intercollegiate sports teams, which require transportation services when competing in local, regional, and national competitions. The Board of Trustees approved multiple awards of contract during their May 13, 2019 meeting under resolution 19-05-042.<br><br>Three contracts are being awarded on a primary, secondary, and tertiary basis to provide uninterrupted transportation services in case the primary contractor is not available at time of need, or if more than one team requires travel at the same time. |
| Reason Being Brought to Board: | Board approval is required for all awards valued over $250,000. |
| Certification: | The director of procurement certifies that specifications were developed by appropriate College staff and the chief business/financial strategy officer certifies that funds are planned for and available in the FY25 athletics operating budget. |
| Total Dollar Amount: | $150,000 (estimated annual) |
| Vendor Name: | 1. Worldwide Tours & Travel<br>2. K&V Limousine Service<br>3. Airport Metro Connection |
| Vendor Address: | 1. Glenelg, Maryland<br>2. Capital Heights, Maryland<br>3. Hyattsville, Maryland |

| | |
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| Minority Status: | Two of three above firms are identified as minority business enterprises |
| Minority Classification: | Hispanic and African American |
| Term of Contract: | One year, with four one-year renewal options |

RECOMMENDATION

It is recommended that the Board of Trustees approve three awards of contract for a one-year term on a primary, secondary, and tertiary basis, for athletic transportation services to Worldwide Tours & Travel of Glenelg, Maryland, K&V Limousine Service of Capitol Heights, Maryland, and Airport Metro Connection of Hyattsville, Maryland, for an estimated not-to-exceed annual amount of $150,000, depending on need.

It is further recommended that the contract be renewed for four additional one-year terms under the same terms and conditions at the sole option of the College, provided services are satisfactory, funding is available, and the contracts are in the best interest of the College.

BACKUP INFORMATION

Board Resolution
Bid Summary (Board Members Only)
Bidders List (Board Members Only)
Policy 41000 – Student Success

RESPONSIBLE SENIOR ADMINISTRATOR

Dr. Brown

RESOURCE PERSONS

Mr. Johnson
McFadden

**BOARD OF TRUSTEES**
**MONTGOMERY COLLEGE**

Resolution Number: **24-06-079**
Adopted on: **6/17/2024**

Agenda Item Number: 7D
June 17, 2024

**Subject: Multiple Awards of Contract, Athletics Transportation Services, Bid e524-008**

WHEREAS, The senior vice president for student affairs and the collegewide dean of student engagement and Takoma Park/Silver Spring student affairs are requesting multiple awards of contract for the purchase of athletics transportation services; and

WHEREAS, Montgomery College is a member of the National Junior College Athletic Association (NJCAA) within the Maryland Junior College Conference; and

WHEREAS, The College's athletics department is comprised of nine intercollegiate sports teams, all of which require dependable transportation when competing in local, regional, and national competitions; and

WHEREAS, The Board of Trustees approved multiple awards of contract during their May 13, 2019 meeting under resolution 19-05-042; and

WHEREAS, The director of procurement certifies that specifications were developed by appropriate College staff and the chief business/financial strategy officer certifies that funds are planned for and available in the FY25 athletics operating budget; and

WHEREAS, Pursuant to Md. (Educ.) Code Ann. Sec. 16-311 (c), a request for proposal was issued on March 11, 2024, and posted on the Montgomery College Procurement and eMaryland Marketplace websites; and

WHEREAS, 40 firms downloaded the request for proposal, of which, 22 were identified as minority business enterprises, 10 responses, including one proposal declared non-responsive, were received, read aloud, and recorded, beginning at 3:00 pm on March 29, 2024; and

WHEREAS, Upon evaluation of all submitted proposals by College staff, it was determined that proposals submitted by Worldwide Tours & Travel of Glenelg, Maryland, K&V Limousine Service of Capitol Heights, Maryland, and Airport Metro Connection of Hyattsville, Maryland were the highest evaluated bidders, meeting all College requirements; and

WHEREAS, Three contracts are being awarded on a primary, secondary, and tertiary basis to provide uninterrupted transportation services in case the primary contractor is not available at time of need, or in case multiple teams need to travel at the same time; and

WHEREAS, This procurement request aligns with Montgomery College Strategic Plan Goal 3: Enhance educational and organizational effectiveness; and

WHEREAS, Awards resulting from competitive sealed proposals valued above $250,000 require approval of the Board of Trustees; and

WHEREAS, The president of the College recommends the following action; now therefore be it

Resolved, That the Board of Trustees approve multiple awards of contract for a one-year term on a primary, secondary, and tertiary basis, for athletic transportation services, to Worldwide Tours & Travel of Glenelg, Maryland, K&V Limousine Service of Capitol Heights, Maryland, and Airport Metro Connection of Hyattsville, Maryland, for an estimated not-to-exceed annual amount of $150,000, depending on need; and be it further

Resolved, That the contract be renewed for up to four additional one-year terms under the same terms and conditions, at the sole option of the College, provided services are satisfactory, and is in the best interest of the College, for a five-year, not-to-exceed total amount of $750,000; and be it further

Resolved, That the president is authorized to sign the contract on behalf of the Board of Trustees.

**BOARD OF TRUSTEES**
**MONTGOMERY COLLEGE**

Agenda Item Number: 8
June 17, 2024

**AWARD OF CONTRACT, PROCUREMENT THROUGH OTHER AGENCY, BANKING SERVICES, PTOA 24-080**

BACKGROUND

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| Request: | Banking services |
| Office/SVP Originating Request: | Senior Vice President for Administrative and Fiscal Services |
| Award Type: | Procurement Through Other Agency (PTOA) |
| Bid Number: | N/A |
| Explanation of Request: | The senior vice president for administrative and fiscal services is requesting an award of contract for banking services to JPMorgan Chase Bank under the terms and conditions of Montgomery County Government contract number 1143897. Within the request for proposal issued by the County, Montgomery College is specifically named as an entity that may be able to purchase directly from any contract resulting from the solicitation under the same prices and goods or services as negotiated with the County. The County's request for proposal was advertised on BidNet, a platform used by government agencies to publicize bid opportunities. Four vendor proposals were received in response to the solicitation.<br><br>The College currently utilizes Montgomery County Government banking services contract 7321000110 AC, under Board of Trustees resolution 20-03-057, however on March 5, 2024, the County executed contract 1143897 with JPMorgan Chase Bank.<br><br>The new contract will provide full banking services for our operating, payroll, human resources and strategic talent management (HRSTM) flexible benefit, and student accounts. This contract also provides 24/7 access to our accounts for daily reporting, image retrieval, monthly statements for account reconciliation, check management, and issue management. In addition, JPMorgan Chase Bank will receive and send payments via wire and automated clearing house, as well as transfer funds between bank accounts.<br><br>Use of the County's new contract will result in reduced banking service fees to the College based on volume pricing; fees that will remain unchanged during the initial |

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| | five-year contract term. To ensure continuity of service, the Montgomery County contract includes three additional three-year renewal options. |
| Reason Being Brought to Board: | Per College Policy 61003, the Board of Trustees must approve the bank that will provide the College with primary banking services, and with whom the College will deposit all monies received. |
| Certification: | The director of procurement affirms that the College is a named participant in the county's banking services contract and that the requirements were bid under substantially the same procedures as required by the Board of Trustees. The director of procurement also affirms that the terms and conditions of the contract meets all College requirements, and the chief business/financial strategy officer certifies that expenditures are planned for and available in the FY25 operating budget. |
| Dollar Amount: | $50,000 (estimated) |
| Vendor Name: | JPMorgan Chase Bank |
| Vendor Address: | 875 15th Street NW, Floor 10<br>Washington, D.C. 20005 |
| Term of Contract: | One five-year term, upon signing of JPMorgan Chase Bank contract. |
| Minority Status: | Non-minority |

RECOMMENDATION

It is recommended that the Board of Trustees approve a five-year award of contract to JPMorgan Chase Bank of Washington, D.C. for banking services under the same terms and conditions of Montgomery County Government Contract Number 1143897, for an estimated total amount of $50,000, dependent on services received, transactional volume, and account balances.

BACKUP INFORMATION

Board Policy 61003 – Banking Services
Board Resolution 23-03-057
Montgomery County Banking Services Request for Proposal #1143897

RESPONSIBLE SENIOR ADMINISTRATOR

Mr. Collette

RESOURCE PERSONS

Ms. Greaney
Mr. Johnson

**BOARD OF TRUSTEES**
**MONTGOMERY COLLEGE**

Resolution Number: **24-06-080**
Adopted on: **6/17/2024**

Agenda Item Number: 8
June 17, 2024

**Subject: Award of Contract, Procurement Through Other Agency (PTOA), Banking Services, PTOA**

WHEREAS, The senior vice president for administrative and fiscal services is requesting an award of contract for banking services with JPMorgan Chase Bank of Washington, D.C., through Montgomery County Government contract number 1143897; and

WHEREAS, Under resolution 23-03-057, the Board of Trustees approved a procurement through other agency contract for continued banking and safekeeping services with PNC Bank of Washington, D.C. under terms and conditions of the Montgomery County contract 7321000110 AC; and

WHEREAS, Montgomery County recently awarded the new contract 1143897 for banking services in JPMorgan Chase Bank of Washington, D.C., that will replace the above referenced expiring contract with PNC Bank; and

WHEREAS, JPMorgan Chase Bank provides full banking services for our operating, payroll, HRSTM flexible benefit, student accounts, 24/7 access to our account for daily reporting, image retrieval, check and issue management, electronic capability to receive and send payments either through wire or automatic clearing house, transfer funds between bank accounts, monthly statements for account reconciliation, and check management; and

WHEREAS, Use of the County's new contract will also result in reduced banking service fees to the College based on volume pricing, fees that will remain unchanged during the initial five-year contract term; and

WHEREAS, The director of procurement affirms that the College is a named participant in the county's new banking services contract, the requirements were bid under the same procedures as required by the Board of Trustees, and the terms and conditions of the contract meet all College requirements; and

WHEREAS, The chief business/financial strategy officer certifies that expenditures are planned for and available in the FY25 operating budget; and

WHEREAS, This resolution aligns with Montgomery College Strategic Plan Goal 1: Enhance Connections between MC and our community; and

WHEREAS, College Policy states that the formal bidding process may be dispensed with in the event of a procurement through other agency; and

WHEREAS, Per College Policy 61003, the Board of Trustees must approve the bank that provides banking services to the College, and with whom the College will deposit monies received; and

WHEREAS, The president of the College recommends the following action; now therefore be it

Resolved, That a contract for banking services be awarded to JPMorgan Chase Bank of Washington, D.C. under the same terms and conditions of Montgomery County Government Contract Number 1143897, for a five-year term, upon signing of the JPMorgan Chase Bank contract; and be it further

Resolved, That the president is authorized to sign the contract on behalf of the Board of Trustees.

**BOARD OF TRUSTEES**
**MONTGOMERY COLLEGE**

Agenda Item Number: 9A
June 17, 2024

## SOLE SOURCE AWARD OF CONTRACT, CONTINUATION OF DUO SECURITY TWO-FACTOR AUTHENTICATION SOFTWARE LICENSE

BACKGROUND

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|---|---|
| Request: | Continuation of Duo Security two-factor authentication software license |
| Office/SVP Originating Request: | Senior Vice President for Administrative and Fiscal Services and Vice President of Information Technology/Chief Information Officer |
| Award Type: | Sole Source |
| Bid Number: | Not applicable |
| Explanation of Request: | The senior vice president for administrative and fiscal services and vice president of information technology/chief information officer are requesting a sole source award of contract for the continuation of the Duo Security two-factor authentication software license.<br><br>During their June 17, 2019 meeting, the Board of Trustees approved a sole source award of contract under resolution 19-06-085, to purchase the Duo Security two-factor authentication (2FA) software license to address an increase in attempted hacking of the College's most critical systems consisting of VPN remote access, Office 365, and MyMC.<br><br>Continuation of this software license will provide the College with ongoing protection of the institution's critical systems, and provide a second layer of security beyond a traditional username and password to identify College students, faculty and staff. |
| Reason Being Brought to Board: | Board approval is required for sole source awards valued over $100,000. |
| Certification: | The director of procurement affirms that software can only be obtained from software publisher (Duo Security, Inc.) and the chief business/financial strategy officer certifies that funds are planned for and available in the FY25 operating budget. |
| Total Dollar Amount: | $57,200 (Annual License Fee) |
| Vendor Name: | Duo Security, Inc. |

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| Vendor Address: | 123 N. Ashley Street, Suite 200<br>Anne Arbor, Michigan 48104 |
| Minority Classification: | NA |
| Term of Contract | One year, with four one-year renewal options |

RECOMMENDATION

It is recommended that the Board of Trustees approve a one-year sole source award of contract for the purchase of a two-factor authentication software license to Duo Security, Inc., of Ann Arbor, Michigan, for a total annual not-to-exceed amount of $57,200.

It is further recommended that the license be renewed for four additional one-year terms under the same terms and conditions, at the sole option of the College, provided services are satisfactory, funding is available, and the contract is the best interest of the College. The total five-year not-to-exceed amount is $286,000.

BACKUP INFORMATION

Board Resolution
Board Resolution 19-06-085
Policy 66005 (Data Asset Management and Security)

RESPONSIBLE SENIOR ADMINISTRATOR

Mr. Collette

RESOURCE PERSONS

Ms. Hamilton
Mr. Johnson

**BOARD OF TRUSTEES**
**MONTGOMERY COLLEGE**
Rockville, Maryland

Resolution Number: **24-06-81**
Adopted on: **6/17/2024**

Agenda Item Number: 9A
June 17, 2024

**Subject: Sole Source Award of Contract, Continuation of Duo Security Two-Factor Authentication Software License**

WHEREAS, The senior vice president for administrative and fiscal services and vice president of information technology/chief information officer are requesting continued use of the Duo Security Inc. two-factor authentication software license; and

WHEREAS, During their June 17, 2019 meeting, the Board of Trustees approved a sole source award of contract under resolution 19-06-085 to purchase the Duo Security Inc. two-factor authentication (2FA) software license to address an increase in attempted hacking of the College's most critical systems consisting of VPN remote access, Office 365, and MyMC; and

WHEREAS, Continuation of this software license will provide the College with ongoing protection of the institution's critical systems and provide a second layer of security beyond a traditional username and password to identify College students, faculty and staff; and

WHEREAS, The director of procurement affirms that the software can only be obtained from software publisher (Duo Security, Inc.) and the chief business/financial strategy officer certifies that funds are planned for and available in the FY25 operating budget; and

WHEREAS, This resolution aligns with Montgomery College Strategic Plan Goal 3: Enhance educational and organizational effectiveness; and

WHEREAS, Sole source procurement contracts valued above $100,000 require Board approval; and

WHEREAS, College policy states that the formal bidding process may be dispensed with in the event of a warranted sole source procurement; and

WHEREAS, The president of the College recommends the following action; now therefore be it

Resolved, That the Board of Trustees approve a one-year sole source award of contract to Duo Security, Inc., of Ann Arbor, Michigan, for the Duo Security two-factor authentication software license for a total amount of $57,200; and be it further

Resolved, That the license be renewed for four additional one-year terms under the same terms and conditions, at the sole option of the College, provided services are satisfactory, funding is available, and the contract is in the best interest of the College, for a total five-year, not-to-exceed amount of $286,000; and be it further

Resolved, That the president is authorized to sign the contract on behalf of the Board of Trustees.

**BOARD OF TRUSTEES**
**MONTGOMERY COLLEGE**
Rockville, Maryland

Agenda Item Number: 9B
June 17, 2024

**SOLE SOURCE AWARD OF CONTRACT,**
**CONTINUATION OF DOCUMENT IMAGING SYSTEM SOFTWARE LICENSES AND MAINTENANCE**

BACKGROUND

| | |
|---|---|
| Request: | Continuation of document imaging system software licenses and associated maintenance |
| Office/SVP Originating Request: | Senior Vice President for Administrative and Fiscal Services and Vice President of Information Technology/Chief Information Officer |
| Award Type: | Sole Source |
| Bid Number: | Not applicable |
| Explanation of Request: | The senior vice president for administrative and fiscal services and the vice president of information technology/chief information officer are requesting a sole source award of contract for the continuation of document imaging system software licenses and maintenance.<br><br>In 2000, the Board of Trustees approved a competitive contract award for the purchase of the ImageNow document imaging system software, under resolution 00-133, and subsequently approved the purchase of additional software licenses, hardware, training, and maintenance services under resolutions 09-06-066,14-05-038, and 19-06-083, respectively.<br><br>Financial Aid and Registration continue to rely heavily on ImageNow to meet their ongoing document imaging needs. ImageNow has the capability of reducing physical space needs, enhancing document security, providing document backup, and allowing easy retrieval of documents |
| Reason Being Brought to Board: | Board approval is required for sole source awards valued over $100,000. |
| Certification: | The director of procurement affirms that ImageNow software licenses and associated maintenance can only be obtained from Hyland Software Inc., which acquired ImageNow publisher Perceptive Software, Inc., and the chief business/financial strategy officer certifies that funds are planned for and available in the FY25 operating budget. |
| Total Dollar Amount: | $285,000 (Annual license fee) |

| | |
|---|---|
| Vendor Name: | Hyland Software, Inc. |
| Vendor Address: | 28500 Clemens Road<br>Westlake, Ohio 44145 |
| Minority Status: | Non-minority |
| Minority Classification: | NA |
| Term of Contract: | One year, with four additional one-year renewal options |

RECOMMENDATION

It is recommended that the Board of Trustees approve a one-year sole source award of contract for the continuation of the ImageNow document imaging software license and associated maintenance, to Hyland Software, Inc. of Westlake, Ohio, for a total annual not-to-exceed amount of $285,000.

It is further recommended that the license be renewed for four additional one-year terms under the same terms and conditions, at the sole option of the College, provided services are satisfactory, funding is available, and the contract is the best interest of the College. The total five-year not-to-exceed amount is $1,425,000.

BACKUP INFORMATION

Board Resolution
Board Resolution 19-06-083
Policy 66005–Data Asset Management and Security

RESPONSIBLE SENIOR ADMINISTRATOR

Mr. Collette

RESOURCE PERSONS

Ms. Hamilton
Mr. Johnson

**BOARD OF TRUSTEES**
**MONTGOMERY COLLEGE**

Resolution Number: **24-06-082** Agenda Item Number: 9B
Adopted on: **6/17/2024** June 17, 2024

**Subject: Sole Source Award of Contract, Continuation of Document Imaging System Software Licenses and Maintenance**

WHEREAS, The senior vice president for administrative and fiscal services and vice president of information technology/chief information officer are requesting the continuation of the document imaging system software licenses and maintenance; and

WHEREAS, In 2000, the Board of Trustees approved a competitive contract award for the purchase of the ImageNow document imaging system software under resolution 00-133, and subsequently approved the purchase of additional software licenses, hardware, training, and maintenance services under resolutions 09-06-066, 14-05-038, and 19-06-083, respectively; and

WHEREAS, Financial Aid, and Registration continue to rely heavily on ImageNow to meet their ongoing document imaging needs; and

WHEREAS, The director of procurement affirms that ImageNow software licenses and associated maintenance can only be obtained from Hyland Software Inc., which acquired ImageNow publisher Perceptive Software, Inc., and the chief business/financial strategy officer certifies that funds are planned for and available in the FY25 operating budget; and

WHEREAS, This resolution aligns with Montgomery College Strategic Plan Goal 3: Enhance educational and organizational effectiveness; and

WHEREAS, Sole source procurement contracts valued above $100,000 require Board approval; and

WHEREAS, College policy states that the formal bidding process may be dispensed with in the event of a warranted sole source procurement; and

WHEREAS, The president of the College recommends the following action; now therefore be it

Resolved, That the Board of Trustees approve a one-year sole source award of contract to Hyland Software, Inc. of Westlake, Ohio, for the continuation of the ImageNow document imaging software license and associated maintenance, for a not-to-exceed total annual amount of $285,000; and be it further

Resolved That the license be renewed for four additional one-year terms under the same terms and conditions, at the sole option of the College, provided services are satisfactory, funding is available, and the contract is the best interest of the College, for a total five-year not-to-exceed amount of $1,425,000; and be it further

Resolved, That the president is authorized to sign the contract on behalf of the Board of Trustees.

**BOARD OF TRUSTEES**
**MONTGOMERY COLLEGE**

Agenda Item Number: 10
June 17, 2024

# THE ANNUAL PROGRESS REPORT ON PROGRAMS OF THE CULTURAL DIVERSITY PLAN

## BACKGROUND

Maryland state legislation passed in 2008 requires every higher education institution to develop and implement a plan for a program of cultural diversity. Accordingly, each "cultural diversity plan must include an implementation strategy and timeline for meeting the goals." The Montgomery College plan, *The Equity and Inclusion Roadmap for Success,* is a five-year action plan that the College is implementing over fiscal years 2021–2025. The Board of Trustees reviewed and approved the plan in 2020 and received the plan's antiracism strategy addendum in 2021.

In addition, the Maryland Higher Education Commission (MHEC) requires an annual progress report from institutions. Specifically, as required by section 11-406 of the Education Article, the governing body of each Maryland public college and university is required to submit, by September 1 of each year, a report summarizing institutional progress toward the implementation of its plan for cultural diversity. As per the statute, the Commission is required to review each plan, monitor each institution's progress toward achieving the goals outlined in its plan, and assess each plan's adequacy and compatibility with the state's goals for higher education. Additionally, the Commission is required to report its findings to the Maryland Senate's Education, Health, and Environmental Affairs Committee; the Senate Budget and Taxation Committee; the House Appropriations Committee; and the House Committee on Ways and Means by December 1 of each year.

As required by section 11-406 of the Education Article, the attached report is Montgomery College's annual progress report of its program of cultural diversity and provides a report on progress made during fiscal year 2024. The Office of Equity and Inclusion has prepared this report, which highlights some of the ways Montgomery College addresses diversity among its students, faculty, and staff through programming, training, professional development, recruitment, access, support, and retention.

## RECOMMENDATION

It is recommended that the Board of Trustees accept the Montgomery College Programs of Cultural Diversity Annual Progress Report for fiscal year 2024 and authorize the president to forward it to the Maryland Higher Education Commission.

## BACKUP INFORMATION

Board Resolution
Montgomery College Programs of Cultural Diversity Annual Progress Report
Equity and Inclusion Roadmap for Success with Addendum

RESPONSIBLE SENIOR ADMINISTRATOR

Dr. Cain

RESOURCE PERSON

Ms. Jones

**BOARD OF TRUSTEES**
**MONTGOMERY COLLEGE**

Resolution Number: **24-06-083**
Adopted on: **6/17/2024**

Agenda Item Number: 10
June 17, 2024

**Subject: The Annual Progress Report on Programs of the Cultural Diversity Plan**

WHEREAS, Maryland legislation requires each higher education institution to have a cultural diversity plan; and

WHEREAS, The Board of Trustees reviewed and approved an *Equity and Inclusion Roadmap for Success* cultural diversity plan in 2020 covering fiscal years 2021–2025, and received the plan's antiracism strategy addendum in 2021; and

WHEREAS, The Board of Trustees continues to endorse the plan and its addendum and embraces the goals as critical institutional imperatives; and

WHEREAS, Annually, each Maryland institution's governing board must accept and submit to the Maryland Higher Education Commission (MHEC) a progress report on the institution's implementation of the cultural diversity plan; and

WHEREAS, MHEC must review the progress report and monitor compliance; and

WHEREAS, Montgomery College has developed the annual progress report of the College's programs of cultural diversity that provides insight into the way the College addresses diversity among its students, faculty, and staff through programming, training, professional development, recruitment, access, support, and retention; and

WHEREAS, The annual progress report demonstrates the College's commitment and good faith efforts for removing barriers to expand and sustain diversity and producing measurable results; and

WHEREAS, The president recommends that the following action be taken; now therefore be it

Resolved, That the attached Montgomery College Programs of Cultural Diversity Annual Progress Report is accepted by the Board of Trustees; and be it further

Resolved, That the president is authorized to submit the report to the Maryland Higher Education Commission.

**MONTGOMERY COLLEGE**

**2024 Annual Progress Report on Programs of the Cultural Diversity Plan**

**NOTE:** Text sections in blue are instructions received from the Maryland Higher Education Commission (MHEC) for the contents of this report. Text in black contains Montgomery College's responses.

1. **A summary of the institution's Diversity, Equity, and Inclusion (DEI) goals, areas of emphasis, and strategy for implementation. Explain how progress is being evaluated. Indicate where progress has been achieved and areas where continued improvement is needed. If there is a continued improvement needed, describe how we intend to comply by July 1st, 2024.**

Montgomery College has outlined its Diversity, Equity, and Inclusion objectives, areas of focus, and implementation strategies in two key documents: the Equity and Inclusion Roadmap to Success (the "Roadmap") and the Roadmap to Success Addendum (see Appendix). In the fourth year of the five-year Roadmap, the College is adapting its approach to address the evolving needs of students, faculty, and staff in a changing environment. The College assesses its progress against the Roadmap, with its values of equity and inclusion, excellence, integrity, respect, innovation, adaptability, and sustainability as benchmarks for its success. Montgomery College demonstrates its institutional commitment by integrating these values into its operational, tactical, and strategic plans, allowing it to assess its progress, evaluate success, and plan for the future. Equity and inclusion are embedded in each area of emphasis of the Roadmap, which includes: (1) student equity; (2) college workforce; (3) college culture; (4) multicultural teaching/learning experiences; (5) community-wide opportunities; and (6) an antiracism strategy. The College's Roadmap centers around these six overarching goals.

**Goal One – Improve persistence, retention, and completion/graduation/transfer of all students, particularly African American male and Latinx students.**

Montgomery College is dedicated to achieving seamless access, completion, and post-completion for all students. The College seeks to remove systemic barriers and integrate classroom experiences and holistic support systems that are key to student success. The College's data (using IPEDS) indicate that Black males graduate at the lowest rate, reflected in their 8.1-8.4% graduation rates. Latinx students' graduation rates are between 16.4 and 17.4%, versus 22-23% graduation rates for all students overall. The College seeks to raise the graduation rates for all students through strong student support and has seen some indications of progress. For instance, the number of completers continues to rise even while enrollment dipped.

*Writing/Reading Learning Centers Offer Affinity-focused and Social-justice-oriented Writing Groups*

Affinity-focused and social-justice-oriented groups focused on the themes of Latinx, Asian-American, African-American, and LGBTQ+ identity and literature in fall 2023. Alongside the Alliance to Accelerate Latinx Representation in STEM Education (ALRISE), the College's Decolonizing Community of Practice collaborated with Indigenous leaders to organize numerous workshops and events centered on local and global Indigenous cultures. During the 2023-2024 academic year, the Presidential Scholars Program (PSP), a program that works to increase the representation of African American men in high-wage, high-demand careers, experienced a rise

in applications and acceptance of scholars thanks to enhanced summer recruitment initiatives. The Presidential Scholars Program served 40 students during the academic year. This year marked the debut of PSP's inaugural newsletter, showcasing stories about our scholars authored by the students. The program is gearing up to launch its Summer Leadership Institute later this year.

**Goal Two – Improve employee recruitment, hiring, onboarding, development, and training procedures and practices to attract and retain a diverse workforce that includes leaders, managers, faculty, and staff reflective of the College's diverse student population.**

Montgomery College is committed to fostering a culture of continuous professional growth, particularly in equity, inclusion, and a sense of belonging. Cultivating a culture of equity and inclusion, continuous learning, civility, and mutual respect is key to institutional success. The College's goal is to create opportunities for all employees' professional growth and retain the intellectual capital necessary to achieve our commitment to student success. One of the emphases of this goal in the current year is to train administrators, hiring managers, and search committee chairs on the importance and benefits of diversity, equity, and inclusion in all phases of the hiring and advancement processes.

The Professional Development team in the Office of E-Learning, Innovation, and Teaching Excellence (ELITE), supports faculty and staff in achieving student success. ELITE has offered workshops to enhance personal and professional development throughout the year. These workshops equip faculty for on-campus and online teaching, providing essential pedagogical and technological tools and knowledge. ELITE also provides learning pathway certificates to all employees, covering various topics from leadership and career development to communication and interpersonal skills. One of these certificates is an antiracist badge training program developed by the College.

**Goal Three – Foster a college culture of equity, inclusion, civility, accessibility, kindness, trust, and respect for human dignity through targeted programs, activities, and educational opportunities.**

Building a positive, welcoming, compassionate culture helps improve morale, increase productivity, create a sense of belonging, and facilitate success for all. MC aims to create an environment free of bullying, retaliation, and negative biases that impede student success, morale, productivity, and community building. All goals and areas of focus within this goal are centered on prioritizing our population with disabilities.

*Ensure Inclusion of Disability in College DEI Efforts*

The College dedicated itself to selecting high-quality speakers for Equity Week, an annual event held each spring semester, ensuring representation from the disability community. Equity Weeks in 2023 and 2024 included powerful speakers with disabilities who could speak to the importance of full inclusion for individuals with disabilities.

*Improve the College IT Systems' Recognition of Chosen Names*

Montgomery College has improved its systems to recognize and acknowledge chosen names consistently. Working closely with the Office of Information Technology has led to expanded recognition of chosen names across the College's IT systems, ensuring they are reflected in more areas and minimizing instances where students are referred to by names other than their chosen ones. The inclusion of an ADA module will be required in the selection of a new employee training library.

*ADA Self-Evaluation*

The College's ADA Self-Evaluation, launched in 2020, has concluded. The findings and resulting transition plan will serve as a roadmap for addressing facilities issues and include recommendations to support disability inclusion through a social justice lens.

*Marketing to Include Population with Disabilities*

Multiple offices worked together to develop and execute various strategies to increase the representation of individuals with disabilities in the College's marketing and webpage. One of these strategies involved expanding the range of events to include more individuals with disabilities, such as panels and keynote speakers during Equity Week. Over the past year, Equity Week has actively included individuals with disabilities as part of its initiatives, demonstrating a dedicated focus on this specific population.

*"You Belong Here" Campaign*

The College's dynamic You Belong Here initiative has produced and published 40 videos showcasing the stories of students, faculty, staff, alumni, and donors, emphasizing their sense of belonging at MC and their positive experiences of acceptance. Additionally, a video was created featuring the phrase, "You Belong Here," in 10 languages, affirming the College's commitment to inclusivity and welcoming everyone in our diverse community. These videos are prominently displayed on 160 screens across all campuses through digital signage networks and are accessible on MCTV and various social media platforms.

**Goal Four – Integrate relevant and equitable multicultural teaching practices that infuse international/multicultural awareness into the educational experience, classrooms, and curriculum.**

Faculty interactions with students are crucial to student success. The fourth goal centers on expanding successful, culturally relevant teaching pedagogies to provide students with the strongest foundation of knowledge and global awareness. This goal keeps students engaged and prepares them for completion, transfer, and careers.

*Alternative Languages Offerings*

Due to the needs of our diverse population, the College provides introductory-level language learning opportunities for faculty and staff, including Amharic language training and informal Spanish learning sessions that provide cultural information and pair Spanish-speaking employees with those seeking to learn Spanish.

Multilingual biology faculty have provided special review sessions in students' preferred languages, including Amharic, French, and Spanish. These review sessions have focused on general biology, anatomy and physiology, and microbiology. This learning opportunity allows multilingual students to explore content areas in both English and their preferred languages, building science knowledge and English language skills.

**Goal Five – Support diversity and inclusion in our staff, faculty, students, community, and business populations. Provide increased opportunities for the College's communities to foster equity and economic empowerment.**

Education and market-relevant skills are critical to individual and county economic success. MC's goal is to mobilize local and regional partnerships that effectively respond to labor market needs and to expand economic opportunities for our students and all county residents.

The college has developed informational programs that connect the community with the business and employer communities to build a deeper awareness of equity and inclusion opportunities. In the Innovate to Drive Equitable Access and Success (IDEAS) series, MC President Jermaine F. Williams welcomes thought leaders in business, politics, and education for a conversation about education, workforce skills, and transforming communities. Speakers this year have included the CEO of the region's United Way and the CEO of the National Skills Coalition. Conversations with these speakers examined how access, completion, and post-completion success empower communities to transform and the vital roles that community partners play in these dynamics.

The Next Gen Talent series features President Williams in conversations with industry leaders, elected officials, and CEOs to discuss Montgomery County's and the region's workforce needs. The series focuses on ways to open doors to careers for residents and close skill gaps for employers.

**Goal Six—Develop a strategy and roadmap for Montgomery College's intention to embrace a journey towards antiracism in policy, practice, and promise.**

*Antiracist Training and Micro-credential Badge*

The College has made significant strides towards becoming an antiracist institution by training over 300 employees this year, totaling more than 1,660 faculty and staff since its inception in the fall of 2022. Additionally, MC introduced an antiracist micro-credential badge program for employees and students eager to delve deeper into the antiracist movement, with over 50 individuals completing the badge thus far this year. Furthermore, efforts are underway to develop an antiracism asynchronous training program, including one in Spanish.

*Search Advocate Training*

The College has adopted a program of search advocates, individuals who serve on search committees as neutral process advisors, promoting a focus on equity, inclusion, and integrity throughout the search process. The College has developed and updated a search advocate training curriculum to expand the number of search advocates who can serve on search committees.

2. **A summary of how the 2023 Supreme Court's decision to strike down race-conscious admissions practices has affected your campus's policies and practices. Specifically, provide information on the following (no more than three pages):**

The 2023 decisions by the Supreme Court in cases involving Harvard and the University of North Carolina effectively eliminated the use of affirmative action in college admissions. Higher education leaders across the country have lamented these decisions as a setback to efforts to diversify the student population and provide equitable and inclusive education opportunities. Community colleges with open admissions policies, such as the sixteen Community Colleges in the State of Maryland, are not directly affected by these Supreme Court decisions. Nevertheless, this ruling not only impacts students' sense of belonging in higher education, but it also detracts from their potential growth and professional success. The U.S. Department of Education and the U.S. Department of Justice issued a joint Dear Colleague letter and a question/answer reference document, noting

that "institutions of higher education may continue to articulate missions and goals tied to student body diversity" and "can continue to use strategies that remove barriers and expand opportunity for all." The permissible strategies that are cited—targeted outreach, recruitment, and pathways programs—are all tools that the sixteen Maryland Community Colleges have and will continue to use to attract and retain students from diverse backgrounds. In addition, the Department of Education has released guidance clarifying that "a school-sponsored or recognized group or program with a special emphasis on race, such as a student club or mentorship opportunity, that is open to all students, typically would not violate Title VI simply because of its race-related theme." Maryland's 16 Community Colleges will continue to be institutions where all students are welcome. We will continue to advocate for our values of equity and inclusion on behalf of our students, and the residents we seek to serve, so that they all have an equitable opportunity access education, pursue and obtain credentials of economic and community impact, and thrive in our State.

3. **The plan shall include (a) A description of the way the institution addresses cultural diversity among its student, faculty, and staff populations; (b) A description of how the institution plans to enhance cultural diversity if the improvement is needed; (c) A process for reporting campus–based hate crimes, as defined under Title 10, Subtitle 3 of the Criminal Law Article and consistent with federal requirements under 20 U.S.C. 1092(f), known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act; and (d) A summary of any resources, including State grants, needed by the institution to effectively recruit and retain a culturally diverse student body.**

(a) Please see the College's 2020-2025 Equity and Inclusion Roadmap for Success and the Roadmap Addendum in the Appendix

(b) Please see the College's 2020-2025 Equity and Inclusion Roadmap for Success and the Roadmap Addendum in the Appendix

(c) The College's process for reporting campus–based hate crimes, as defined under Title 10, Subtitle 3 of the Criminal Law Article and consistent with federal requirements under 20 U.S.C. 1092(f), known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act is contained below. Our listed policies focus on hate-based crime reporting, which may have a direct impact on retention and recruiting.

***Reporting Hate-Based Crimes***

This section contains information concerning the process for reporting hate-based crimes, consistent with federal requirements as under Title 10, Subtitle 3 of the Criminal Law Article and consistent with 20 USC §1092(f) known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act ("the Clery Act"). All students and employees are encouraged to report if they are the victim of a crime, observe a crime in progress, or believe a crime may be in progress. If a life-threatening emergency is taking place, call 9-1-1 first, then call the Office of Public Safety and Emergency Management at the appropriate campus. Officers are required to record any crime information reported to them and do not have the authority to maintain complete confidentiality. However, complainants and victims who prefer to remain

anonymous are given special consideration. Personal identifying information will not be published and only shared with college officials on a need-to-know basis."[1]

All hate-based crimes reported to Public Safety staff, typically via telephone, in-person, walk-up, or written correspondence, will be assessed to determine if a timely warning or advisory needs to be issued. The report is then forwarded to appropriate personnel such as the dean(s) of student affairs, the Title IX Coordinator, and/or the director of employee and labor relations, and the chief equity and inclusion officer. External law enforcement will be notified of the report and coordinate an investigation when deemed appropriate. Public Safety will record and retain the report, and the resulting statistics will be printed in the College's Annual Security Report. The College's commitment to compliance with these federal requirements is reinforced by several college policies, including College Policy 31002–Hate/Violence Activity and its corresponding College Procedure, 31002CP–Hate/Violence Activity. Adoption of policies and implementation of corresponding procedures is a collaborative effort involving input from the College Offices of General Counsel, Planning and Policy; Public Safety; Office of Compliance, Risk, and Ethics; Human Resources and Strategic Talent Management; under the leadership of the Office of the President. Policies are reviewed and adopted by the Board of Trustees and implemented through corresponding procedures, which are adopted by the President.

Montgomery College has taken several actions to ensure compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, as amended by the Higher Education Opportunity Act (HEOA), and all implementing regulations issued by the U.S. Department of Education (34 CFR Part 668.46). The College's Annual Security Report is prepared and distributed by the Office of Public Safety and Emergency Management based on crimes reported to its staff, as well as crimes reported to campus officials designated as Campus Security Authorities under the Clery Act and crimes reported to local law enforcement authorities. By October 1 of each year, the college's report is posted online with a link on the college's homepage and made available to each college community member via email. The Office of Compliance, Risk, and Ethics routinely monitors the College's efforts to fulfill the law's requirements.

In addition, articles, trends, and safety tips are regularly publicized through college media, public service announcements, student newspapers, and targeted messages on radio and television. Crime prevention programs, including reporting procedures and related materials, are made available to students, staff, and faculty by the College's Office of Public Safety and Emergency Management. For example, such information is delivered at both new-student and new-hire orientations, as well as being made available through student resource and compliance fairs. In summary, the College's strategy for information dissemination concerning processes and procedures for hate-based crime reporting is multifaceted and designed to provide critical information to various audiences using several methods and employing available technology.

(d) Please see the College's 2020-2025 Equity and Inclusion Roadmap for Success and the Roadmap Addendum in the Appendix

[1] Montgomery College Annual Security Report, January 1–December 31, 2022, prepared by The Office of Public Safety and Emergency Management.

# EQUITY AND INCLUSION ROADMAP FOR SUCCESS

JULY 1, 2020

2020–2025

MONTGOMERY COLLEGE

Office of Equity and Inclusion, Office of the President

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# OFFICE OF EQUITY AND INCLUSION ROADMAP FOR SUCCESS


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# Message from Sharon R. Bland Chief Equity and Inclusion Officer

Over the past two years, our president, Dr. DeRionne Pollard, has led the College on a journey of discovery around radical inclusion. As part of the Achieving the Dream network, we are focused on student equity. To ensure that we are our best selves in the delivery of student success, we all, as a college community, want to better understand the landscape of our student population and to educate ourselves on incoming equity issues.

As Chief Equity and Inclusion Officer, I would like to thank you for your commitment to the work of building and fostering a college culture of which we can all be proud. I want to also express my appreciation for all of your work in supporting the Office of Equity and Inclusion and the efforts of the President's Advisory Committee on Equity and Inclusion (PACEI). PACEI represents employees and students at all levels of the College. Together we are working hard to ensure Montgomery College is a civil, inclusive, welcoming, safe, accessible, equitable, and affirming community. We deliberately embarked on a twenty-month strategic planning process that produced more than 80 recommendations, many of which have found residence in this *Roadmap.* Some of the recommendations are also reflected in the *Montgomery College 2020–2025 Strategic Plan,* where you will see the principles of equity and inclusion embedded therein.

The President's Advisory Committee on Equity and Inclusion is an important leadership resource in advancing such work and the *Equity and Inclusion Roadmap for Success 2020-2025* will guide our work in this space. MC is committed to becoming an equity-minded institution. We seek to AIM HIGH and commit to amplify, integrate, and measure our work. By working together, I am confident we will continue to pursue equitable student outcomes, inclusive excellence in teaching and learning, and fair and inclusive employee experiences, and we will raise our institution to a level of civility of which we can all be proud.

I also want to say thank you to all of those who have provided me the time to listen and speak to your staff regarding civility, one of the key tenets of our Code of Ethics that we are continuing to uphold this year. At every turn, the work that we do as College employees contributes to creating and sustaining a healthy and safe teaching, learning, and working environment that is inclusive and equity-minded. During this crazy time in the midst of a worldwide pandemic, the College has truly embraced and propelled our work through the delivery of services via remote teaching and work.

In uplifting our focus on equity and inclusion, I invite you to reimagine our College's mission as such:

We empower our students *(in an equitable and inclusive manner)* to change their lives, and we enrich the life of our community *(in an equitable and inclusive manner).* We are accountable for our results *(in an equitable and inclusive manner).*

Sincerely,
Sharon R. Bland, JD, CPM

sharon.bland@montgomerycollege.edu

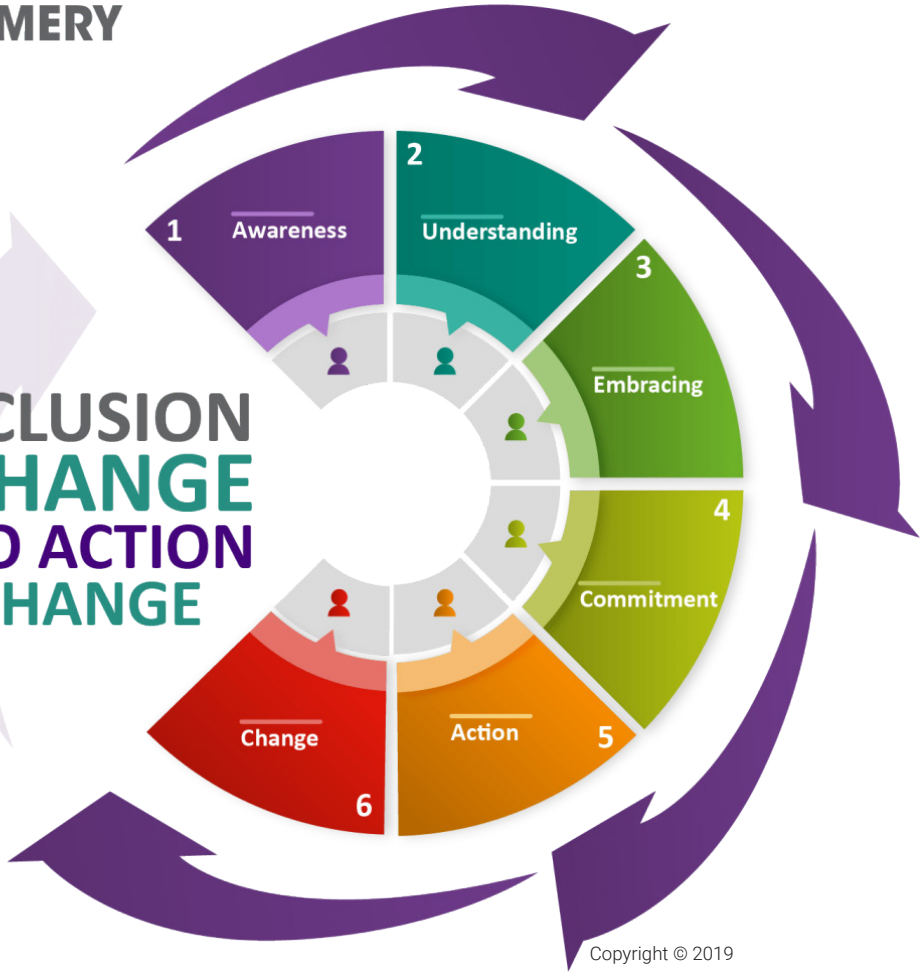
*"'As we embark on the next chapter of our work, the College will continue to integrate its already radically inclusive work in multiple areas of service to students."* —Dr. DeRionne Pollard, *Montgomery College 2020-2025 Strategic Plan*

Montgomery College, 9221 Corporate Boulevard, Rockville, Maryland 20850

**“Creating equitable and inclusive experiences starts with each of us. Advancing social justice, creating a sense of belonging, and addressing systemic inequities are bedrocks of Montgomery College’s commitment to student success and institutional cultural competency.” —Sharon Bland, CEIO, November 2017**

MONTGOMERY COLLEGE

# EQUITY & INCLUSION CYCLE OF CHANGE AWARENESS TO ACTION TO CHANGE

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**AWARENESS**

Acquire knowledge of a situation and facts, listen, recognize inequities, ask questions, participate in equity and inclusion programming and events

**UNDERSTANDING**

Perceive the meaning of equitable and inclusive actions, practice being mindful of them; dialogue with others; seek knowledge and training; do research

**EMBRACING**

Acknowledge inequities and social justice issues exist and decide to adopt and wholeheartedly accept that equity and inclusion work is paramount

**COMMITMENT**

Get involved; do the work necessary to eradicate inequities and create inclusive environments; be accountable; be dedicated

**ACTION**

Identify and execute plans to continually drive equity and inclusion inside and outside of the classroom and within communities

**CHANGE**

Review policies, practices, and action plans to continually contribute to being a more equitable and inclusive community; document, evaluate, and strengthen outcomes

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**OFFICE OF EQUITY AND INCLUSION**

For more information, visit montgomerycollege.edu/about-mc/equity-and-inclusion, or call 240-567-3080
Sharon Bland, Chief Equity and Inclusion Officer
PACEI 2019

# I. Montgomery College Mission, Vision, and Core Values

As stated on the Montgomery College homepage, MC has grown into an institution where radical inclusion—that is, deeply rooted values of welcoming all individuals who seek higher education or continuing education—is an essential element of our identity. By intentionally cultivating our campuses as places where equal education and employment opportunity flourish, we have advanced our own educational mission, contributed to the aspirations of Montgomery County, and added to the vision of our nation.

We are here to ensure that every student—regardless of ability, background, economic status, race, or age—has access to higher education. One of our main challenges is to focus on equity in successful outcomes. This means that we provide all students, including those from disadvantaged backgrounds who typically don't perform as well in college, with the assistance, opportunities, and tools not just to attend college but to effectively reach their goals. Our job is to ensure that everyone has the ability to achieve success by redesigning our institutions to achieve those outcomes.

Montgomery College faculty and staff have gone to great lengths to create robust learning environments in which all persons feel safe voicing their perspectives and where intellectual rigor is the basis for engaging across difference. The College will continue to affirm the rights of all persons to study and pursue opportunity through education free from fear and distraction. Our institution will continue to be a place where inclusion and diversity thrives, and where difference is celebrated.

# II. Introduction

Creating equitable and inclusive experiences starts with each of us. Advancing social justice, creating a sense of belonging, and addressing systemic inequities are bedrocks of Montgomery College's commitment to student success and institutional cultural competency. Institutional Cultural Competency is a best practice for valuing diversity, practicing inclusion, and creating equity. MC boasts 55,000 students from more than 160 countries. Our employees are also diverse. As such, we are committed to both cultural competency and racial equity for all. Cultural competency enables our organization to acquire the wisdom and develop capabilities for critically examining our institutional and social policies and how cultural worldviews influence perceptions of power, dominance, and inequality. Studies show that investing time and resources to organization-wide cultural competency efforts is positively related to greater innovation, performance, success, problem solving, talent acquisition, and market share.

The College defines cultural competency as the state of having and applying knowledge and skill in five areas: awareness of one's own cultural worldview; recognition of one's attitudes toward cultural differences; realization of different cultural practices and worldviews; reflective practices and improvement; and thoughtfulness in cross-cultural interaction.

Racial equity is defined as the condition that would be achieved if one's racial identity no longer predicted, in a statistical sense, how one fares. When we use the term, we are thinking about racial equity as one part of racial justice, and thus we also include work to address root causes of inequities not just their manifestation. This includes elimination of policies, practices, attitudes, and cultural messages that reinforce differential outcomes by rail or fail to eliminate them.[1]

The National Center for Cultural Competence and the seminal works of Terry Cross *(The Cross Model of Cultural Competence, 1988)* and others identify five essential elements contributing to an institution's ability to become more culturally competent:

- Valuing diversity.
- Having the capacity for cultural self-assessment.
- Being conscious of the dynamics inherent when cultures interact.
- Having institutionalized cultural knowledge.
- Having developed adaptations to service delivery reflecting an understanding of cultural diversity.

This *Roadmap for Success* has been written to guide the College through its work in advancing and embedding equity and inclusion throughout teaching and learning and in each of our divisions, departments, and administrative units. The Office of Equity and Inclusion will be tracking its progress and providing annual updates to the College community. We invite each member of the College community to partner with us to insure implementation.

# III. Office of Equity and Inclusion

> *We live in a world of complex tensions that can have significant impact on our communities. But when we come to work—the place where we spend the majority of our time—we often don't openly address these topics.*
>
> —Excerpt from CEO Action for Diversity and Inclusion, ceoaction.com

In 2013, Dr. Michelle T. Scott, deputy chief of staff/chief strategy officer, created a report that described a "reimagined office of equity and diversity." While some of Dr. Scott's recommendations were implemented, others are being incorporated into this new model. In 2016, the Office of Equity and Inclusion (OEI) was approved by the Board of Trustees. In 2017, the inaugural chief equity and inclusion officer was hired to report directly to the president.

While steps to address inequity have been taken at the College, differences in opportunities and rights still exist. We seek pro-active approaches to uplifting Montgomery College's welcoming community, which is open to all students, faculty, and staff—regardless of race, gender, disability, religion, or sexual orientation. We each bring unique experiences and perspectives to the College that are valued; diminishing the rights of any group harms our community. Likewise, while exclusion persists, we strive to challenge its every occurrence.

The Office of Equity and Inclusion's many goals and strategies outlined in this document include educating and enhancing student, staff, and faculty awareness of personal bias through inclusion training, which has been added for all onboarding and training programs. In collaboration with offices throughout the College, we will continue to create forums that provide education, dialogue, community engagement, and celebration for all to enjoy through: 1) dialogue sessions, 2) an annual Equity Summit, 3) the annual Excellence in Equity awards, 4) "One MC" Book Club, 5) MCTV equity and inclusion programming, 6) student professional development panels, and 7) E&I Pop-ups, which are either virtual or campus-based events occurring in small groups and more.

We work to improve Montgomery College's culture of civility and collaboration and people stewardship by enriching human working relationships, peer coaching, and in-house consulting and faciliation services. Research shows that diversity increases creativity and innovation, promotes higher quality decisions, and enhances economic growth.

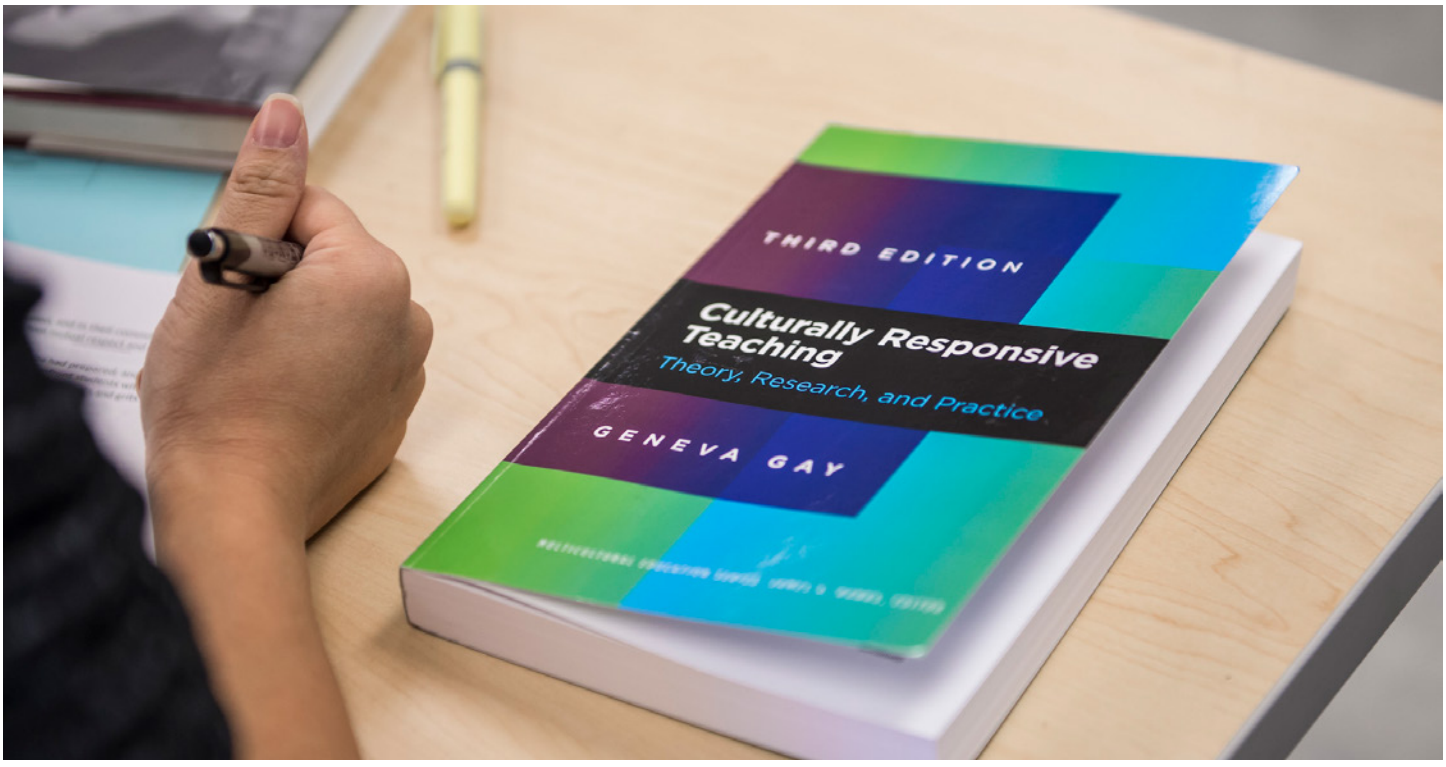
"You can't talk your way into equity, something actually has to be done… It takes action." —Dr. Eric Benjamin, collegewide dean of education and social sciences, July 9, 2019

[1] Center for Assessment and Policy Development. racialequitytools.org

# IV. Equity and Inclusion Goals, Philosophy, and Purpose

| GOALS | PHILOSOPHY AND PURPOSE |
|---|---|
| **GOAL ONE**<br>Improve persistence, retention, and completion/ graduation/transfer of all students, particularly African American male and Latinx students. | Student success is at the heart of our mission. MC's data indicates that Black males graduate at the lowest rate: the 2014 and 2015 Integrated Post-Secondary Data System (IPEDS) student cohorts at Montgomery College reflected 8.1% and 8.4% graduation rates, respectively, and for Latinx students 16.4% and 17.4%, respectively, versus 23% and 22% graduation rates for the College overall. For the fall 2018 cohort, more than half (53.4%) of the 352 American-born Black males had a grade point average of less than 2.0; almost a quarter of the group had a grade point average of 0.0; for Latinx, it was 40.4% of the 1,189 students with a grade point average of less than 2.0; 16.4% of the group had a grade point average of 0.0. The IPEDS cohort is the number of first-time, full-time, degree-seeking students.<br><br>According to the Student Success Score Card for fall 2014 by the Office of Institutional Research and Effectiveness, overall the Black student population, 490 students, graduated at 14.9%, and 513 Latinx students graduated at 18.1%. MC's goal is to achieve seamless access, completion, and transfer for all students by removing systemic barriers and integrating classroom experiences and holistic support systems that are key to student success. |
| **GOAL TWO**<br>Improve employee recruitment, hiring, on-boarding, development, and training procedures and practices to attract and retain a diverse workforce that includes leaders, managers, faculty, and staff reflective of the College's diverse student population. | Cultivating a culture of equity and inclusion, continuous learning, civility, and mutual respect is key to institutional success. MC's goal is to create opportunities for all employees to grow professionally and to retain the intellectual capital necessary to achieve our commitment to student success. |
| **GOAL THREE**<br>Foster college culture of equity, inclusion, civility, accessibility, kindness, trust, and respect for human dignity through targeted programs, activities, and educational opportunities. | Building a positive, welcoming, and compassionate culture helps improve morale, increases productivity, creates a sense of belonging, and facilitates success for all. MC's goal is to create an environment free of bullying, retaliation, and negative biases that impede student success, overall morale, productivity, and community building. |

| GOALS | PHILOSOPHY AND PURPOSE |
| --- | --- |
| **GOAL FOUR**<br>Integrate relevant and equitable multicultural teaching practices that infuse international/ multicultural awareness into the educational experience, classrooms, and curriculum. | Faculty interactions with students are crucial to student success. MC's goal is to expand successful, culturally relevant teaching pedagogies to provide students with the strongest foundation of knowledge and global awareness. The purpose of this goal is to keep students engaged and prepare them for completion, transfer, and careers. |
| **GOAL FIVE**<br>Support diversity and inclusion in our staff, faculty, students, community, and business populations. Provide increased opportunities for the College's communities to foster equity and economic empowerment. | Education and market-relevant skills are key to individual and county economic success. MC's goal is to mobilize local and regional partnerships that effectively respond to labor market needs and to expand economic opportunity for our students and to all county residents.<br>Building and sustaining academic, industry, and broad-based community partnerships are key to advancing educational opportunities for chronically underserved and under-engaged populations. MC's goal is to deepen connections among College employees and students and the broader diverse communities we serve through organized, strategic, and culturally responsive efforts. |



# V. MC Equity and Inclusion Roadmap Purpose and Institutional Framework

The College's philosophical and operational framework guiding the *Roadmap* is IDEEALS[1]

**I**nclusion
**D**iversity
**E**quity for students and employees
**E**quity for business and community partners
**A**ccess and achievement
**L**eadership
**S**ocial justice

**Inclusion:** The active, intentional, and ongoing engagement with diversity—in people, in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase one's awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within (and change) systems and institutions.

**Diversity:** Individual differences (e.g., personality, language, learning styles, and life experiences) and group-social differences (e.g., race, ethnicity, class, gender, gender identity, sexual orientation, sexual identity, disability, country of origin, and ability status as well as cultural, political, religious, or other affiliations) that can be engaged in the service of learning. Historically underserved or underrepresented populations include but are not limited to: first generation; low income; students of color; adult students; marginalized orientations; gender identities and intersex students; students with second-language backgrounds; undocumented students; veterans; students with disabilities; students with dependents; foster care youth; and formerly and currently incarcerated students.

**Equity (student focus):** The creation of opportunities and intentional design of the College experience for each student, particularly historically underserved populations to ensure, preserve participation in, and provide equal access to educational programs that are capable of closing the achievement gaps in student success and completion.

**Equity (employee focus):** The creation of opportunities for historically underserved populations of employees (faculty and staff) to have equal access to professional growth opportunities and resource networks that are capable of closing the demographic disparities in leadership roles in all spheres of institutional functioning.

**Equity (business focus):** The creation of opportunities for historically underserved and local businesses to have equal access to the College's procurement and partner relationships.

**Access:** Convenience, affordable, proximity, provide equal opportunities for persons with disabilities to all aspects of campus life, non-selective, local postsecondary, multiple pathways to the College.

**Leadership:** Motivating a group of people to act toward achieving common goals and developing and implementing strategies to meet the College's mission.

**Social Justice:** Social justice is a concept of fair and just relations between the individual and society, as measured by the distribution of wealth, opportunities for personal activity, and social privileges. The concept of social justice has often referred to the process of ensuring that individuals fulfill their societal roles and receive what was their due from society. In the current movements for social justice, the emphasis has been on the breaking of barriers for social mobility, the creation of safety nets, and economic justice. Social justice assigns rights and duties in the institutions of society, (i.e., education, in efforts for gender, ethnic, and social equality, for advocating justice for migrants, prisoners, the environment, and the physically and developmentally disabled, which enables people

[1] montgomerycollege.edu/about-mc/equity-and-inclusion/index.html

to receive the basic benefits and burdens of cooperation… to ensure fair distribution of wealth and equal opportunity.

We use this framework, rooted in cultural competency, to equip Montgomery College to successfully navigate the dynamics of difference, authentically partner with others, maximize creative potential, and align our intent with our outcomes.

IDEEALS is the lens embedded throughout the goals, objectives, and recommendations within this *Roadmap.* The purpose of this *Roadmap* is to promote and foster an engaging, equitable, and inclusive collegewide community for teaching, learning, and working. We do this work in a collaborative, culturally relevant, shared governance manner that embraces civility and mutual respect. All of this work is undergirded by a speak-up culture in a supportive environment. We will continue to address and monitor the areas of improvement identified through our analysis, which followed a process of interviews with employees, administering two equity and inclusion climate surveys, a "Start, Stop, Sustain" review of existing work, and conducting town halls and focus groups to collect feedback and suggestions that determined priorities for the *Roadmap*.

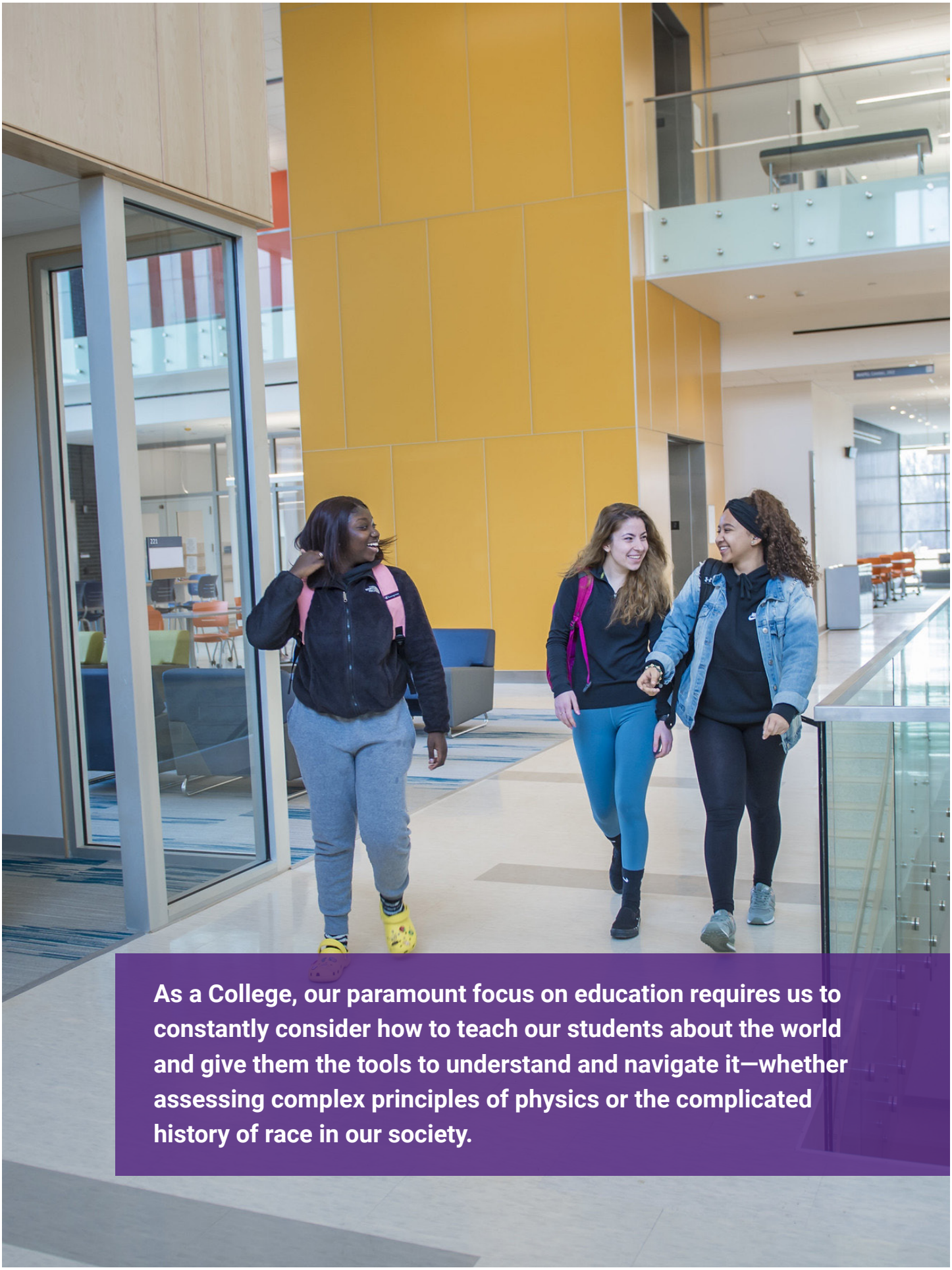
As part of the Achieving the Dream network, we are implementing system-wide strategies focused on increasing graduation, transfer, and retention rates and closing achievement gaps among our diverse student populations, including students of color and low-income populations. Our work has focused on comprehensive advising, scheduling for student success, Start Smart, and Guided Pathways through an equity and inclusion lens.

Additionally, the College has ramped up our efforts in Achieving Collegiate Excellence and Success (ACES), building upon established partnerships with Montgomery County Public Schools and the Universities at Shady Grove, K–12 students generally, and community-based organizations aimed at getting students in the door early and increasing enrollment through programs such as Early College and Middle College. The College has also expanded the Achieving the Promise Academy (ATPA) academic coaching program to facilitate student success; the program currently includes more than 5,500 students and 40 coaches in 193 embedded sections, and 825 students with one-on-one coaches.

Areas of improvement include: closing our achievement gap and incoming student graduation rates, as well as intentionally implementing programs that foster an awareness and appreciation for individuals from diverse backgrounds; recognizing the intersectionality of diversity; diversifying our workforce by hiring employees who reflect our student demographics; building highly functioning teams; embracing an ethical culture that observes, measures, and rewards successes and fosters trust in leadership and among colleagues; providing employees with opportunities to be heard in spaces that are safe for sharing; sustaining and ramping up initiatives that continue to establish an equitable environment; and better communicating our work and successes.

Montgomery College is moving along in our journey to achieve our desired equity and inclusion outcomes over the next six years. Our *Montgomery College 2020–2025 Strategic Plan* focuses on the following goals:

I. Empower students to start smart and succeed.
II. Enhance transformational teaching practices and learning environments.
III. Fuel the economy and drive economic mobility.
IV. Build, engage, strengthen, and tend to community partnerships.
V. Invest in our employees.
VI. Protect affordability.



**As a College, our paramount focus on education requires us to constantly consider how to teach our students about the world and give them the tools to understand and navigate it—whether assessing complex principles of physics or the complicated history of race in our society.**

# VI. PACEI Overview

The President's Advisory Committee on Equity and Inclusion (PACEI) is a multicultural, multi-generational team of faculty, staff, and administrators whose membership represents all facets of the College. PACEI seeks input from various collegewide student organizations. PACEI is led by Sharon Bland, chief equity and inclusion officer, and Dr. Debra Bright, chair. It was created in November 2017 at the behest of Dr. Pollard, as a 50-person committee. PACEI's purpose is as an advisory group to the president and her Senior Administrative Leadership Team (SALT) in the areas of equity, inclusion, social justice, and diversity. PACEI serves to:

- Promote cross-cultural understanding, communication, and cultural competence among students and employees.
- Gather, analyze, and monitor relevant information and data concerning equity and inclusion and recommend specific actions and proposals for achieving and enhancing equity and inclusion.
- Recognize excellence in equity, inclusive excellence, and awareness and promotion of equitable and inclusive outcomes.
- Facilitate timely dialogue and communication about equity and inclusion issues affecting students, faculty, administrators, and staff.
- Advise the president on internal concerns that emerge at Montgomery College.

Each committee member was chosen by Dr. Pollard after an application process, which was motivated by previous criticism that the same people were chosen again and again to serve on collegewide committees. The committee divided into the following eight subcommittees to undertake its work:

- Student Experience and College Culture
- Business Practices and Procurement combined with Workforce Development and Community Engagement
- Disability Inclusion
- Faculty, Teaching, and Curriculum
- Human Resources/Recruiting, Hiring, Retention, Succession Planning
- Nationwide Peer Institution Best Practices/Assessment and Evaluation/Resources
- Reports and Communication
- Training, Dialogue, Events, and Celebrations

In 2019, Dr. Pollard appointed senior vice president (SVP) liaisons from each area overseen by a senior vice president. Their responsibility is to work directly with each division senior vice president on matters relating to equity and inclusion. SVP liaisons endeavor to ensure barriers to equal access are identified and addressed, and inclusiveness is represented in all aspects of life and study throughout Montgomery College, in every academic discipline, administrative unit, and community partnership.

The chairs/co-chairs of the subcommittees, as well as the liaisons to each senior vice president, constitute the PACEI Leadership Team. The chair of PACEI has ably guided the leadership team's and larger committee's work to help ensure our initiatives are moving forward.

Since its inception, PACEI has made many noteworthy accomplishments. Committee members have:

- Analyzed data from various collegewide surveys and student focus groups and used these data to develop a list of proposed activities the College should "Start, Stop, and Sustain."
- Participated in and/or facilitated a wide variety of diversity trainings on topics such as civility, unconscious bias, and microaggressions.
- Planned and executed the College's inaugural Equity Summit and Equity Dialogue events.
- Established and educated the college community on new MC Civility Norms.
- Initiated a #YouAreWelcomeHere campaign.
- Created a "Strength in Diversity" statement for inclusion on the collegewide syllabus template.
- Established an Excellence in Equity awards program to recognize faculty, staff, administrators, and students who have demonstrated exemplary accomplishments in advancing equity, inclusion, and diversity at Montgomery College.

Additionally, the committee submitted 82 recommendations to Dr. Pollard and SALT for implementation, and those recommendations have either been accomplished or are moving forward. *(See Appendix A).*

In the coming years, PACEI members will help shepherd the implementation of the goals and objectives outlined in this *Roadmap for Success.* The committee will also continue to serve as an ongoing advisory body to the president on critical E&I issues.

# VII. Institutional Assessment and Surveys, PACEI Subcommittees' Research and Data

Since PACEI's first meeting in November 2017, members have participated in a variety of trainings on topics such as: courageous conversations, unconscious bias, mastering civility, and interrupting microaggressions. Additionally, we have been working diligently to review existing data and to determine ways in which we can make our community more equitable and inclusive. Over the past two years, PACEI analyzed the results of various surveys, including both the 2017 and 2018 *Equity and Inclusion Survey* and results of the 2017 and 2019 Pizza for Your Thoughts student focus groups.

In both surveys, we learned that MC has clear strengths that benefit our students and our workplace. This is a testament to the spirit and energy our employees bring to work each day. We also learned that we face challenges that we need to overcome and we must work together to do so. Pizza for Your Thoughts showed us that students juggle various responsibilities that require time management, prioritizing, and support. Students thought MC was diverse and understanding but also thought that there could be more opportunities for non-traditional students, such as seminars on how to balance work and school.

We have learned that we need to strengthen parts of our culture, processes, policies, and leadership effectiveness at all levels of our organization. Some employees told us they are working at an outstanding college and that they love their jobs and work environment. Others described various barriers that frustrate them and their efforts to perform their jobs effectively. For some employees, it depends on to whom they report. We have several top-notch managers and others who can become more effective as managers and even leaders. For many employees, cumbersome and ineffective processes and practices or technology get in the way. Unfortunately, other employees said they fear possible retribution from their managers for speaking out and recommending improvements. Such behavior is never acceptable at MC.

The transformation will require many changes, hard work, and the hands-on involvement of everyone at MC. Working together, we can and will enhance equity and inclusion for all employees and students.

Based on a review of the College's previous *Diversity Plan 2013–2020,* we successfully completed over 80% of the action items identified. Moreover, we have been deliberate about becoming laser focused on equitable student outcomes and have implemented policies and practices to not only remove barriers to success but to strengthen and amplify solutions we know are working. Since that diversity plan was written, we have become a part of the Achieving the Dream (ATD) network. ATD is a national reform network that serves as a catalyst for improvement by helping colleges to build their capacity to close achievement gaps and ensure that more students complete college and have more opportunity for economic success (www.achievingthedream.org). It is important that we communicate to the college community how each employee can affect the success of our students.

To date, one of our most significant accomplishments has been the Achieving Collegiate Excellence and Success (ACES) collaboration with Montgomery County Public Schools and the Universities at Shady Grove. Now serving more than 2,300 students, ACES provides a pathway to college completion for local students from minority, low-income, and first-generation-to-college segments, resulting in improved high school and college graduation rates, higher retention in college, and better grade point averages, compared to their peers.

Despite the College's work to create an environment of racial inclusion, equity, and access, we have encountered obstacles that have slowed our progress in improving the outcomes of our Black, Latinx, and other students of color. PACEI reviewed several data management tools, including Office of Institutional Research and Performance Accountability Report (PAR) data, as well as IPEDS data. For example, many of these students have needed to take developmental courses in English and mathematics before they can earn college credits, thus increasing their costs and lengthening their time to degree completion. English and math faculty worked diligently to redesign the developmental course sequence to not just improve student completion but to help close any gaps that existed between some historically underserved populations. Over the past three years we have seen substantial improvement in the gateway math and English courses. Using IPEDS race/ethnicity definitions, early indications show that we will have more students completing gateway courses in general. In the first semester of the academic year 2019–2020, 15% of the first-time ever in college (FTEIC) Black/African American students completed gateway math, whereas in the entire academic year 2016–2017 only 15% Black/African

American students completed gateway math. There are similar positive results for Hispanic students, in that 19% of the first-time ever in college (FTEIC) Hispanic students completed gateway math in the first semester, whereas in the entire academic year 2016–2017 only 19% of Hispanic students completed gateway math. Additionally, by focusing on PAR cohort data for the same years, we expect to see similar increases in students' performance using both the tools we have implemented, outlined in Academic Affairs and Student Affairs, coupled with recommendations listed in this Roadmap.

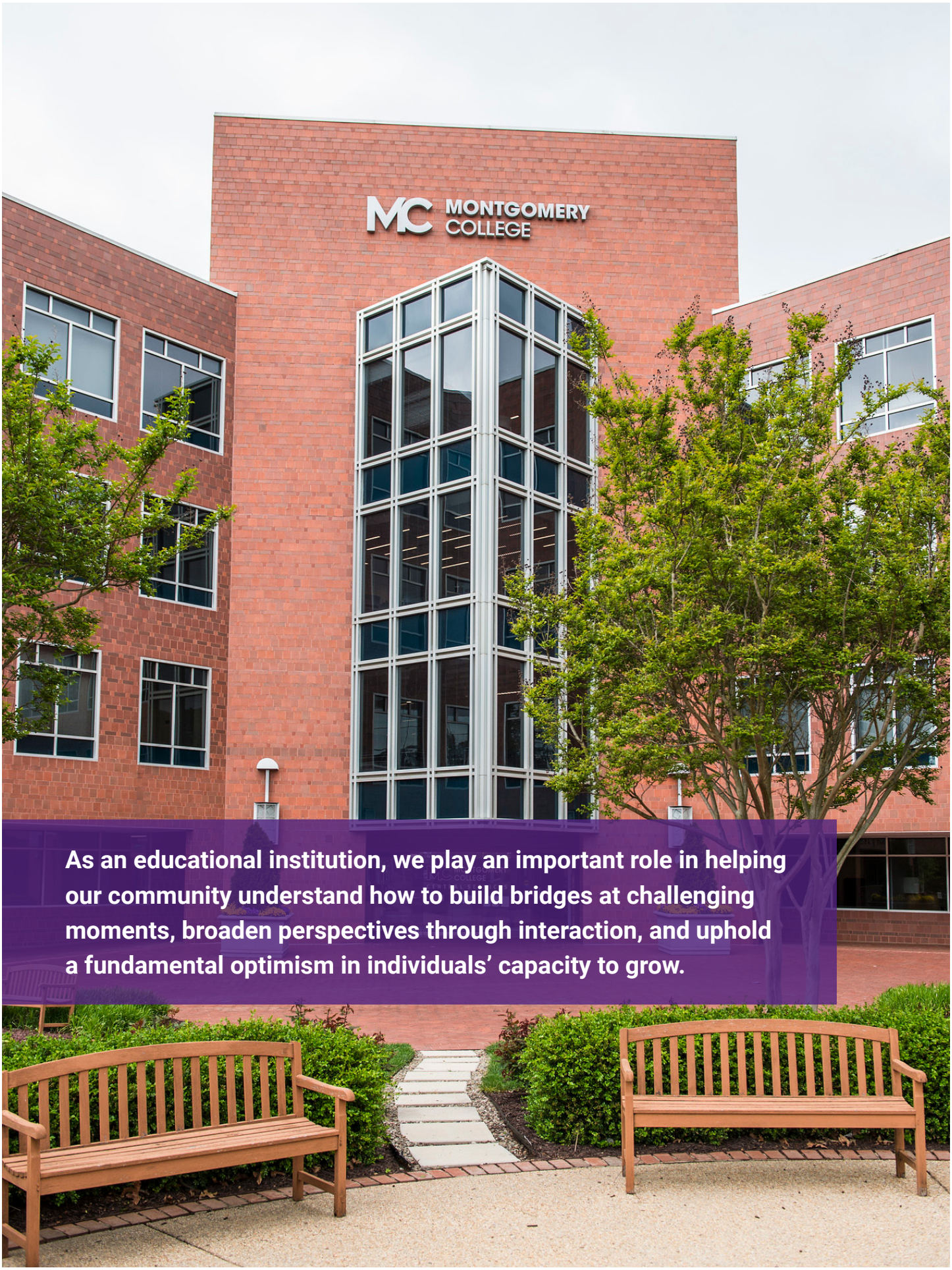
In addition, we have learned that students still face obstacles related to basic needs, such as food and housing security, and other needs such as childcare and transportation. To foster success by supporting students' mental and physical health wellness that can impact students' academic success, the Student Health and Wellness Center for Success, established in 2017 (SHaW), identifies, provides, and connects students to resources that support student success.

Furthermore, over the last few years, the College's investment in Early College, Middle College, and Dual Enrollment has provided more opportunities for Montgomery County Public School students to obtain college credit while in high school and even simultaneously complete an associate's degree and earn a high school diploma. Additionally, we have learned the importance of collaborating with our county public school district on targeted college-readiness activities designed to engage students and families as early as high school (For more information: https://montgomerycollege.edu/documents/offices/student-affairs/student-affairs-master-plan.pdf). As a result, MC's college success programs offer tutoring, college visits, and assistance with navigating college admission and financial aid applications.

We know we have room to improve. Based on a series of SWOT (strengths-weaknesses-opportunity-threats) analyses of Montgomery College's equity and inclusion efforts collected in 2017–2019 through the College's data sources using surveys and focus groups with various College constituencies, PACEI and the Office of Equity and Inclusion (OEI) was provided an opportunity to identify gaps and appropriate action items which have been included in this *2020–2025 Equity and Inclusion Roadmap for Success*.

According to the SWOT analyses, MC's strengths included: strong leadership; employees who are genuinely dedicated to the College's mission; a diverse student body; the creation of PACEI to champion diversity, equity, and inclusion efforts; multicultural programming, events, and presentations; film series, etc., geared towards students, employees, and the surrounding communities; and well-established partnerships with MCPS and other nonprofits and local businesses. After reviewing the data, each subcommittee also developed a list of proposed activities that the College should "Start, Stop, and Sustain."

The next section provides an overview of each PACEI subcommittee's mission, vision, objectives, outcomes, and indicators followed by PACEI general recommendations.




**As an educational institution, we play an important role in helping our community understand how to build bridges at challenging moments, broaden perspectives through interaction, and uphold a fundamental optimism in individuals' capacity to grow.**

# VIII. PACEI SUBCOMMITTEE OBJECTIVES, OUTCOMES, AND INDICATORS

Student Experience and College Culture

Disability Inclusion

Faculty, Teaching, and Curriculum

Human Resources/Recruiting, Hiring, Retention, Succession Planning

Nationwide Peer Institution Best Practices/Assessment and Evaluation/ Resources

Reports and Communications

Training, Dialogue, Events, and Celebrations

Workforce Development and Community Engagement/Business Practices and Procurement

# SUBCOMMITTEE REVIEW – MEMBERS, MISSION, VISION, OBJECTIVES

## Subcommittee: Student Experience and College Culture

**Co-chairs:** Denise Simmons Graves, Stacey Gustavson
**Resource Person:** Marjorie Davis
**Committee Members:** Rachel Bonaparte, Katie Mount, Nancy Newton, Amy Tutt

**Mission:** The overarching mission of the student-centered Student Experience and College Culture subcommittee is to be agile as well as to remove barriers, seen and unseen, from the path of all students and employees affected by the culture, climate, and expectations at Montgomery College. This mission coincides with the Seven Truths and is supported in the Student Affairs Master Plan (StAMP) and the Academic Master Plan (AMP).

**Vision:** Our vision for an equity-minded college culture is rooted in the College's philosophical and operational frameworks for cultural competency, which is inclusion, diversity, and equity for all students; equity for all employees; access; leadership; and social justice. This framework equips the College to successfully navigate the dynamics of difference, authentically partner with others, maximize creative potential, and align our intent with our outcomes.

The work of the Student Experience and College Culture subcommittee is undergirded by the Seven Truths for a Common Student Experience, outlined in the *Student Affairs Master Plan (StAMP),* as well as the operational definitions of equity and inclusion. The seven truths are: 1) Start Smart; 2) Maintain a Foundation of Support Opportunities; 3) Get Connected; 4) Build Community; 5) Enhance the Classroom Experience; 6) Encourage Student Success Every Step of the Way; and 7) Plan to Cross the Finish Line. The student focus of equity centers on the creation of opportunities for historically underserved populations to have equal access to and participation in educational programs that are capable of closing the achievement gaps in student success and improving retention and completion. Inclusion incorporates the active, intentional, and ongoing engagement with diversity—in people, in the curriculum, in the co-curriculum, and in the communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase one's awareness, content knowledge, cognitive sophistication, and empathetic understanding of complex ways that individuals interact within (and change) systems and institutions. It is important to note that although students are at the heart of our efforts at Montgomery College, the role of the President's Advisory Committee on Equity and Inclusion is structured to focus on the broader Montgomery College community to include employees and our business partners.

The overarching goal is to remove barriers, seen and unseen, from the path of students new to the culture, climate, and expectations at Montgomery College.

We recognize and appreciate the direct connection between our students and our employees' experiences and that MC's college culture overall directly impacts the quality of those experiences.

Additionally, we must continue to spotlight the mental health needs of our students and employees. Learning can be compromised without this awareness. Suicide is the 2nd leading cause of death amongst young adults between 15-24 (Suicide Statistics and Facts. Suicide Awareness Voices of Education (SAVE) website. Published 2019). Inequities that are being experienced throughout the COVID 19 pandemic, increased violence towards people of color, and increased unemployment for millions of Americans have helped to create multiple barriers for students to receive assistance for anxiety and depression, the two leading mental health illnesses in the United States.

| | |
|---|---|
| **OBJECTIVE 1** | Increase the number of African American male and Latinx students who graduate, transfer, and/or complete year over year.<br><br>Hiring, retention, and promotion of African American male and Latinx full- and part-time faculty.<br><br>**Outcome:** Supported the development of significant new programs targeting the success of African American men and Latinx students at Montgomery College.<br><br>**Indicator:** African American male and Latinx students will increase persistence and/or associate degree completion rates annually through 2025. |
| **OBJECTIVE 2** | Increase access to technology and the technology supports to work remotely.<br><br>**Outcomes:**<br>• Created strategy to increase access of laptops to students.<br>• Developed feasibility study to expand College's Wi-Fi capacity to a "Wi-Fi everywhere on campus" capacity.<br>• Increased number of laptops provided to first-year students.<br>• Increased College services to be delivered seamlessly between in-person setting and a remote setting for employees.<br><br>**Indicators:**<br>• Developed technology plan to eliminate barriers stemming from lack of technology including a plan to provide laptops to students and employees and, if needed, Wi-Fi access to use anytime anywhere at the College.<br>• Decreased technology barriers to student success. |
| **OBJECTIVE 3** | Ensure effective use of academic credit in support of graduation, completion, and transfer.<br><br>**Outcome:** Increased the number of graduates per term (fall to fall, spring to spring).<br><br>**Indicator:** Redesigned graduation clearance process (by the Graduation Review committee). |
| **OBJECTIVE 4** | Make MC more welcoming, hospitable, receptive, and responsive to all students, colleagues, faculty, staff, and community members and to acknowledge and support all members of our community including evening and night shift employees as well as evening, online students, and those students and employees working remotely.<br><br>**Outcomes:**<br>• Increase in engagement as measured by the SENSE and comprehensive Equity/inclusion/Ethics/ Employee Engagement survey.<br>• Demonstrated annual increase in number of attendees at evening events.<br><br>**Indicators:**<br>• Created baseline data documenting the number and types of scheduled evening events, meetings, activities and experiences, beyond courses that are currently available.<br>• Established dynamic engagement mechanisms outside of the classroom building upon established dialogue sessions, forums, town halls, Popcorn with Pollard, Pizza For Your Thoughts and other such events. |
| **OBJECTIVE 5** | Enhance collaborative efforts between credit and non-credit in and amongst academic and student affairs.<br><br>**Outcome:** Create and ease educational pathways for WDCE learners.<br><br>**Indicator:** Collected data demonstrating number and types of collaboration between Workforce Development and Continuing Education, credit programs, and student affairs. |

## Subcommittee: Disability Inclusion

**Co-chairs:** Sue Haddad, Christopher Moy
**Resource Person:** Rowena D'Souza
**Committee Members:** Teri Hurst, Stacy Keller, Eric Koh, Karla Nabors, Ben Nicholson, Jillian Pfau

**Mission:** In acknowledgement of the opportunities identified in the *2018 Montgomery College Middle States Self-Study Report* and Montgomery College's commitment to the full implementation of the Americans with Disabilities Act, the Disability Inclusion subcommittee will work toward the full inclusion of people with disabilities, creating a pathway toward inclusion and equity from a social justice perspective for persons with disabilities at Montgomery College. The recommended prioritized goals and strategies target five areas: Academic Access (A), Program and Electronic Information Technology Access (P), Architectural Access (R), Employment Access (E), and Campus Climate for Persons with Disabilities (C).

**Vision:** Lead in creating a welcoming, barrier free, inclusive learning and working environment for all members of MC, and one in which disability is recognized and valued as a distinct aspect of our diverse culture.

In 2019, PACEI recommended the creation of the Disability Inclusion subcommittee to address specific suggestions made in the *2018 Montgomery College Middle States Self-Study Report.* The report recognized and identified opportunities to model national best practices by the Association on Higher Education and Disability[1] (AHEAD) in reframing disability from a medical model to a social justice model. "This can be accomplished by expanding discussions of disability as a distinct aspect of diversity at the College and providing increased educational programming on disability history and culture. There are opportunities to include disability in training related to culture and identity, education on bias and microaggressions, and focused programming during Disability Awareness Month."[2] The fundamental vision is to create a culture that inspires inclusion and considers access for persons living with disabilities in all decision-making throughout the College. Therefore, it is critical to integrate the social model of disability into the operating plan for the Office of Equity and Inclusion.

1 https://www.ahead.org/home
2 *2018 Montgomery College Middle States Self-Study Report*

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| **OBJECTIVE 1** | Create a culture that engages all administrators, faculty, staff, and students as leaders in the work of disability inclusion and accessibility.<br><br>**Outcome:** Individuals in decision-making positions will actively incorporate the voices and experiences of persons with disabilities to promote a welcoming and inclusive College community. (A, P, R, E, C)<br><br>**Indicators:**<br>• Proactively seek and obtain input from people with disabilities, ADA/504 Compliance, Student Disability Support Services (DSS), employee accommodations coordinator, and accessible technology coordinator in assessing, influencing, and affecting policies, practices, and planning throughout the College.<br>• Integrate disability and inclusion into all of the decision-making and College's master planning process. |
| **OBJECTIVE 2** | Identify and incorporate collegewide assessment tools that will measure progress toward the full inclusion of persons with disabilities and accessibility of Montgomery College.<br><br>**Outcome:** Conducted a collegewide ADA/504 self-evaluation of programs, services, activities, and facilities. (A, P, R, E, C)<br><br>**Indicators:**<br>• Establish baseline data regarding physical environments, services, and policies and procedures throughout the College, as defined by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act.<br>• Prioritize and develop a transition plan to correct and remove barriers.<br>• Establish a process for ongoing evaluation and document progress.<br>• Develop specific disability inclusion and accessibility questions for employee and student surveys. The feedback will be a prime measure for assessing the College's work of inclusion and accessibility.<br>• Develop and use a disability, accessibility, and inclusion benchmarking tool to assess strengths and needs. |

**OBJECTIVE 3**

Create a culture where disability is recognized and celebrated as a part of MC's diversity. Disability will be seen and communicated as part of the commitment to radical inclusion.

**Outcome:** Diversified the MC workforce to be reflective of people with all abilities who desire to be employees of MC. (E, C)

**Indicator:** Implement a recruitment and incentive program focused on the hiring, promotion, and retaining people with disabilities.

**Outcome:** Developed an intentional awareness plan to educate and promote the work of disability inclusion and accessibility in the College's outreach, marketing, and promotional material. (C)

**Indicators:**

- Intentionally highlight disability issues in dialogues and trainings, in which radical inclusion is celebrated.
- Ensure clear procedures and increase awareness and communication for students, faculty, staff, and community members to request and access accommodations.
- Deliver ongoing training and programs to the College related to disability, inclusion, and accessibility.

**Outcomes:** Encouraged, engaged, educated, and empowered all College community members to embrace the emerging social justice paradigm for the work of disability inclusion and accessibility. (A, P, E, C)

**Indicators:**

- Collaborate with ELITE to integrate disability inclusion within a social justice learning pathway.
- Recognize the intersectionality of disability oppression and incorporate into social justice and racial inequities dialogues.

**Outcome:** Expanded retention practices to support the academic and personal success of students with disabilities. (A, P, C)

**Indicators:**

- Establish baseline data on current retention and persistence of students with disabilities.
- Continue collaboration among College support services for students with disabilities.

**OBJECTIVE 4**

Integrate Universal Design* principles and accessible information technology as fundamental components of all planning and delivery aspects associated with College operations so that the College experience is equitable for persons of all abilities.

**Outcome:** Infused Universal Design principles into all program planning, physical planning, design, and service delivery. (A, P, R, E, C)

**Indicators:**

- Incorporate Universal Design principles into new construction and renovation of existing facilities.
- Employ Universal Design concepts to provide a seamless experience for persons of all abilities to travel to and around all campuses.
- Design the interior spaces within buildings to fully support the access and inclusion of people with disabilities in academic and non-academic settings.
- Empower employees to incorporate concepts of Universal Design and inclusion within their scope of work by encouraging flexible and innovative alternatives which remove barriers to access.
- Standardize assistive technology applications for students across the College.

**Outcome:** Ensured accessibility requirements are met in market research and the evaluation process in acquiring, procuring, and using information communication technology (ICT). (P, C)

**Indicators:**

- Review, evaluate, and test information communication technology for accessibility prior to procurement and/or acquisition.
- Acquire ICT that meets accessibility standards.

**Outcome:** Applied Universal Design for Learning (UDL) principles to curriculum design, instruction, and co-curricular activities. (A, C)

**Indicators:**

- Provide awareness and training around UDL for curriculum and instruction.
- Incentivize integration of UDL into academic and applicable co-curricular activities.
- Promote and support faculty in innovative and accessible instructional design through consultation, tools, and resources.

**Universal Design* – The design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design. Copyright © 1997 NC State University, The Center for Universal Design. https://projects.ncsu.edu/ncsu/design/cud/about_ud/about_ud.htm

*Universal Design Principles* – The seven principles of Universal Design were developed in 1997 by a working group of architects, product designers, engineers, and environmental design researchers, led by the late Ronald Mace at the North Carolina State University. The purpose of the principles is to guide the design of environments, products, and communications. According to the Center for Universal Design at NCSU, the principles "may be applied to evaluate existing designs, guide the design process and educate both designers and consumers about the characteristics of more usable products and environments." The seven principles are: 1) equitable use, 2) flexible in use, 3) simple and intuitive use, 4) perceptible information, 5) tolerance for error, 6) low physical effort, and 7) size and space for approach and use. North Carolina State University, The Center for Universal Design, https://projects.ncsu.edu/ncsu/design/cud/about_ud/udprinciplestext.htm

*Universal Design for Learning* – Universal design for learning (UDL) is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. The UDL framework is grounded in three principles: 1) multiple means of representation, 2) multiple means of engagement, and 3) multiple means of demonstration. (Developed by Anne Meyer and David Rose, who first laid out the principles of UDL in the 1990's. www.cast.org)

## Subcommittee: Faculty, Teaching, and Curriculum

**Co-chairs:** Linwood Ferguson, Mary Robinson, Emily Rosado (former chair)
**Resource Person:** Andrea Foster
**Committee Members:** Eric Benjamin, Akhtar Chowdhury, Angela Nissing

**Mission:** The Faculty, Teaching, and Curriculum subcommitee strives to improve pedagogical and related practices carried out by faculty. It delivers instructional training advice, focused on meeting the learning needs of the College's diverse students. The subcommittee guides curricula enhancement to ensure that culture and thought differences are addressed.

**Vision:** Recognize and grow the exemplary relationships between students and faculty established from their commitment to learning and teaching grounded in respecting/embracing differences in each other.

The Faculty, Teaching, and Curriculum subcommittee endeavors to advance integrity within the student learning experience. The subcommittee is charged with developing proposals to improve instructional practices that enhance student equity in the classroom, along with academic and student support centers. Accordingly, the subcommittee pursues initiatives to augment the effectiveness of faculty and their contributions in achieving these principles.

Informed by the recent Middle States accreditation process, PACEI infused its goals around the mission established at Montgomery College. The College's mission and the goals supporting it are driven by a commitment to social justice. According to Montgomery College President Dr. DeRionne Pollard:

"Most definitions of social justice relate to fairness. At MC, we are committed to creating strategies that minimize the impact of continuing structural inequities on students' ability to afford college, their preparation for academics, and their success at proceeding to graduation or transfer."

There are multiple factors affecting the performance of Black male and Latinx students, as well as that of students with disabilities. Focusing on the element of fairness, some of the factors that have influenced grading relate to race, disability, and gender. (Malouf and Thorsteinsson). It has been shown that the use of rubrics has reduced this bias (Gerritson). As an integral part of PACEI, the subcommittee endeavors to improve best practices carried out by faculty who meet students where they are. One such best practice relates to the development of rubrics that conform to discipline standards and standards to reduce instructor bias toward students. These standards would use qualitative or quantitative language appropriate to the discipline that is clear, not vague or open ended.

The creation of a system that reduces this bias so that students are being graded on the content of their work rather than by some other factor is paramount. A more specific and clear (rather than open-ended) rubric is a highly effective method used to ensure more consistency in grading. More consistency in grading means less room for bias because the standards will be less open to interpretation (Colburn, et. al). Conversely, less consistency in grading can mean more room for bias because the same instructor may interpret the same rubric differently depending on the student they are grading.

Another important part of improving best practices is to insure rubrics exclude terminology based in a deficit model. A deficit model is one whose language or structure implies that the student will not improve. One possible route is that point categories may be named according to scores ("three points," "two points," "one point") rather than achievement labels ("excellent," "mediocre," "novice"). The next section highlights objectives for important pedagogical and administrative activities within MC's methodology for educating students.

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| **OBJECTIVE 1** | Add a question to student course evaluations to reflect faculty's attention to diversity. The recommended new question is: "Instructor acknowledges and respects student diversity."<br><br>**Outcome:** Enhanced course evaluations such that students' assessments regarding faculty's attention to diversity are expressed.<br><br>**Indicators:**<br>• The added question on the course evaluation results in 80% agree or strongly agree response rate from students.<br>• Students' course evaluations consistently include comments on instructors' inclusive teaching practices. |
| **OBJECTIVE 2** | Include a bullet point on faculty evaluation Form A for full-time faculty to reflect on their inclusive and equitable teaching practices.<br><br>**Outcome:** Improved faculty self-evaluation procedure, which communicates information on equitable and inclusive teaching practices.<br><br>**Indicators:**<br>• Language concerning teaching performance garners a positive response rate from faculty.<br>• Faculty's self-evaluation descriptions consistently address their instruction practices, which cover equitable and inclusive methods to impart student learning. |
| **OBJECTIVE 3** | Include a line on the part-time faculty Classroom Observation Form: "The instructor acknowledges and respects diversity."<br><br>**Outcome:** Advanced classroom observation reviews that consider the instructor's acknowledgement and respect for diversity.<br><br>**Indicators:**<br>• Description of actions to be observed support the assessment of part-time faculty's incorporation of diversity in their instruction.<br>• The addition of diversity considerations into the classroom observation process influences improvement in part-time instructors' practices concerning student differences. |
| **OBJECTIVE 4** | Include a "Strength in Diversity" statement on the collegewide syllabus template. It would read as follows:<br><br>"Respect for Diversity: It is our intent that students from all diverse backgrounds and perspectives be well served by this course; that students' learning needs be addressed; and that sexuality, disability, age, socio- economic status, ethnicity, race, and culture are respected. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements" (adapted from the University of Iowa School of Education).<br><br>**Outcome:** Redesigned syllabus template, which conveys respect for differences (e.g., race, gender, religion, etc.) as a teaching philosophy.<br><br>**Indicators:**<br>• The addition of diversity considerations visible on the course syllabus will increase awareness about diversity for students.<br>• The addition of diversity considerations visible on the course syllabus will demonstrate faculty's commitment to design lessons that convey respect for differences (e.g., race, gender, religion, etc.) as a teaching philosophy. |

**OBJECTIVE 5**

Ensure that rubrics conform to discipline standards and standards to reduce bias. These standards would include excluding terminology based in a deficit model and using qualitative or quantitative language appropriate to the discipline that is clear and specific, not vague or open ended.

**Outcomes:**

- Formed an inter-disciplinary college wide discipline-wide committee on rubrics and implicit bias to create model rubrics with annotations.
- Each academic year, offer a three-part professional development workshops on reducing implicit bias through the use of rubrics, to be offered each academic year. These workshops can be divided into multiple sections for example Part I: Implicit Bias; Part II: Examples of Rubrics with Annotations; Part III: Effectively Using or Implementing Rubrics.
- Modeled rubrics with annotations available to faculty.
- Created and administered a student survey assessing fairness and clarity of rubrics.

**Indicators:**

- By 2021, a collegewide committee on rubrics and implicit bias is formed.
- By 2022, administer a survey regarding whether MC students find rubrics effective in reducing bias.
- By 2022, model rubrics with annotations created by the above committee are provided on the E-LITE hub or on Blackboard course hubs.
- By 2023, the College begins offering an annual professional development workshop on using rubrics to mitigate implicit bias.
- By 2025, the professional development workshop is incorporated into required training for new full-time faculty.
- By 2026, readminister survey regarding whether MC students find rubrics effective in reducing bias and assess results.

## Subcommittee: Human Resources/Recruiting, Hiring, Retention, Succession Planning

**Chair:** Karen Penn de Martinez
**Resource People:** Elaine Doong, Lauren Landau, Krista Walker
**Committee Members:** Nicolle Brazil, Tiffany Copeland, John Day, Sherry Randolph, Karla Silvestre

**Mission:** The Human Resources/Recruiting, Hiring, Retention and Succession Planning subcommittee (HR) affirms that the ability to welcome, teach, and serve our diverse students must be a fundamental requirement for hiring and promotion at Montgomery College and a crucial qualification for all personnel.

With a diverse student body, Montgomery College requires a diverse and culturally sensitive faculty and staff. Diversification of the MC workforce presents numerous opportunities for faculty, staff, and administrators to serve as role models, mentors, and advocates for equity and inclusion.

**Vision:** To recruit, develop, and retain highly qualified faculty and staff who embrace MC's vision of multiculturalism, radical inclusion, and racial equity, and who reflect the diversity of the student body and the Montgomery County population.

The HR subcommittee affirms that diversity, equity, and inclusion in Montgomery College's workforce is more than a goal or aspiration: it is an essential component of academic and career success for the student body at the most diverse community college in the continental United States *(Chronicle of Higher Education)*. MC workforce diversity is also a key element of partnership, community engagement, and economic development for a Montgomery County population that is 56.7% non-white, 32% foreign-born, and 40.6% speakers of languages other than English *(Data USA)*. We value the skills, knowledge, and cultural competency that diverse employees bring to our educational environment.

Montgomery College has a student body that is approximately one-quarter each Black, Latinx, and White, and with substantial numbers of Asian, multi-racial, and international students. Employee groups that would benefit from greater representation, such as Hispanics/Latinx, should more closely reflect the diversity of our students. The Fall 2019 Enrollment Summary indicates that Latinx individuals are 25.2% of students (Montgomery College OIRE, 2019) but only 6.5% of faculty and 3.9% of administrators (Montgomery College Office of Human Resources and Strategic Talent Management, 2020). Additionally, with 5.1% of MC students using Disability Support Services accommodations in 2018 (Haddad, 2019), increased inclusion and visibility of employees with disabilities would be of value.

Recruiting efforts, professional development, and career advancement paths should position Montgomery College as a destination employer for diverse county residents, current MC students and alumni, traditionally underrepresented graduate interns, and equity-focused professionals. Thus, the College's Human Resources and Strategic Talent Management department should expand outreach activities and should incorporate guidance and assistance from current employees serving as "diversity ambassadors" to their own communities, external organizations, events, conferences, and local graduate programs.

Training on the value of diverse workforces and on avoiding unconscious bias should be developed and provided to all search committees and all hiring interviews should incorporate questions regarding the applicants' abilities to successfully work with and serve our diverse community.

While Montgomery College has made noteworthy progress towards workforce diversity, equity, and inclusion over the past five years, the recommendations of the subcommittee address some of the remaining work that is critically important for the next few years.

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| **OBJECTIVE 1** | Train administrators, hiring managers, and search committee chairs on the importance and benefits of diversity, equity, and inclusion in all phases of the hiring and promotion processes. Hold ourselves accountable for ensuring diverse pools of applicants, interviewees, and recommended candidates and be willing to reopen searches that fail to attract adequately diverse pools of candidates.<br><br>**Outcomes:**<br>• By January 2021, the College will have implemented Search Advocate training and appoint a coordinator of the Search Advocate training and administration process.<br>• Applicant and interview pools and hires will have reflected the diversity of the county population (the 2018 county population estimates are 19.9% Hispanic/Latino, 19.9% Black/African-American, 15.6% Asian, and 3.4% two or more races, according to *www.census.gov/quickfacts/montgomerycountymaryland*).<br>• Created a chart that describes reasons for failed searches.<br><br>**Indicators:**<br>• Enhanced annual Personnel Profile showing demographic percentages of applicants, interviewees, and hires.<br>• Number of searches reopened or cancelled due to objective not being met. |
| **OBJECTIVE 2** | Train and appoint equity-focused Search Advocates who will serve on search committees to help write inclusive position descriptions, job qualifications, and interview questions; raise awareness of unconscious bias; and promote the hiring of culturally competent employees.<br><br>**Outcome:**<br>• Applicant and interview pools and hires will better reflect the diversity of the county population.<br><br>**Indicators:**<br>• By July 2022, 50% of search committees will include a trained/certified search advocate who will work on the process from creating the position description through the hiring/onboarding phase.<br>• By July 2025, 75% of searches will include a trained/certified search advocate. |
| **OBJECTIVE 3** | Train, fund, and appoint current employees to serve as Diversity Recruitment Ambassadors to conduct outreach support and promote MC as a destination employer to underrepresented groups in the community, graduate schools, minority professional associations, and conferences. At the end of the pilot period, the CEIO and HRSTM, will evaluate the impact of the diversity recruitment ambassadors on MC's visibility in the community, applicant pools, and hiring. The CEIO in collaboration with HRSTM will issue a written report to SALT including the findings and recommendations to continue, modify, or discontinue the Diversity Recruitment Ambassador program.<br><br>**Outcome:**<br>• Two diversity recruitment ambassadors will be funded for a one-year pilot program in AY 21/22 and will conduct outreach, dedicating 100–120 hours per semester each. This should include 5–8 events or outreach activities, as well as the necessary preparation and communication time.<br><br>**Indicators:**<br>• Number of Diversity Recruitment Ambassadors funded and appointed.<br>• Enhanced annual Personnel Profile showing demographic percentages of applicants, interviewees, and hires. |

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| **OBJECTIVE 4** | Updated and utilized the Minority Faculty Internship policy (P&P #32201) to allow departments to provide temporary teaching positions to less experienced prospects or current graduate students from traditionally underrepresented minority groups or those with disabilities.<br><br>**Outcome:**<br>• Multiple departments will have created temporary positions for minority faculty interns, allowing these individuals to become familiar with College practices and to become more competitive candidates for permanent positions, while exposing MC students to instructors and mentors of color or with disabilities..<br><br>**Indicators:**<br>• Increased number of minority faculty intern positions created and filled.<br>• Number of minority faculty interns who were converted to MC employees. |

## Subcommittee: Nationwide Peer Institution Best Practices/Assessment and Evaluation/Resources

**Chair:** Maria Davidson, Brad Pabian (former chair)
**Resource Person:** Bo Chan
**Committee Members:** Diana Benson, Frances Nolen, Julie Weber, Laura White

**Mission:** Montgomery College is strong in its commitment to equity and inclusion best practices, which inform us to create a common framework for our service that is innovative, data-driven, replicable, and impactful.

**Vision:** Committed to using data to support equity and growth for both the student and employee experience.

The Nationwide Peer Institution Best Practices/Assessment and Evaluation/Resources subcommittee has engaged in analyzing and assessing Montgomery College's employee Equity and Inclusion (E&I) Survey results, and then conducting research on E&I best practices at community college peer institutions. We identified and reviewed more than 50 institutions' approaches to E&I services and practices, including site visits and virtual visits to Frederick Community College, Pierce Community College, Portland Community College, Oregon State University, Northern Virginia Community College, Howard Community College, the University of Maryland at College Park, the Community College of Baltimore County, and the University of Southern California's Race & Equity Center. We created a common framework for our research that qualified as an "E&I best practice," any IDEEALS service or practice that is innovative, data-driven, replicable, and impactful.

While MC is strong in its commitment to E&I practices, as cited in the College's values statement, this subcommittee also noted specific areas for growth for both students and employees. Employee survey results showed discrepancies in what the College's E&I culture is and what it should be. These findings influenced not only our subcommittee's recommendations, but also the *Roadmap for Success* as a whole. Common employee-related themes included: enhance the MC culture, climate, and community; diversity programming and policies; recruitment and hiring practices; and promote and retain diverse employee groups. In addition, while MC is strong in its commitment to student success, we also found gaps in explicitly stating E&I practices. Although the "Equity" functional area scoring in the Institutional Capacity Assessment Tool (ICAT) would lead us to believe the College is at a strong level of capacity with regard to equity practices, our research and E&I survey results show we still have strides to make.

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| **OBJECTIVE 1** | Assess and measure student experience and sense of belonging at the College.<br>**Outcome:** Selection of a tool, determine sample population, and achieve 40% response rate.<br>**Indicator:** Administered a Student Climate and Culture Survey to establish baseline data and schedule ongoing assessment to share with College stakeholders. (www.montgomerycollege.edu/about-mc/euity-and-inclusion/index.html). |
| **OBJECTIVE 2** | Foster empowerment and a sense of belonging among specific diverse populations at the College.<br>**Outcome:** Developed an employee resource framework to establish affinity groups and determine each affinity group's purpose, goals, and objectives.<br>**Indicators:**<br>• Ten-percent improved employee engagement survey responses biannually.<br>• Number of affinity groups established. |
| **OBJECTIVE 3** | Ensure a data-driven accountability measurement system of all E&I goals and objectives.<br>**Outcome:** Designated OIRE staff for E&I needs to create dimension-mapping analytic tool to track PACEI recommendations and monitor progress on recommendations.<br>**Indicator:** Subcommittees finalize the measurements for each goal and objective, identify the communication tool, and develop the schedule of reporting. |
| **OBJECTIVE 4** | Finalize and roll out a one pager on the student complaint process to enhance student awareness of the complaint process.<br>**Outcome:** Created a communication strategy for student roadmap for resolving complaints, and develop an assessment questionnaire.<br>**Indicator:** Increased student usage of appropriate process as evidenced by questionnaire. |
| **OBJECTIVE 5** | Improve Montgomery College leadership's knowledge, skills, and awareness of racial and cultural issues.<br>**Outcome:** MC leadership, including SALT, PEC members, and other managers will continue and complete comprehensive training in race equity, courageous conversations, and white fragility, etc. taught by nationally recognized facilitators/speakers.<br>**Indicators:**<br>• Each leadership member shall complete a minimum of one relevant workshop/activity listed and facilitate discussions with their teams.<br>• Improved ratings on identified questions on employee E&I survey. |

## Subcommittee: Reports and Communications

**Co-chairs:** Mohibullah Durrani, James Sniezek
**Resource Person:** Michelle Scott
**Committee Members:** Erica Bailey, Christine Tracey, Farah Vivas

**Mission:** Montgomery College is committed to equity and inclusion by leveraging our technology, multimedia, and human resources to bridge the communication gap between the College, its employees, its students, and the global community.

**Vision:** With developed relationships, we strive to strengthen and affirm our contribution and participation in keeping the College and the global community informed and alleviating communication barriers.

Similar to other PACEI subcommittees, the Reports and Communications subcommittee commenced its work by analyzing and assessing Montgomery College's employee Equity and Inclusion (E&I) Survey results and then conducting research on E&I best practices at community college peer institutions.

Several key themes became apparent. These include:

1. The general belief that opportunities for professional and personal development are not being communicated. Betterment of this practice could improve employee retention.
2. Although a good percentage of MC employees are non-English or limited-English speakers, most key documents are in English only and presentations (e.g., celebrations, professional development workshops, opening meetings) are often given in English only. They are also translated in real time by ASL interpreters when requested. Communication in languages other than English would bring additional inclusion to the MC community.
3. The perception that discrimination and verbal/mental/physical abuse goes largely unreported at MC owing to lack of recognition that there are reporting methods other than "English-only" reporting methods must be addressed. Efforts to communicate procedures for reporting instances of abuse need to be improved.
4. The perceived loss of trust within the MC community must be regained to optimally forward our mission. Increased efforts and improved methods of communication will signal the rebuilding of a lasting trust. A communication plan where inclusivity is apparent via multiple, woven communication strategies will provide the fabric that binds the MC community.

To work towards resolving the identified weaknesses listed above, the Reports and Communications subcommittee first crafted three goals. Implementation of these goals has already begun with the translation into Spanish of the document *Benefits and Opportunities for MC Employees* and the availability of the College landing (home) page in seven primary languages. The publication of the *President's Advisory Committee on Equity and Inclusion (PACEI) Newsletter* also signals a commitment to the dissemination and subsequent discussion of subjects that need attention. Topics such as Culturally Responsive Teaching and Learning; The Importance of Understanding Unconscious Bias; Creating Inclusive Environments; and Civility Norms were boldly printed to inform and educate our employees.

PACEI has learned through extensive Pizza for Your Thoughts sessions with students that many students/prospective students would be more comfortable with their contemporaries translating from English to the language they need to interact in student service areas and outreach/community events.

The subcommittee also observed that certain courses at MC are skills-based, as are most laboratory courses. As such, the subcommittee also worked with the Office of Institutional Research and Effectiveness to analyze Drop Fail Withdraw (DFW) rate data from FY 2014–FY 2018 through the lens of communications and potential language barriers. Data looked at percentages by gender/race/ethnicity and by number of credits attained. Broad analysis of these data show:

1. Men tend to have higher DFW rates.
2. Students with more credits earned have lower DFW rates.
3. Multi-race and Black students have higher DFW rates (men and women).
4. Asian men and women tend to have the lowest DFW rates.

Overall, DFW rates have declined for all subgroups over the FY14 to FY18 time period. Many college employees are now aware of these trends, and many others do not see how getting to the causative factors that perpetuate these differences becomes our collective equity challenge.

One of the causative factors could be language/comprehension barriers. In addition to studying these DFW rates, the subcommittee observed that certain courses at MC are skills-based, as are most laboratory courses. Many of the first courses that count toward a program requirement are heavy on foundation concepts (theory-rich) in that area (e.g., BIOL 150, CHEM 131, and MATH 181 fit this description). Professors spend much time discussing foundation topics, and the textbooks are generally complex and very detailed. The lecture and text in these courses are difficult for all students but some students, for which English may not be their primary language, may experience greater struggle with comprehension.

*Note: Additional resources (personnel and financial) are required for accomplishing these objectives.*

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| **OBJECTIVE 1** | Publish fall and spring PACEI newsletter and an Office of Equity and Inclusion Annual Report utilizing the translation services already contracted with the College in a minimum of two languages and in accessible formats.<br><br>**Outcome:** The newsletter is published each semester and the Annual Report is published simultaneously in the languages selected and in an accessible format.<br><br>**Indicator:** The newsletter and report will initially be in two languages, English and Spanish. Additional languages can be added later depending on the requirements of students, staff, and the community. |
| **OBJECTIVE 2** | Finalize and formally publish the draft version of the *Brochure for Benefits* offered to MC employees in a minimum of two languages.<br><br>**Outcome:** A benefits brochure will be available to the staff and faculty of MC. The draft benefits brochure (on the OneDrive) may need additional benefits to be listed that are available, and a final version has to be seen by the HRSTM benefits personnel.<br><br>**Indicator:** Once HRSTM has approved the brochure, it will be printed and distributed, as well as uploaded to the MC website. |
| **OBJECTIVE 3** | Add an E&I update to monthly "Communications" reports, and translate it and other key College documents, such as:<br>• President's Message<br>• Inside MC Online<br>• Policy and Procedure (P&P)<br>• MC events open to the community for graduation<br><br>**Outcome:** Other key documents will initially be available in English and Spanish languages. Additional languages can be added later depending on requirements of students, staff, and the community.<br><br>**Indicator:** The identified key documents will be available in print for distribution, as well as uploaded to the MC website. |
| **OBJECTIVE 4** | Develop partnerships with CASA of Maryland and create Translation Student Diversity Ambassadors to offer students opportunities to provide interpretation services at all College community events, such as orientation, honor ceremonies, graduation, and Presidential Dialogues.<br><br>**Outcome:** Translation/interpretation from English to Spanish will be possible by student ambassadors to help students navigate registration, etc. The student ambassadors will also offer verbal translation/interpretation services during orientation, honor ceremonies, graduation, and Presidential Dialogues. Additional languages can be added later depending on requirements of students, staff, and the community.<br><br>**Indicator:** Translation/interpretation services will be expanded for the above-mentioned services. |
| **OBJECTIVE 5** | Expand MCTV coverage to include broadcasting more shows and global College offerings in languages other than English and some Spanish.<br><br>**Outcomes:**<br>• MCTV provides additional broadcast offerings in languages other than English.<br>• Monitor effectiveness of programming.<br><br>**Indicator:** Increase in number of programs delivered in other languages. |

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| **OBJECTIVE 6** | Investigate the possibility of offering theory-rich courses in alternate languages for areas with high DFW's, for example, math, science, humanities, and behavioral social sciences. Identify these courses through available College data sources.<br><br>**Outcomes:** Using student success data measures to identify suitable theory rich courses, offer at least one section of each course in an alternative language by the fall 2021 semester.<br><br>**Indicators:**<br>• Offer a minimum of one section of identified courses in an alternative language by fall 2021.<br>• Gauge effectiveness of such offerings in decreasing DFW rates through student surveys. |

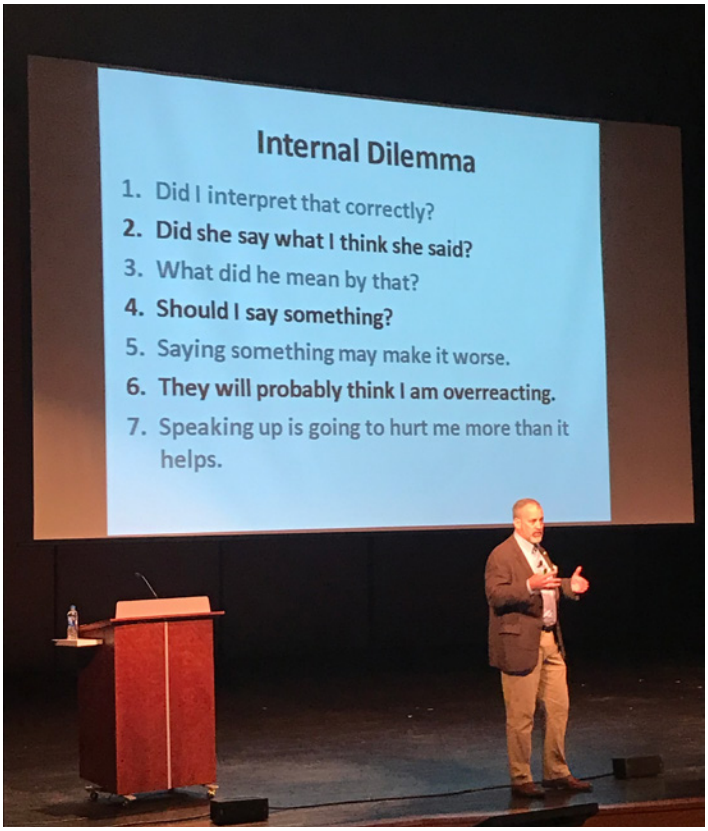
## Subcommittee: Training, Dialogue, Events, and Celebrations

**Chair:** Ramon De La Cruz
**Resource Person:** Richard Forrest
**Committee Members:** Kimberly Bloch-Rincan, Matthew Colburn, Enas Elhanafi

**Mission:** Enhance MC culture, climate, and community through education, awareness-building, and community engagement (e.g., by breaking down implicit and explicit bias).

**Vision:** Realize equity and inclusion at the College through trainings, dialogue forums, events, and celebrations.

The Training, Dialogue, Events, and Celebrations subcommittee seeks to create a safe and inclusive college community by deepening and enhancing the level of discussion and training around diversity and inclusion issues; expanding cultural program offerings that reflect our values; creating a space for differing viewpoints regarding political ideology; and celebrating the diversity of the college community and the richness that our diverse identities bring to education. This committee's recommendations were informed by the results of the Equity and Inclusion Survey, the Climate Survey, and the Employment Engagement Survey, among others. Our goal is to change the culture at MC in such a way that outcomes of future surveys reflect greater engagement, stronger morale, and increased inclusion among the MC community at large.



| | |
|---|---|
| **OBJECTIVE 1** | Increase training around the topics of ethics, equity, and inclusion, using surveys from annual Equity Dialogues, the Equity Summit, and Equity and Inclusion/Ethics/Employee Engagement surveys to determine topics to implement.<br><br>**Outcome:** Greater employee and student engagement in equity and compliance events and sessions.<br><br>**Indicators:**<br>• Decreased visits to Employee and Labor Relations Office and decreased Ethics Office complaints.<br>• The responses to survey questions about "the Equity Dialogues and Equity Summit helping to foster stronger college and institutional relationships" leads to 70% saying "Agree" or "Strongly Agree." |
| **OBJECTIVE 2** | Support training of part-time employees through incentives.<br><br>**Outcome:** Part-time faculty will be more engaged with the college community<br><br>**Indicators:**<br>• Funds are budgeted annually, allocated to provide stipends for part-time faculty to attend training.<br>• Up to 150 part-time faculty attended relevant training on culturally-relevant and racial equity pedagogy each year. |
| **OBJECTIVE 3** | Increase equity at the College by being transparent about hiring practices (when a job is open, when applications are no longer being accepted, when it has been closed). Ensure the interview practice is transparent.<br><br>**Outcomes:**<br>• Increased the number of employees at all levels of the College who are people of color, have disabilities, or identify as LGBTQ by:<br>1) Posting jobs on different job boards and keeping application windows open longer.<br>2) Creating a diversity internship for both faculty and staff to include race, disability, and LGBTQ as defining of diversity.<br>3) Surveying staff to increase self-identification for disability, LGBTQ, etc.<br>4) Responding to internal candidates about the status of their application and notification that they were unsuccessful within 60 days.<br>• Held workshops for Montgomery College employees seeking upward mobility on enhancing resumes, interview skills, and transferable job skills. Workshop will emphasize that internal candidates are judged by interview answers and requested application materials.<br><br>**Indicators:**<br>• HR provides monthly KPI report and sends to Chief Equity and Inclusion Officer detailing outcomes #1 and #4.<br>• Annual budget will be allocated per year to host one Diversity Intern with the internship rotating between different departments based on highest need.<br>• Update current MC Policy and Procedure on the Minority Internship Program to include internal candidates.<br>• Surveys show an increase year-to-year for those who identify as having a disability, etc.<br>• Interview Rubrics and Questions are posted on Montgomery College's Job Board for applicants to be better prepared.<br>• Two career and resume workshops are held bi-annually, including one for faculty and one for staff. |
| **OBJECTIVE 4** | Build a culture of respect and inclusivity through restorative justice.*<br><br>**Outcome:** Created a process for addressing instances of discrimination that follows a restorative-justice-based resolution framework.<br><br>**Indicator:** The offices of Ombuds and Employee and Labor Relations reports the increased number of times a restorative justice model was used in the resolution. |

**OBJECTIVE 5**

Provide training for student success: improve persistence, retention, and graduation/transfer of all students, especially those of African-American male and Latinx students through developing an academy for Latinx and Black male students for tutoring, mentoring, etc., and creating/supporting multicultural inclusion center spaces to serve as hubs for training, dialogue, events, and celebrations on each campus.

**Outcomes:**

- Increase in graduation/transfer/persistence rate for African-American male and Latinx students is increased by 2% annually.
- Number of students reporting increased sense of belonging on student climate survey.
- By 2025, there is a "multicultural/inclusion" space (office/center) on each campus.

**Indicators:**

- Increased graduation/transfer/persistence rate for African American male and Latinx students.
- Multicultural centers created on each campus (www.montgomerycollege.edu/about-mc/equity-andinclusion/index.html).
- Increased the number of Black and Latinx faculty.

"Restorative justice is a collaborative process involving those most directly affected by an offense, called the 'primary stakeholders,' in determining how best to repair the harm caused by the offense"

[1] Justice requires the healing of the harm as much as possible. The restorative approach has high control and high support and the essence of restorative justice is collaborative problem-solving. Restorative practices provide an opportunity for those who have been most affected by an incident to come together to share their feelings, describe how they were affected and develop a plan to repair the harm done or prevent a reoccurrence. The restorative approach is reintegrative, allowing the "bad" actor to make amends and shed the bad actor label. www.iirp.edu/pdf/paradigm.pdf

## Subcommittee: Workforce Development and Community Engagement/Business Practices and Procurement

**Co-chairs:** Shakenna Adams-Gormley, David Torain
**Resource People:** Ken Nelson, Patrick Johnson
**Committee Members:** Shayla Atkins, Steve Greenfield, Sharon Kauffman, Eniola Olowofoyeku, Donna Pina

**Mission:** The Workforce Development and Community Engagement/Business Practices and Procurement subcommittee acknowledges the importance of diversity and inclusion in our faculty, staff, student, community, and business populations. We seek to include and integrate individuals from various backgrounds and with varied characteristics for opportunities to work, learn, and develop our community for those that embrace the diversity of individuals and ideas of equity and social justice.

**Vision:** We are committed to improving the diversity and inclusion on Montgomery College campuses by making students feel like they belong and can identify with something or someone while on campus, and working with the community and businesses to enhance our minority and women-owned business partnerships.

Additionally, we serve as a resource for a cadre of experts to conduct collegewide training in response to equity and inclusion trends and current trends impacting our communities. Moving forward with our mission and vision, we are committed to the following objectives:

| | |
|---|---|
| **OBJECTIVE 1** | Create awareness of MC's welcoming environment for individuals and for businesses.<br><br>**Outcome:** Increased social media and marketing campaigns. Make sure all campuses have proper signage throughout. Track engagement and impressions, and widely publicize results.<br><br>**Indicators:**<br>• Increase in student participation in events around campus. Create more cultural events for students to participate in, including having school dances.<br>• Conduct surveys to track welcoming perception of MC environment. |
| **OBJECTIVE 2** | Improve and increase adult student learners' enrollment and graduation rates.<br><br>**Outcome:** Performed a study/analysis on adult student learners' enrollment, graduation rates, and recruitment.<br><br>**Indicator:** Increased adult student enrollment and graduates. |
| **OBJECTIVE 3** | Determine the viability of a minority and woman-owned business vendor program through a disparity study.<br><br>**Outcome:** Established a minority and woman-owned business vendor program.<br><br>**Indicator:** An increase in minority and woman owned contract spending over the next five years. |
| **OBJECTIVE 4** | Encourage minority participation in the Germantown incubator or other potential space located on MC property.<br><br>**Outcome:** An increase in traditionally underserved tenants.<br><br>**Indicator:** Established outreach program to women-owned and minority startups. |
| **OBJECTIVE 5** | Enhance collegewide culture relative to inclusion and acceptance with intentional, purposeful programs and activities.<br><br>**Outcomes:** Established equity training programs/workshops for students and employees. Collected data on how the programs and workshops have enhanced college life. Served as the "go-to" place for community engagement and workforce training.<br><br>**Indicator:** Members of the College participate in more programs/workshops and become more aware of their individual actions in equity and inclusion as indicated in surveys. |
| **OBJECTIVE 6** | Enhance the College bid solicitation process by requesting all interested non-minority and woman-owned firms to develop and submit a strategy that details how they would partner with minority or woman-owned businesses in the undertaking of a solicited College project.<br><br>**Outcome:** Requisite vendor strategies related to proposed minority and woman-owned business partnerships with large firms during the vendor proposal evaluation process.<br><br>**Indicator:** Increase in the participation of minority and woman-owned businesses in College contract awards as noted on annual procurement report. |

# IX. PACEI GENERAL RECOMMENDATIONS BY AREA

A. **Cultural Competency Recommendations. Building Community and Culture.** To build an academic community that is diverse, equitable, and inclusive, we will support expansion of our institutional infrastructure, including PACEI and diversity ambassadors. We also will continue to develop impactful, compelling programming that reflects a diversity of perspectives. Our programming also amplifies and intensifies our commitment to the community through an expansion of workforce development programming, virtual/remote work and learning, and online and in-person classes provided by our community engagement centers, including GED, technology, and childcare classes. In both word and deed, our College community must uphold a commitment to the equality of all persons, inclusive of race, gender, religion, sexual orientation, and life experience. We will seek to create and foster a climate in which we understand and learn from each other and realize the extraordinary benefits of a broad range of perspectives. Our goal is to enhance our collective capacity, not merely to tolerate discussion of sensitive issues, but to foster free and open debate in and outside of our classrooms and lecture halls. As a College, our paramount focus on education requires us to constantly consider how to teach our students about the world and give them the tools to understand and navigate it—whether assessing complex principles of physics or the complicated history of race in our society. PACEI will continue to make annual recommendations regarding instructional options for cultural competency and how best to prepare students to understand and navigate an increasingly complex and multicultural world. In order to foster a community that is diverse and inclusive while maintaining the promise of free and open debate, we will create additional opportunities for students, faculty, and staff to develop cultural awareness. We will work to address complaints and incidents in a consistent and supportive manner.

B. **Student Success and Retention.** Over the past several years, Montgomery College has worked intensively to increase the graduation and retention rates for all students and to close the gap in graduation rates between black and brown students and the broader student body. Six-year degree completion rates for black and brown students have increased over the past couple of years with the emphasis in tracking the 4,033 new students who entered the College in fall 2018. PACEI will continue to learn best practices from the Achieving the Dream Network and work with the Student Success Network to make recommendations that foster and create equitable and inclusive outcomes. The College has developed programs that intervene early to provide appropriate supports for our students, including the Peer2Peer program. As a result of an extensive student campaign where students designed a model which allows them to be of support to their student peers, The Peer2Peer program was developed in response to 41000 Student Success policy, section IV. Student Commitment, A.B. that states students will be champions of their own learning and champions of their peers' learning. Peers includes Peer Advocates, Peer Educators Peer Mentors, and Peer Navigators.

- Peer Advocates facilitate weekly Peer Support Groups on campus, focusing on a variety of social and academic topics to help educate their peers on strategies for success.
- Peer Educators educate on various compliance and prevention topics, including safety, awareness, and education through workshops, social media campaigns, and discussions.
- Peer Mentors provide a reliable relationship to their peers to help navigate through MC.
- Peer Navigators provide guidance, information, and support for students, newcomers, and visitors relative to MC resources, while showing their Raptor pride.

PACEI recommends strengthening and augmenting student achievement programs such as Advocacy for Latino Students (ALAS) and the Boys To Men programs.

Boys To Men fosters long-term academic success in African American and Black male students and is dedicated to the retention of African American/Black males at Montgomery College through student activism and personal accountability. BTM provides academic, career, and personal mentoring. Members also benefit from having their academic progress

monitored each semester, and individual sessions with mentors make sure the members are meeting their personal goals. BTM hosts off-campus gatherings and activities, as well as a book reading and discussion series. ALAS seeks to empower Hispanic/Latinx students with enhanced student support services, sponsorship, fundraising, networking, and development opportunities. Its intended outcomes include:

- Increased recruitment, retention, support, and matriculation of Latinx students.
- Equitable student representation in faculty and leadership to improve the student experience.
- Partner with PACEI to promote services and equity and inclusion work at MC.
- Community fostered among MC Native American, Hispanic/Latinx, African American, and international students and employees, influencing participation in Heritage Month events and Tapestry, enhancing mentor services.

C. **Broadening Multicultural Affairs.** PACEI is recommending that the College take steps to increase collaboration and coordination of multicultural affairs efforts, LGBTQ efforts, gender equity efforts, and student life organizations in order to more effectively support the many facets of diversity, intersecting identities, and community. We recommend these areas develop new programming to support and educate students, such as meet-ups for LGBTQ students of color and dialogues on the intersections of sexual orientation, gender identity, and other dimensions of self. We also recommend instituting a Student Advisory Board for multicultural affairs in fall 2022. Serving on the advisory board, students will play an integral role in the evolution of this work (montgomerycollege.edu/about-mc/equity-and-inclusion/index.html).

D. **LGBTQ Needs Assessment.** In spring 2021, the Office of Equity and Inclusion will launch an assessment of LGBTQ affairs to identify opportunities for growth and support in this area.

E. **Pathways for Employees.** Achieving excellence in Montgomery College's mission depends on the contributions of employees at all levels throughout the College. Outstanding staff critically support the efforts of our staff, faculty, and students, and we cannot achieve the fully diverse and inclusive environment we aspire to unless we deeply embed those values in the selection, retention, training, support, and advancement of our employees, from our faculty to our building maintenance employees. Our goals in this area are to create clear pathways to employment for diverse, talented individuals; to build programs that support their growth and development; and to provide compensation and benefits that allow our staff—at all levels of the organization—to thrive. Since fall 2010, underrepresented minorities among faculty and staff have increased. This increase in diversity is not yet consistent across all departments, but it is reflected at all levels. During the same period, the administrator level also increased. The College is increasingly intentional in our efforts to build new and different talent pipelines throughout the organization, with a particular focus at present on entry-level hiring and development of faculty. We recommend working closely with outreach partners to expand the College's participation in programs that help draw entry-level talent and are exploring new opportunities for hiring through extensive community outreach.

F. **Hiring Diverse Faculty.** PACEI has identified recruitment, hiring, and retention of a diverse faculty as one of our greatest challenges and among the efforts that will have the greatest, long-term impact on our students. Progress in this area will require a concerted effort across every division of the College. Search advocates, diversity ambassadors, and the Faculty Diversity Program will serve as the cornerstone of our efforts, supplemented by efforts in strategic hiring and faculty mentoring.

G. **Hiring Diverse Staff.** Recent increases in the percentage of underrepresented minorities working at Montgomery College are reflected at all levels of employment but are not yet consistent across all departments. We will work to address the challenges of opening new pathways to jobs at Montgomery College and creating more opportunities for career development, mentoring, and advancement. We will also embed search advocates in staff hiring.

H. **Professional Development.** The College also endeavors to build better professional development programs for staff seeking to advance their careers at Montgomery College. We are recommending expanding and developing cohort-based mentorship programs, and, in response to feedback received through both the Equity and Inclusion and Employee Engagement surveys, we are simplifying the College's performance review process to facilitate honest dialogue between supervisors and staff about performance strengths and areas of opportunity.

   Building on the Employee Engagement Survey results, HRSTM has rolled out a streamlined performance feedback program in 2020 and beyond into the next academic year starting with 360 feedback surveys in spring 2020. The goal is to ensure that supervisors and their staff across the College are having two direct conversations per year regarding areas of performance strength and professional development opportunities.

   All of these efforts to improve the recruitment, development, and retention of a strong staff depend on support and advice from employee groups, such as the governance councils and PACEI. PACEI has urged leadership to improve hiring and promotion practices to support increased diversity across the College. The College will continue working to advance these objectives in entry-level hiring, career development mentorships, and employee benefits reform. In some cases, we are able to build on existing programs; in others, we are strongly committed to changing old programs or constructing new ones. We also recognize that these represent only a few pieces of the total program for a distinctive professional development experience for all College staff. Among our next recommended steps:

   - Increase entry-level hiring.
   - Begin an internal Diversity Mentor Program.

I. **Providing Equitable and Inclusive Experiences for Employees.** Montgomery College values its employees, and we recognize the health and safety needs that require additional supports in order to be equitable. One example of this would be ensuring continuity of operations plans that are thoughtful, well communicated, inclusive, and responsive to unexpected situations or emergencies. Operations planning helps the College prepare to maintain mission critical operations and needs to be updated and reviewed annually.

J. **The Employee and Labor Relations** Team (ELR) within HRSTM has the primary responsibility for investigating complaints and enforcing corrective action for the College's EEO, anti-discrimination, and anti-bullying policies, among others. ELR can assist both employees and supervisors with a variety tools to navigate difficult workplace issues and concerns. ELR also works closely with each of the College's three unions on collective bargaining issues. Additionally, the ELR team delivers training on a variety of HR compliance issues and best practices. ELR expects to contribute to IDEEALS through the following indicators:

   - Number of complaints will increase through 2023 due to increased comfort of reporting.
   - Number of cases maintained a time-to-close rate at an efficient level, around 60 days.
   - Number of discrimination and bullying complaints will have decreased by 2025.

## TABLE 1. DEMOGRAPHIC GROUPS AT MONTGOMERY COLLEGE

*Note: Two sets of data to draw from include: actual number and percentages. When examining the demographic distribution at Montgomery College through the equity lens, percentages show current status of minority and underrepresented populations clearly.*

| DEMOGRAPHIC GROUP | INSTITUTION PERSONNEL* (FALL 2019) | STUDENT ENROLLMENT* (FALL 2019) | MONTGOMERY COUNTY** (JULY 2019) | INSTITUTION PERSONNEL* (%) (FALL 2019) | STUDENT ENROLLMENT* (%) (FALL 2019) | MONTGOMERY COUNTY** (%) (JULY 2019) |
|---|---|---|---|---|---|---|
| **TOTALS** | **2,947** | **21,260** | **1,050,688** | | | |
| **Women** | 1,693 | 11,399 | 542,155 | 57.5% | 53.6% | 51.6% |
| **Men** | 1,252 | 9,733 | 508,533 | 42.5% | 45.8% | 48.4% |
| **White, Non-Hispanic/ Latinx** | 1480 | 4863 | 455,999 | 50.0% | 22.9% | 43.4% |
| **African-American** | 789 | 6,405 | 209,033 | 26.8% | 30.1% | 19.9% |
| **Hispanic/ Latinx** | 273 | 6,350 | 209,087 | 9.3% | 29.9% | 19.9% |
| **Asian** | 365 | 3,086 | 163,907 | 12.4% | 14.5% | 15.6% |
| **Native Hawaiian or Other Pacific Islander** | 2 | 67 | 1,051 | 0% | 0.3% | 0.1% |
| **American Indian or Alaskan Native** | 16 | 104 | 7,355 | 0.5% | 0.5% | 0.7% |
| **Multi-racial or Other** | 22 | 383 | 35,723 | 0.7% | 1.8% | 3.4% |
| **Foreign/ Unknown** | 0 | 2 | | 0% | 0% | n/a |

* Employee information is based on 2019 fall profile.

** Student Enrollment information is based on Montgomery County Office of Legislative Oversight report data. As defined by the Montgomery County Office of Legislative Oversight: the categorizations "by race" include students who are also categorized as "foreign." The categorization reflects the true race of the students, rather than the citizenship.

*** County information source: latest U.S. Census Survey Census (Population estimates, July 1, 2019) https://www.census.gov/quickfacts/fact/table/montgomerycountymaryland/PST045219#PST045219

# X. Equity Plans

In 2000, Montgomery College created the Office of Equity and Diversity, now called the Office of Equity and Inclusion. Today the office is continuing to build the IDEEALS framework of racial equality throughout MC's campuses and training locations. Montgomery College's focus on racial equity has led to the development of an annual Student Success Score Card, which tracks student academic outcomes, separated by race and gender. MC also has launched programs specifically focused on the success of students from underrepresented minority groups, including the initiatives described in this section. Over the next five years, we will work to implement the PACEI recommendations throughout this document and seek to amplify, integrate, and measure those recommendations. In 2017, the College hired its first chief equity and inclusion officer. In the spring of 2019, the Office of Equity and Inclusion created the Student Success Network to ensure institutional policies, processes, and procedures support student success and completion for all students. In July 2019, the College hired its first chief analytics and effectiveness officer to analyze student data to identify barriers and to turn that data into actionable insights.

Our intention is for each division unit at the College to develop equity plans, beginning in 2022. For example, a student equity plan may expand existing programs in a way that broadens and strengthens their impact in terms of the number of students reached, their retention and degree completion, and their sense of belonging within the Montgomery College community. As such, our chief equity and inclusion officer will work with other college leaders, faculty, and staff to incorporate these initiatives into the ongoing work of the College. Training to develop unit equity plans will be rolled out in academic year 2020–2021. These plans may will be embedded through updates to existing plans including AMP, StAMP, etc. Updates developed in academic year 2021-2022 will begin implementation by 2022.

**Divisional Equity Efforts.** Each of our divisions has undertaken significant efforts to advance the conversations around equity and inclusion. As an educational institution, we play an important role in helping our community understand how to build bridges at challenging moments, broaden perspectives through interaction, and uphold a fundamental optimism in individuals' capacity to grow. We want every member of the Montgomery College community to know of the importance we place on diversity and inclusion, and to be given personal and professional opportunities for growth and development through evidence-based training. Our challenge is to develop a shared understanding of the kinds of comments that are and are not conducive to the College environment we seek—whether in person, in public, or in social media forums. We will adhere to our Principles for Academic Freedom and address forthrightly remarks or actions that cross into discrimination, harassment, or other forms of prohibited conduct.

**Economic Inclusion.** In the *Montgomery College 2020–2025 Strategic Plan,* we launched a major expansion of our economic inclusion program by making policy changes to increase our local hiring, purchasing, and contracting and to create more opportunities for Montgomery County's small, local, minority, and women-owned businesses.

**Student Success Network.** The Student Success Network (SSN), based on a framework from Achieving the Dream, was created to establish the conditions necessary for the transition to college, academic success, and full engagement in campus life. PACEI recommends the SSN adopt equity plans and amplify its work to the broader college community.
Our students help to shape and define the academic, cultural, and social vibrancy of our campuses. We believe that diversity—of experience, perspective, and background—is essential to the strength and excellence of our community. We expect to recruit, retain, and support our students and ensure that the intellectual and social environment at Montgomery College allows them to flourish and transfer, graduate, or fulfill their plans. We must remain attentive to the needs of our diverse student body across all identities, affiliations, and backgrounds that are underserved in higher education and unpack the student data, regularly report the progress in this space, and make adjustments to the delivery of services as needed.

**Academic Affairs.** The College's academic leadership is committed to exploring options and strategies for expanding our educational offering in the realm of cultural diversity. Such options include both credit and non-credit initiatives focusing on faculty engagement, student engagement, program enhancements, and professional development.

Faculty Engagement

- Faculty are engaged in a variety of activities that contribute to increased awareness of diversity and greater understanding of inclusiveness. Many have participated in fellowships, presented at conferences (both domestic and international), participated in panel discussions, authored books and peer reviewed articles, as well as facilitated guest speakers into their classroom and to the college community to speak on topics relating to equity and inclusiveness.
- Faculty have also engaged in exchange programs, as well as taught at overseas universities and developed courses in foreign languages.

PACEI supports continued integration into the Classroom-Program and Discipline-related Initiatives where:

- Several disciplines have included cultural competencies within their curriculum as part of their course outcomes.
- There are several courses that have multi-cultural designations and focus on diversity issues such as ethnicity, race, religion, and sexual diversity (e.g., HIST211 History of Latinos in the U.S., POLI 252 Race and Ethnicity in U.S. Politics).
- Programs such as nursing have included competencies in their curriculum relating to diversity and teaching students how cultural factors can influence nursing care, and how to respect the healthcare beliefs and practices of a diverse patient population.
- Faculty work in these areas have resulted in the development of a wide range of classroom activities to engage, increase understanding, and educate students on embracing inclusiveness.
- Students have participated in study abroad programs.
- Participated in field trips with students at museums such as the National Museum of African American History and Culture.
- Students in KORA 102 have engaged in e-pal correspondence with undergraduate students in Korea.
- The American Sign language discipline joined the ASL Honor Society.
- Viewing and discussion of documentaries relating to race, ethnicity, and gender.

Several noncredit programs focus on serving the diverse community. These programs focus on their immediate learning and career aspirations, or enabled connection to degree programs to continue their studies. Programs include Adult ESL and GED, the Hispanic Business Training Institute, the Refugee Training Program serving newly arriving immigrants through language skill development, acculturation of community norms, career development, and other skills.

Professional Development: The Office of E-Learning, Innovation and Teaching Excellence (ELITE) is dedicated to promoting diversity programs for both faculty and staff. In addition to creating and developing its own diversity programs, ELITE partners with other units and departments to form rich collaborations in diversity awareness for staff and faculty. Some of these programs include: Creating an Inclusive Classroom, creating radically inclusive course materials with Universal Design and Going Global, and Growing Global: Fostering international education and exchange at community colleges. (Taken from Academic Affairs responses report.)

**Student Affairs.** Montgomery College students regularly provided service hours to our neighbors in Montgomery County through our Service-Learning Program. Our student life service coordinators work with leaders from community-based organizations to create opportunities for volunteers.

- **SHaW.** The Student Health and Wellness Center for Success (SHaW) Center, focuses on Mental Health Wellness, Health, Human Services and Nutrition, Health and Safety Education and Physical Wellness. The goal is to identify, provide and connect students to resources that support success. Some common challenges students face are food and housing security, access to health care and mental health support, among others. Montgomery College's network of community resources that includes internal and external partnerships and relationships, help remove those obstacles to support their academic success. Nourishing the mind, body and spirit to support students mental and physical well-being, the SHaW Centers offers the following resources to support and strengthen equity and inclusion:
  - **Diversity and Inclusion Online Course.** As part of the Compliance and Prevention Educational Suite catalog, a Diversity and Inclusion online course is available. This is a 40-minute online course designed to equip students with information and skills to foster a culture of inclusion excellence.
  - **Identity-Related Trauma Workshops.** Through the Mind-Body Medicine Skills Program: One-hour workshops to support identity-related trauma. The SHaW Center for Success' advanced trainers of the Center for Mind-Body Medicine use imagery, drawings, concentrative, and expressive meditation, and other skills' exercises to support students, faculty, and staff who have experienced trauma.

- **Raptor Central.** In order to create a common student experience as outlined in the StAMP and to foster more equitable practices for students to navigate, the Response Center (phone center) and the three campus Welcome Centers merged together to create a new department called Raptor Central. Specifically, Raptor Central will maintain an in-person presence and a phone presence, but operate as one larger service, creating a common student experience and streamlining the enrollment process. As one department, services that were once only available either via phone or in person will now be available at all locations. At the same time, the Office of Enrollment Services became the "Office of Records and Registration," a name that is more identifiable to students and is adopted in the higher education community. Ultimately, Raptor Central will become the doorway to the College, and Records and Registration will function as a more process-oriented office.

  Looking at each service side by side, the new Raptor Central will continue to be responsible for the following: 1) providing general information to all students (prospective, returning, and current), 2) helping students with enrollment and intake of financial aid forms and questions, 3) providing troubleshooting with the web, 4) providing group tours, and 5) helping review and remove holds and update credit hours as needed. In addition to these aforementioned functions, Raptor Central will now support the following: 6) processing admissions applications (online and in-person), 7) fulfilling official transcript requests, 8) accepting and entering test scores into Banner, 9) accepting Permission to Enroll Forms, 10) completing Enrollment Verification Forms, and 11) collecting forms for academic appeals, tuition waiver, and graduation.

  As for Records and Registration, the focus will center on supporting current students who have inquiries that may impact their record or require approval from the registrar. Some of these processes may include registering special student populations or cohorts, processing appeals (e.g., tuition, residency, or academic in nature), graduation certification, transcript evaluation, veterans certification, complex enrollment verification, major changes, information changes, and academic standing. Faculty-based functions such as course scheduling, health science applications, course cancellations, course substitutions, On-Time Registration, and grade changes will remain in this office.
- **Student Orientation.** Starting in 2021, PACEI recommends that all new students attend a large lecture either in person or online on diversity and inclusion followed by small-group meetings for facilitated discussions of these core values and how to apply them on and off campus. At that time, OEI will collaborate with Safe Zones to revamp Safe Zone training and pilot a workshop through which first-year students participate in hour-long discussions led by Peer2Peer program students on topics such as the impact of identity and heritage on communication and social interactions.
- **Student Participation and Leadership.** Stewardship of our campus climate is a shared responsibility. Students play a central role in shaping the environment and academic experience and should be actively engaged in wrestling with the difficulties of combating harmful bias while protecting free expression. As a part of our efforts to strengthen the climate at Montgomery College, the College hopes to find new ways to empower and call upon our students—and others—to participate and play leadership roles.
- **Cultural Competency Workshops for Incoming Students.** Based on student feedback regarding cultural competency, the College will provide cultural competency workshops to incoming fall 2021 students. These workshops will be designed to deepen understandings; forge relationships across racial, ethnic, religious, and other lines; and increase the capacity of our community to engage with challenging issues in an open and constructive manner.
- **Training.** Enhanced cultural competency trainings. Based on the feedback from diverse student, faculty, and staff groups from across the College, it is clear that we need to offer—and in some cases require—additional training in diversity, inclusion, and cultural awareness. We thus recommend the continuation of the Professional Development Workgroup to undertake two key tasks: 1) To seek out and evaluate the most effective and impactful trainings available across higher education and beyond, and 2) to make recommendations for a suite of cultural competency and racial equity training modules that meet the current needs of our community. These trainings may range in focus from how to respond to harassment and discrimination, to how to create a positive and inclusive climate in a particular unit or department, or how to lead academic discussions on sensitive or provocative topics or events. Building on the Employee Engagement Survey results, HRSTM is rolling out a streamlined performance feedback program in 2020 and beyond into the next academic year starting with 360 feedback surveys in spring 2020. The goal is to ensure that supervisors and their staff across the College are having two direct conversations per year regarding areas of performance strength and professional development opportunity.
- **Training Modules.** The College has implemented new training modules to help our community better understand

the principles of diversity and inclusion and to illustrate how day-to-day interactions can help build a community of shared values. Implemented or expanded trainings will include:

- **Cultural Competency and Racial Equity Training.** Phase 1 is for embedded coaches, student assistants, peer mentors and other designated personnel. In fall 2020, all such personnel and students will commence participation in enhanced cultural competency and racial equity training with staff from the Office of Equity and Inclusion, ELITE, and/or the Office of Student Life. Topics range from how to be an effective advocate/ally to how to confront questionable behavior.
- **Unconscious Bias Training.** Unconscious bias can undermine even the most fervent commitment to a diversity and inclusion agenda. MC's Unconscious Bias Training program covers an online unconscious bias assessment tool called the implicit association test. It also offers practical research-based examples of unconscious bias in hiring and other selections and strategies for combatting unconscious bias in the search process. Search committees, departments, and College leadership are using the unconscious bias training course as part of our efforts to raise awareness, particularly in the hiring process. The course will be facilitated online or in person in consultation with the Office of Equity and Inclusion.
- **Discrimination and Harassment Prevention Training.** Unwelcome conduct based on sex, race, sexual orientation, religion, or other protected classes can violate College policies by creating an intimidating or hostile environment. In addition to being unlawful and morally reprehensible, harassment can severely undermine an institution's efforts to fulfill its objectives in the area of diversity, equity, and inclusion. This training program is available to all faculty and staff. It helps participants understand our anti-discrimination policies; explore key legal authority on harassment and discrimination in the workplace and in academic settings; and consider examples of inappropriate and unlawful conduct.
- **Public Safety Staff Training.** Public Safety personnel play a pivotal role in keeping our students safe and our campuses secure. All new Public Safety staff members receive training on issues of discrimination and harassment at the time of hire and all security staff receive annual refresher instruction.
- **Learning Catalog Courses.** Many courses offered to MC employees through the College Learning Catalog, LinkedIn Learning, address topics related to diversity and inclusion. These include classroom courses (e.g., Managing Workplace Diversity) and online offerings (e.g., Diversity on the Job and Managing Workforce Generations). In 2020, the College will launch a new learning pathway, Civility and Collegiality, and are recommending each manager with supervisory responsibility take at least two of the sessions each year.

- **The Office of Compliance, Risk, and Ethics (OCRE).** The Office of Compliance, Risk, and Ethics (OCRE) is responsible for investigating complaints of discrimination and harassment for students. Employee and Labor Relation in HRSTM addresses complaints of discrimination and harassment for employees.

  Although we will not censor or curtail an individual's freedom of expression, we encourage students, faculty, and staff to report hostile posts on social media and elsewhere to OCRE. OCRE reviews each incident; works with students or community members who bring forward their concerns; and works with relevant agencies, such as law enforcement or social media companies, when it finds illegal threats or harassment.

  - **Addressing Complaints.** College employees have the EthicsPoint confidential reporting line available for escalating concerns of any type, providing an opportunity for anonymous reports. Employees also can utilize the *Roadmap for Employees to Address Concerns* to gain guidance about the appropriate office to bring their concerns. Students can consult the Student Complaint Resolution website for guidance about assistance to address their concerns.

    The College implemented policy 39003–Protection Against Retaliation to protect employees and students from retaliation who report concerns in good faith.

    Montgomery College is committed to protecting the right of faculty and students to engage in free and vigorous debate and to create an environment that is open to the expression of views that may be provocative or uncomfortable. That openness relies on respect for others in the community. Yet we know that our community is not immune from prejudice and bigotry. Our students, particularly, have shared that they are sometimes subject to bias incidents and remarks inside and outside the classroom. Education and training cannot wholly prevent discrimination, harassment, or other forms of impermissible conduct that fall outside the bounds of academic freedom and demonstrate a fundamental disrespect for others. The College takes any complaint of such activity seriously and is working to expand the

availability of responsive channels through which to file complaints and seek action, intervention, or support.

- **Other Student Complaints and Incidents.** The College is exploring new ways to support our student community when incidents of bias occur. These acts, which include expressing hostility on the basis of perceived or actual identities, may not rise to the level of punishable activity or official misconduct, but they nonetheless affect our community and may contribute to an unwelcome or disrespectful environment for the targeted person or group and undermine the sense of community on campus.

  It is important for our students to know the avenues available to raise concerns, register complaints, and report serious incidents. In some cases, a response may include support for a targeted student, an opportunity to air grievances with the affected parties, or the pursuit of positive counter-expressions. In others—for example, when community members are threatened or hate symbols are scrawled in shared spaces—a direct and coordinated College intervention will be required. Further, a search is currently underway for a newly created position of student ombudsman.

**Advancement and Community Engagement (OACE) Support.** OACE has been at the forefront of expanding equity and inclusion. Specifically, OACE has:

- Provided enhanced consistent communication to underserved communities in Montgomery County through the strategic use of all possible media (e.g., email blasts to community contacts, monthly e-newsletter, four Facebook accounts, MCTV), promoting MC information produced by the Office of Communications, Academic Affairs, and Student Affairs, in addition to the Office of Community Engagement.
- Increased in-person community outreach, especially to those who may not see themselves as college students and in additional areas of the county (i.e., Germantown, Aspen Hill, Gaithersburg, Wheaton, Takoma Park, East County, White Oak).
- Strengthened services offered to students and prospective students at the Community Engagement Centers and Pop-up Centers (i.e., classes, workshops, advising, scholarship support, FAFSA and enrollment help, and Career Coach Assistance).
- Cultivated mutually beneficial partnerships with nonprofit, government, and business partners that have measurable outcomes for both organizations and supported the collegewide effort for Community Engaged Teaching and Learning.
- Increased the number of community members who come to the campuses through events that facilitate intercultural understanding/neutral public dialogues, campus tours for middle school students, and other events such Summer R.I.S.E. and Take Your Child to Work Day in coordination with the Office of Compliance, Risk, and Ethics.

**Increase Grant Opportunities.** OEI will support OACE in seeking additional grant opportunities, for example, through the Bringing Theory to Practice initiative at the Association of American Colleges and Universities and Achieving the Dream racial equity institutions. The purpose will be either to extend the programming or to launch new elements that advance student equity and close achievement gaps among our "at-promise" students from minority, low-income, and immigrant communities.

**Building Community and County Outreach.** Montgomery College has forged an academic community that brings together talented individuals from across the country and around the world. Diversity is a critical component of our vibrant, innovative, and open intellectual culture. It fuels, in important ways, our efforts to build a community across a broad range of views and experiences, and to engage with the societies around us.

Over the past several years, both Workforce Development and Continuing Education and the Office of Community Engagement have worked to meet the county's needs by strengthening external partnerships and collaborations; co-locating a new hospital on the grounds of the College's Germantown Campus to offer health care to county residents; running education and workforce development; and providing training for seniors and summer camp for young people. Our commitments and partnerships with organizations across the county have grown deeper as we work together to expand opportunity.

Our commitment to our county and our neighbors is part of who we are, inherent in our work from clinic co-location and partnering with the Ethiopian Community Center at the Takoma Park/Silver Spring Campus to establishing locations in both the Wheaton and Gaithersburg libraries. We have more than 3,000 employees in Montgomery County. As Montgomery County continues to struggle with racial and multigenerational inequalities and disparities in educational opportunities and economic prospects, we must do our part to help our county realize its full potential.

For the past two years, the Montgomery County community, including more than 1,300 incoming students, have had a chance to get acquainted with the history, culture, and food of their adopted country through the World of Montgomery event. The goal of this experience is to help students understand that Montgomery College is not only in Montgomery County, but is truly a partner of the larger world.

**Alumni Communities.** The Montgomery College alumni community is diverse in all senses of the word. The Office of Alumni Relations works to develop and strengthen groups that foster relationships within diverse alumni populations and among alumni and students. Each group organizes activities and programs, including providing internships, jobs, training, and mentoring for alumni and students. New groups in formation will focus on Latinx and Ethiopian alumni, and those of South Asian heritage.

**Administrative and Fiscal Services.** Future outreach efforts include:

- Human Resources and Strategic Talent Management will work to increase the advertising budget targeted at recruiting diverse faculty.
- Facilities will work to expand gender-neutral restrooms, nursing stations, and produce an updated ADA Facilities Assessment.
- Office of Information Technology will update and implement the Information Technology Assisted/ Integrative Technology Plan.

**Ongoing/General Collegewide.** This academic year, the Office of Equity and Inclusion has continued signature programming with Pizza for Your Thoughts for students; the launch of Equity Dialogues; and an annual Equity Summit, where we had themes such as *From Awareness to Action; Microaggressions; Racial Equity and Unpacking the MC Equity and Inclusion Surveys; Speak Up, Speak Out;* and *Changing Ourselves, Changing the Culture.*

**Conclusion.**

> "The passing the baton symbolizes that we are in this work for the long run." —Ramon de la Cruz, March 2019, PACEI committee member.

When one person's race concludes, another one takes the baton further down the road. For most students, Montgomery College represents hope for a better life and more opportunities. Each member of the MC community is aware that each day that we walk into our classrooms, office, building, library, board room, and/or campus, we are there because we believe that education is a force that empowers. The work getting to equitable and inclusive practices does not magically happen because we are aware or somehow enlightened. The Cycle of Change Model is a process, a methodology (page 5). It does not happen overnight; nor do we get to a place where we can wrap up our work in a pretty bow and say, "We are done here." No, this work is ongoing, continual, day by day. Prior to the completion of this Roadmap, the COVID-19 pandemic caused unexpected and unprecedented changes to normal College operations. As a direct result of the pandemic, inequities have derailed dreams, goals, and lives. Now, more than ever, we need to step up to the plate and take action. What we seek is radical inclusion. What it will take is all of us committing to using this *Roadmap for Success* as a guide. This guide will help our Montgomery College community get further down that road toward equitable outcomes and radical inclusion, and the implementation of the objectives herein will help move us further towards being among the most equitable and inclusive community colleges in the United States. In this new era, the Roadmap is not just a guide but a testament to what the MC community is capable of accomplishing.

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**Social Justice Model:**

The concept of ableism is central to social justice. Implicit in the ableist perspective is the belief that disability is a negative status. However, rather than attempting to "fix" people with disabilities so that they will "fit" into an ableist society, advocates address the oppressive culture. Employs concepts such as social justice, liberation, and oppression to analyze, evaluate, and transform systems of social behavior, discriminatory institutional structures, and cultural practices (M. Adams, Bell, & Griffin, 2007). The focus is on ableism—the oppression of people with disabilities. Postulates: (a) Focus on privilege and oppression. (b) Emphasis on diversity and intersectionality of experiences, roles, and identities. (c) Goal of educating both individuals with disabilities and those who are not disabled about the existence of disability oppression. Practitioners can use the concept of ableism to analyze and assess their campus environment and departmental policies. Rather than locating the problem within the individual with a disability, practitioners can use the social justice model to change oppressive components of the broader culture, including ideas (e.g., beauty, independence, normality), policies (e.g., laws), and attitudes (e.g., paternalism, pity, sympathy).

Evans, Nancy J. Disability in Higher Education (p. 90). Wiley. Kindle Edition.

**Disability Justice Model:**

Disability is a political experience of oppression, understandable only in interaction with experiences of other social identities (e.g., socioeconomic status, race, gender, sexual orientation). Disability justice advocates argue that disability is a political experience of oppression that can be understood only in the context of multi-issue commitment to social justice. They argue that access is a baseline, but the goal is transforming society to function for all people and value interdependence. Disability must be addressed alongside other forms of oppression on campus, including racism, sexism, and other efforts to create more inclusive campuses. All members of the campus should recognize, value, and support interdependent, rather than independent, relationships. Accessibility should be considered a minimal standard, and what is being made accessible must function for all community members. Evans, Nancy J. Disability in Higher Education (p. 90). Wiley. Kindle Edition.

https://www.ohio.edu/accessibility/reports

Department Self-Assessment for Inclusion and Accessibility (Word doc)

https://www.ohio.edu/sites/default/files/sites/accessibility/files/2015-2016TeamsCharges.pdf

**Montgomery College has forged an academic community that brings together talented individuals from across the country and around the world. Diversity is a critical component of our vibrant, innovative, and open intellectual culture. It fuels, in important ways, our efforts to build a community across a broad range of views and experiences, and to engage with the societies around us.**

# XII. Contributors: 2017–2019

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# XIII. Appendix A

## PRESIDENT'S ADVISORY COMMITTEE ON EQUITY AND INCLUSION RECOMMENDATIONS

This section outlines PACEI recommendations delivered to SALT in June 2018 and June 2019 in response to the 2017 and 2018 Equity and Inclusion surveys that were conducted. The disposition of the recommended action items are in the following charts.

### JUNE 2018 · STUDENT EXPERIENCE AND COLLEGE CULTURE

| ACTION ITEMS | RESOURCE PERSONS NEEDED | RESPONSIBLE SVP AREA | INTENDED OUTCOMES | ALIGNMENT | COMPLETED OR DATE TO BE COMPLETED |
|---|---|---|---|---|---|
| Modify Curriculum Change Form to add language about needing a new transcript evaluation. | Enrollment Management/ Registrar | Student Affairs | If student changes major, it triggers a transcript re-evaluation. | StAMP, completion transcript evaluation, Initiative one: Onboarding | In progress – due 2020 |
| Blackboard access for all: Credit/ noncredit instructional faculty upon hire at all campuses. | ELITE | Academic Affairs | Broader access and inclusivity | StAMP - Retention | Completed |
| Added resource tab on all Blackboard pages. | ELITE | Academic Affairs | Embedded classroom and College support | StAMP<br>AMP | Completed |
| Plan to include student disability as a part of diversity at MC from a social justice perspective. | Collegewide | SALT | Create a more diverse, equitable, and inclusive environment | StAMP<br>AMP<br>Middle States | Completed |
| Appropriate signage or notification when out of the office. | Collegewide | SALT | Consistent and effective communication | StAMP<br>AMP<br>Middle States | Completed |
| Class cancellation substitutions. | Identify presenters and topics | Academic Affairs<br>Student Affairs | Greater exposure to range of support and educational resources. Expanding on social justice initiatives | Middle States<br>AMP-classroom support | In progress |
| Sustain and expand Bystander Intervention Training into classroom instruction and extracurricular activities. | Campus coordinators to schedule trainings | Student Affairs | Increase student awareness of pro-social bystander behaviors to safely intervene in discriminatory situations | StAMP - VAWA, MHEC Climate Survey Report on Sexual Violence | 2020 and ongoing |

## JUNE 2018 · BUSINESS PRACTICES AND PROCUREMENT

| ACTION ITEMS | RESOURCE PERSONS NEEDED | RESPONSIBLE SVP AREA | INTENDED OUTCOMES | ALIGNMENT | COMPLETED OR DATE TO BE COMPLETED |
|---|---|---|---|---|---|
| When utilizing other agency contracts (PTOAs) to procure goods and services for the College, use such contracts that are awarded to female- owned, disabled, and minority vendors, where available. | Director of Procurement | Administrative and Fiscal Services | Increased contract spending to female-owned, disabled, a nd minority vendors. | AFS Master Plan | Annual increases to be measured at the fiscal year close |
| When applicable procurement opportunities become available, utilize the Montgomery County minority vendor program database (MFD) to identify and reach out to qualified female-owned, disabled, and minority vendors for proposals and pricing. | Director of Procurement | Administrative and Fiscal Services | Increased contract spending to female-owned, disabled, and minority vendors. | AFS Master Plan | Review annually |
| When issuing construction/ renovation solicitations, include a meet and greet component. During the bid process, the College will arrange a meeting to introduce prime contractors to minority businesses. The purpose of the meeting is to establish partnerships between prime contractors and female-owned, disabled, and minority businesses when responding to solicitation opportunities. | Director of Procurement | Administrative and Fiscal Services | Increased contract spending to female-owned, disabled, and minority vendors. | AFS Master Plan | 2020 |
| Determine the need and feasibility of a female- owned, disabled, and minority vendor program at the College. | Additional FTEs to implement and manage program | Administrative and Fiscal Services | Increased contract spending to female-owned, disabled, and minority vendors. | AFS Master Plan | 2021 |

## JUNE 2018 · FACULTY, TEACHING, AND CURRICULUM

| ACTION ITEMS | RESOURCE PERSONS NEEDED | RESPONSIBLE SVP AREA | INTENDED OUTCOMES | ALIGNMENT | COMPLETED OR DATE TO BE COMPLETED |
|---|---|---|---|---|---|
| Publish an E&I Fact Sheet and highlight E&I classes offered through ELITE for circulation to deans and department chairs to raise awareness about equity and inclusion. | ELITE<br>CEIO | Academic Affairs<br>OEI | The goal is to:<br>1. Raise awareness about issues of equity and inclusion in the classroom and how students are affected by non-equitable and non-inclusive practices.<br>2. Encourage faculty to learn more about best practices in equity and inclusion in the classroom.<br>Develop training/workshops for faculty to implement those best practices. | All of our recommendations align with the StAMP, AMP, and Middle States priorities of student success, retention, and social justice. | 2021 |
| Work with the Part-Time Faculty Institute to be included in the Part-Time Faculty Conference (for a panel discussion or a workshop presentation). | Director of PTF Institute<br>CEIO | Academic Affairs | Raise awareness of equity and inclusion issues in the classroom and how students are affected by non-equitable and non-inclusive practices. | All of our recommendations align with the StAMP, AMP, and Middle States priorities of student success, retention, and social justice. | 2021 and ongoing |
| Hold a Poster Session before and after the Spring Closing Meeting to include instructional and counseling faculty. | PACEI | OEI | Encourage faculty to learn more about best practices in equity and inclusion in the classroom. | All of our recommendations align with the StAMP, AMP, and Middle States priorities of student success, retention, and social justice. | Completed |
| Send out a collegewide call to identify faculty who are already implementing best practices in the area of equity and inclusion and recruit them to be "ambassadors" by speaking on panels, facilitating workshops, etc. | Equity Summit and Equity Dialogue committees<br>CEIO | Academic Affairs<br>OEI | Develop training/workshops for faculty to implement those best practices. | All of our recommendations align with the StAMP, AMP, and Middle States priorities of student success, retention, and social justice. | In progress 2019–2025 |
| Update and add to existing resources on the ELITE webpage dedicated to Equity and Inclusion resources. | ELITE<br>CEIO | Academic Affairs<br>OEI | Information sharing. | All of our recommendations align with the StAMP, AMP, and Middle States priorities of student success, retention, and social justice. | 2020 |

## JUNE 2018 · HUMAN RESOURCES/RECRUITING, HIRING, RETENTION, PLANNING SUCCESSION

| ACTION ITEMS | RESOURCE PERSONS NEEDED | RESPONSIBLE SVP AREA | INTENDED OUTCOMES | ALIGNMENT | COMPLETED OR DATE TO BE COMPLETED |
|---|---|---|---|---|---|
| Broaden recruiting outreach to diverse communities including: Hispanic, Black, Asian, and people with disabilities. Advertise positions with targeted publications, post in relevant social media groups, attend relevant events/conferences with current employee "ambassadors." Address capacity to ensure this gets done. | Chief Human Resources Officer and additional minority-focused staff recruiter | Administrative and Fiscal Services | Measurable improvement in applications and hiring from under-represented groups. | 2018 Middle States Self-Study Report, MC Diversity Plan for FY2014–2020, "The President's April 2015 Report to the Board of Trustees, Achieving the College's Bold Next Steps." | 2020–2022 |
| Consult with General Counsel and Office of Employee and Labor Relations to set specific thresholds for applicants from the most severely under-represented minorities (i.e., Hispanic and Black, possibly Asian) before searches can go forward. | Chief Human Resources Officer<br>General Counsel | Administrative and Fiscal Services and hiring managers from all divisions | Measurable improvement in applications and hiring from under-represented groups. | MC Diversity Plan for FY2014-2020, "The President's April 2015 Report to the Board of Trustees, Promise: Montgomery College's Bold Next Steps." | 2021 and ongoing |
| Comply with MC Diversity Plan commitment to have "at least one-third of search committee members representative of the College's diversity." -Set specific thresholds. | Chief Human Resources Officer<br>CEIO | Administrative and Fiscal Services and hiring managers from all Divisions | Measurable improvement in applications and hiring from under-represented groups. | MC Diversity Plan for FY2014–2020 | 2021 and ongoing |
| Select current employee "diversity ambassadors" to suggest venues, share information about MC, and accompany HRSTM staffers at conferences or recruiting events for under-represented minority groups. | Chief Human Resources Officer, selected faculty and staff members<br>CEIO | Administrative and Fiscal Services<br>OEI | Measurable improvement in applications and hiring from under-represented groups. | 2018 Middle States Self-Study Report, MC Diversity Plan for FY2014-2020, "The President's April 2015 Report to the Board of Trustees, Achieving the Promise: Montgomery College's Bold Next Steps." | 2021 and ongoing |
| Create standard "evergreen" applicant pools that will notify prospective employees when relevant positions become available. Widely share the steps (at conferences, events, etc.) for joining these pools. | Chief Human Resources Officer | Administrative and Fiscal Services | Measurable improvement in applications, hiring, and retention of under-represented groups. | MC Diversity Plan for FY2014-2020, MHEC, Accountability: Education Article, §§11-304 -11-307 | 2020 and ongoing |
| Report and publish yearly job search applicant pool disaggregated ethnicity numbers. | Chief Human Resources Officer | Administrative and Fiscal Services | Measurable improvement in applications, hiring, and retention of under-represented groups. | MC Diversity Plan for FY2014-2020, MHEC, Accountability: Education Article, §§11-304 -11-308 | 2020 and ongoing |
| Inform new hires, and email current employees yearly the contacts for human resource issues (HRSTM internal consultant staff, ombuds, EthicsPoint, union grievance person, chair/dean). | HRSTM | Administrative and Fiscal Services | Decrease dissatisfaction and/or perceptions of inequity or disparate treatment. | MC Diversity Plan for FY2014-2020<br>Equity Survey | 2020 and ongoing |

## JUNE 2018 · HUMAN RESOURCES/RECRUITING, HIRING, RETENTION, PLANNING SUCCESSION

| ACTION ITEMS | RESOURCE PERSONS NEEDED | RESPONSIBLE SVP AREA | INTENDED OUTCOMES | ALIGNMENT | COMPLETED OR DATE TO BE COMPLETED |
|---|---|---|---|---|---|
| Add a standard screening question to all searches regarding cultural competency and ability to work with diverse communities. Strongly recommend that a similar interview question be included in all searches. | Chief Human Resource Officer<br>CEIO | Administrative and Fiscal Services<br>OEI and hiring managers from all divisions | Incorporate a focus on cultural competency among all search committees and hiring managers and raise awareness of the importance of diversity with all prospective/new hires. | 2018 Middle States Self-Study Report, MC Diversity Plan for FY2014–2020, "The President's April 2015 Report to the Board of Trustees, Achieving the Promise: Montgomery College's Bold Next Steps." | 2020 and ongoing |

## JUNE 2018 · NATIONWIDE PEER INSTITUTION BEST PRACTICES/ASSESSMENT AND EVALUATION/RESOURCES

| ACTION ITEMS | RESOURCE PERSONS NEEDED | RESPONSIBLE SVP AREA | INTENDED OUTCOMES | ALIGNMENT | COMPLETED OR DATE TO BE COMPLETED |
|---|---|---|---|---|---|
| Phase 1. Create a communication plan for employees and a communication plan for students to disseminate centralized and critical information regarding discrimination, abuse, and bias concern reporting and concern resolution resources. Identify best practices from peer institutions for reporting discrimination and abuse complaints. These communication plans could consider the most effective ways to be accessible to a broad spectrum of employees and students (including considering more than one language format, varied communication methods, ways to reach shift workers and evening/weekend students, and students and employees with disabilities). An existing resource for employees is the new "Reporting Concerns Roadmap for Employees" currently in development through the Compliance, Risk, and Ethics Office. An existing resource for students is the new "Student Complaint Resolution webpage (http://cms.montgomerycollege.edu/edu/depart ment.aspx-?id=95349).<br>Phase 2. Implement communications plans and publicize Roadmaps collegewide. | Office of Compliance, Risk, and Ethics<br>HRSTM<br>Student Affairs<br>Creative Services<br>Information Technology<br>OEI | Administrative and Fiscal Services<br>Office of the President<br>Compliance, Risk, and Ethics<br>Student Affairs<br>Advancement and Community Engagement | Employee Outcomes:<br>1. Employees would become more knowledgeable regarding the appropriate ways to address discrimination, abuse, and other concerns. This could be assessed through employee survey responses over time by obtaining baseline and comparative data from employee surveys, such as whether employees know how to report discrimination concerns.<br>2. Different employee demographic groups will have accessibility to the information, such as availability of information in another language and medium format. This could be assessed by departmental self-report.<br>Student Outcomes:<br>1. Students would become more aware of resources related to addressing various concerns, such as discrimination, sexual misconduct, and other concerns. Information could be available during critical points of the student life cycle at the College, such as at orientation and during academic advising.<br>2. Different student demographic groups will have accessibility to the information, such as availability of information in another language and medium format. This could be assessed by departmental self-report. | Student component aligns with the Student Affairs Master Plan: Initiatives *3: Orientation for First-Year Students and 5: Mentoring and Retention;* Academic Master Plan: Division Goal *D - Engage;* Middle States Compliance Report: *"Institutional Records of Student Complaints"*<br>Employee component aligns with the Common Employee Experience: *Provide a Positive, Healthy Workspace and Environment* | Phase 1 Completed<br>Phase 2 Ongoing through 2023 |

## JUNE 2018 · NATIONWIDE PEER INSTITUTION BEST PRACTICES/ASSESSMENT AND EVALUATION/RESOURCES

| ACTION ITEMS | RESOURCE PERSONS NEEDED | RESPONSIBLE SVP AREA | INTENDED OUTCOMES | ALIGNMENT | COMPLETED OR DATE TO BE COMPLETED |
|---|---|---|---|---|---|
| The Title IX Office and the Office of Facilities will be asked to coordinate an inventory of MC facilities regarding accessibility, in partnership with all stakeholders. Implementation may be conducted by College personnel or by an external vendor. Accessibility focus should include: people with different abilities (e.g., mobility, hearing or visual issues); non-English speakers; people not literate in English/English language learners; those with needs for quiet, calm spaces; people requesting gender-neutral/family spaces (restrooms, dressing rooms, gym and theater changing areas). | Title IX Office<br>Office of Facilities (long-term planning)<br>Office of Procurement<br>Student Affairs | Administrative and Fiscal Services<br>Student Affairs | 1. There will be an institutional department responsible to create a facility inventory on accessibility elements.<br>a. Assessment for this outcome:<br>i. Measurement benchmark: a department is assigned. Stakeholders are identified. Scope of project is defined.<br>ii. Measurement tool: a memo from CEIO. Project plan is communicated.<br>iii. Measurement timeline: June 2018<br>2. The inventory will be reviewed and updated periodically for relevancy with emerging accessibility issues as federal compliance, culture and society evolve.<br>a. Assessment for this outcome:<br>i. Measurement benchmark: a review schedule and responsibilities list is developed and implemented. Best practices and emerging accessibility issues and trends are documented, reviewed, and discussed for relevancy in MC community.<br>ii. Measurement tool: the inventory (reviewed, updated)<br>iii. Measurement timeline: review schedule TBD<br>3. The inventory will be available to the college community (including students) in multiple formats, languages, venues, and platforms.<br>4. The inventory will be used by other departments for their planning, including facility planning, and capital planning.<br>5. MC students will find MC a welcome and safe place to advance their academic pursuit. | Middle States Social Justice Values<br>Common Employee Experience<br>Facilities Master Plan<br>CEIO Survey results<br>Common Student Experiences (2,4,6) | 2020–2025 |

## JUNE 2018 · REPORTS AND COMMUNICATIONS

| ACTION ITEMS | RESOURCE PERSONS NEEDED | RESPONSIBLE SVP AREA | INTENDED OUTCOMES | ALIGNMENT | COMPLETED OR DATE TO BE COMPLETED |
|---|---|---|---|---|---|
| Reduce DFW rate of students in top 20 enrolled courses by a detailed analysis of data followed by targeted programs: A) Breakdown of student data over past 5 years by gender, ethnicity, and race. B) Same data, breakdown by students who have taken =< 15 credits, =< 30 credits, =< 45 credits, and =< 60 credits. | Office of Institutional Research and Effectiveness (OIRE) | Academic Affairs<br>Student Affairs | Identification of underserved students by programs and courses to build effective strategies. | MC 2020<br>Academic Master Plan (AMP)<br>Middle States Self Study<br>Student Affairs Master Plan (StAMP) | Measure in 2020 ongoing |
| Multiple languages included in MC webpages and MC brochures (links to other languages), similar to MCPS website. WDCE to be included. | Office of Communications<br>HRSTM<br>Translation Services | Advancement and Community Engagement<br>Administrative and Fiscal Services (IT/HRSTM), Language Advisory Group | Access larger audience in their native language. | MC 2020<br>Academic Master Plan (AMP)<br>Middle States Self Study<br>Student Affairs Master Plan (StAMP) | Completed |
| MC Faculty and Staff are not fully aware of the many benefits/resources that MC offers for their development in many areas. Hence, generate a comprehensive benefits/resources brochure and have it translated into the required languages. | Office of Communications<br>HRSTM<br>Translation Services | Office of Communications<br>Administrative and Fiscal Services (IT/HRSTM), Language Advisory Group | Measurement tool: the inventory (reviewed, updated) | MC 2020<br>Academic Master Plan (AMP)<br>Middle States Self Study | First draft of brochure is complete. Final approval and printing by 2021 |
| Coordinate all pertinent benefits and policy information to and from Part-Time Faculty Institute. | Director of Part-Time Faculty Institute | Academic Affairs | Part-time faculty are a valuable resource to MC and need to be aware of MC's benefits/resources. | MC 2020<br>Academic Master Plan (AMP)<br>Middle States Self Study | Completed |

## JUNE 2018 · TRAINING, DIALOGUE, EVENTS, AND CELEBRATIONS

| ACTION ITEMS | RESOURCE PERSONS NEEDED | RESPONSIBLE SVP AREA | INTENDED OUTCOMES | ALIGNMENT | COMPLETED OR DATE TO BE COMPLETED |
|---|---|---|---|---|---|
| Ask director of Part-time Faculty Institute Institute to dedicate a block of breakout sessions on Passport Day for Student Success for equity and inclusion workshops. Ask ELITE for recommendations for workshops and facilitators. | Director of PTF Institute<br>ELITE<br>HRSTM<br>Office of Equity and Inclusion | Academic Affairs | To ensure equitable professional development and inclusion of part-time faculty to be able to attend existing equity and inclusion trainings because they are scheduled at a time that allows part-time faculty to attend them AMP Article F3, G1; Employee Engagement Survey, Five Expectations for a Common Employee Experience (4,5). | Phase 1 Planning by June 2018 for FY19 PT Faculty Passport Day | Completed 2018 and periodically throughout 2020-2025 |
| Post Code of Civility on digital screens collegewide. | CEIO<br>Marketing | Advancement and Community Engagement | Promote a culture of civility collegewide. | AMP<br>StAMP | Completed 2018–2019 |
| Present Check Your Bias Mobile Tour. | CEIO | Office of the President<br>OEI | Increase personal and community awareness of bias. | Middle States social justice theme<br>StAMP | 2021–2022, as budget permits |
| Include E&I speaker during opening meetings. | Chief of Staff<br>CEIO | Office of the President | To lead the dialogue on equity and inclusion issues. | Middle States social justice theme<br>AMP B1 | Completed |
| Require at least one department meeting be dedicated to equity and inclusion issues annually. | ELITE<br>VPP offices on each campus<br>Dean's Offices | Office of the President<br>Student Affairs<br>Academic Affairs<br>Advancement and Community Engagement<br>Administrative and Fiscal Services | To increase employees personal and professional competence in equity and inclusion issues. | Five Expectations for a Common Employee Experience<br>Middle States | Started in 2018 and is ongoing through 2025, ELITE can develop an optional presenter or workshop list for department meetings that meets college criteria. |
| Annually schedule two to four collegewide speaker series events (one event live on each campus and virtual event for others) and dialogue forums with follow-up led by our Council Leadership. | ELITE<br>HRSTM<br>CEIO<br>PACEI | Academic Affairs<br>ELITE<br>Campus planners, presenters and students, dialogue leaders (from leadership team)<br>SALT | To lead the dialogue on equity and inclusion issues. | Five Expectations for a Common Employee Experience<br>Middle States<br>AMP<br>StAMP | Started in 2019 and is ongoing through 2025 |
| Record welcome video with equity and inclusion focus by Dr. Pollard, to be used at new student and employee orientations and/or at opening meeting. | CEIO<br>MCTV<br>Marketing | Office of the President<br>Advancement and Community Engagement | To lead the dialogue on equity and inclusion issues. | Five Expectations for a Common Employee Experience<br>Middle States<br>AMP<br>StAMP | Completed 2018–19 |

## JUNE 2018 · TRAINING, DIALOGUE, EVENTS, AND CELEBRATIONS

| ACTION ITEMS | RESOURCE PERSONS NEEDED | RESPONSIBLE SVP AREA | INTENDED OUTCOMES | ALIGNMENT | COMPLETED OR DATE TO BE COMPLETED |
|---|---|---|---|---|---|
| Celebrations: Create an award for excellence in equity and inclusion issues (requires criteria). Add Excellence in Equity award to Policy and Procedure. | CEIO | OEI<br>Office of the President | To celebrate and recognize positive E&I contributions of College employees and students. | Social Justice Theme/Middle States, Recognition (Employee Engagement Survey), Monetary Award | Completed in 2019 and ongoing |

## JUNE 2018 · WORKFORCE DEVELOPMENT AND COMMUNITY ENGAGEMENT

| ACTION ITEMS | RESOURCE PERSONS NEEDED | RESPONSIBLE SVP AREA | INTENDED OUTCOMES | ALIGNMENT | COMPLETED OR DATE TO BE COMPLETED |
|---|---|---|---|---|---|
| Staff Mentorship - leverage WDCE business relationships to create opportunities for MC staff and faculty to be mentored by members of the community. | HRSTM<br>WDCE<br>Professional Development Taskforce, etc. | Academic Affairs<br>Administrative and Fiscal Services | Outline logistics and coordination roles and responsibilities; provide mentor and mentee training; identify partners to mentor staff and match staff with mentors; evaluate program. | MC 2025 Goal V<br>Common Employee Experience | 2020–2025 |
| #YouAreWelcomeHere social media and marketing campaign (i.e., banner signage on all campuses); increased paid promotion and visibility on campus and social media; and track engagement and impressions. | Student Affairs | Student Affairs<br>Advancement and Community Engagement | Make students feel welcome through a national marketing and social media campaign. | MC 2025 Goal IV | Completed 2018–2019 |

# PACEI LEADERSHIP TEAM RECOMMENDATIONS

1. Extend President's Advisory Committee on Equity and Inclusion assignment. Equity and Inclusion work is perpetual and faces systemic, historically documented challenges requiring that we create the space and time for people to continue an important dialogue to overcome.
2. Expand OEI and request annual budget to meet approved subcommittee recommendations.
3. Based on the Middle States Self-Study Report, we recommend creating a new subcommittee: Disability Inclusion. The purpose of the subcommittee will be to re-frame disability from a medical model to a social justice model, and integrate the social model of disability into the operating plan for the Office of Equity and Inclusion.
4. Develop and implement MCTV series on equity and inclusion.

# PACEI COMMITTEE RECOMMENDATIONS

**JUNE 2019 · STUDENT EXPERIENCE AND COLLEGE CULTURE**

| ACTION ITEMS | RESOURCE PERSONS NEEDED | RESPONSIBLE SVP AREA | INTENDED OUTCOMES | ALIGNMENT | COMPLETED OR DATE TO BE COMPLETED |
|---|---|---|---|---|---|
| Modify employee and student databases to allow for insertion of preferred name. | Office of Information Technology<br>Office of Communications | Administrative and Fiscal Services | This is a respectful gesture on the part of the College. The intended outcomes are staff and students who are appreciated, respected, and acknowledged by use of their preferred name. | MC 2025 Goal I, IV | Completed |
| Review the identification card policy, procedures, practice, training, and fee structure for WDCE students. | WDCE<br>Chief Business/ Chief Financial Strategy Officer | Academic Affairs<br>Administrative and Fiscal Services | The intended outcome is to create equity and a clear line of communication with regard to identification card cost rationale for WDCE students. WDCE students are subject to an identification card fee that seemingly credit students do not have to pay. The policy is unclear and the reason for the varying range of the fee is unclear. The accounting practices associated with this fee needs to be clear and transparent. | MC 2025 Goal I | In progress by 2021 |

## JUNE 2019 · STUDENT EXPERIENCE AND COLLEGE CULTURE

| ACTION ITEMS | RESOURCE PERSONS NEEDED | RESPONSIBLE SVP AREA | INTENDED OUTCOMES | ALIGNMENT | COMPLETED OR DATE TO BE COMPLETED |
|---|---|---|---|---|---|
| Celebrate "graduation champions" | College Registrars<br>MCTV<br>Office of Special Events | Student Affairs<br>Advancement and Community Engagement | The intended outcome is to acknowledge the support and encouragement provided to students as they progressed through the process of learning and earning credentials. An outcome would be an increase in the number of MC employees—faculty, staff, and administrators who attend commencement and celebrate our students. Creating an opportunity for graduating students to invite their graduation champion(s) to commencement will likely lead to increased MC employee attendance.<br>Each identified graduation champion would be invited to attend commencement by students. An identifier (a button) that says "I am an MC GC" could be ordered/worn by selected graduation champions. MCTV would be asked to interview select graduates who speak to the efforts their graduation champion expended on behalf of the student. A select few of these interviews would be played as a part of the pre-commencement video displays. | MC 2025 Goal V | 2021 and ongoing |
| Montgomery College Day of Service | Deans in Student Affairs<br>CEIO<br>Chief Human Resources Officer | Administrative and Fiscal Services<br>Office of the President<br>Advancement and Community Engagement<br>Student Affairs | Intended outcome is to express gratitude to Montgomery County citizens for support of MC. Additional intended outcome is to build and enhance cross departmental/division interactions. | | 2021 and ongoing |

## JUNE 2019 · FACULTY, TEACHING, AND CURRICULUM

| ACTION ITEMS | RESOURCE PERSONS NEEDED | RESPONSIBLE SVP AREA | INTENDED OUTCOMES | ALIGNMENT | COMPLETED OR DATE TO BE COMPLETED |
|---|---|---|---|---|---|
| Add a question to student course evaluations to reflect faculty's attention to diversity. The new question will be: Instructor acknowledges and respects student diversity. | Academic Affairs<br>Student Affairs | Academic Affairs | Implement inclusive teaching environments that demonstrate respect for diversity, equity, and inclusion. | MC 2025<br>Goal II | 2022 |
| Include a bullet point on Faculty Evaluation Form A for full-time faculty to reflect on inclusive and equitable teaching practices.<br>Include a line on the part-time faculty Classroom Observation Form: "The instructor acknowledges and respects diversity."<br>Strategies for a faculty member to demonstrate this include: Showing sensitivity to students whose first language is not English, using students' names, using teaching materials that represent diverse perspectives/opinions/ authors, ensuring that all classroom materials and technology used are accessible, implementing best practices of culturally responsive teaching. | Academic Affairs<br>Student Affairs | Academic Affairs | Implement inclusive teaching environments that demonstrate respect for diversity, equity, and inclusion. | MC 2025<br>Goal II | 2022 |
| Include a "strength in diversity" statement on the collegewide syllabus template. It reads as follows:<br>"Respect for Diversity: It is our intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: religion, gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements." (Adapted from the University of Iowa School of Education). | Academic Affairs<br>Student Affairs | Academic Affairs | Implement inclusive teaching environments that demonstrate respect for diversity, equity, and inclusion. | MC 2025<br>Goal II | 2022 |

## JUNE 2019 · HUMAN RESOURCES/RECRUITING, HIRING, RETENTION, SUCCESSION PLANNING

| ACTION ITEMS | RESOURCE PERSONS NEEDED | RESPONSIBLE SVP AREA | INTENDED OUTCOMES | ALIGNMENT | COMPLETED OR DATE TO BE COMPLETED |
|---|---|---|---|---|---|
| Broaden recruiting outreach to minority communities particularly Hispanic, African-American, Asian, and people with disabilities. Advertise positions with targeted publications, post in relevant social media groups, attend relevant events/conferences with diverse employee "ambassadors." Better coordinate outreach activities with workforce planning/needs and consider translating advertisement text. | HRSTM, academic deans | Academic Affairs<br>Administrative and Fiscal Services | Interact with/gather contact information from potential candidates at suitable conferences and venues, and develop a mechanism to track the potential candidates gathered by outreach venue or academic area in order to assess impact. | MC 2025 Goal IV, V | 2021 and ongoing |
| Update and improve training for search committees to include:<br>1. sharing the pie charts of student vs. employee demographics.<br>2. information on the importance of employee diversity for insight into the needs of our diverse students and for providing students role models and mentors.<br>3. content on avoiding unconscious bias in searches.<br>Provide additional training on these topics for search committee chairs and hiring managers. | HRSTM, all hiring managers | Administrative and Fiscal Services | Increased hiring of highly qualified employees who more closely reflect the diversity of our student body. | MC 2025 Goal II, IV, V | 2019 and ongoing |
| Have SALT help us hold ourselves accountable by setting specific thresholds for applicants from the most severely under-represented minorities (i.e., Hispanic and African American, possibly Asian) before searches can go forward. | SALT | Office of the President | Applicant pools will continue to provide appropriate numbers of qualified candidates from under-represented groups (pools are currently 73% non- white). | MC 2025 Goal V<br>2013 Diversity Plan | TBD |
| Update and utilize the Minority Faculty Internship Policy P&P #32201 to allow departments to provide a temporary teaching position to less-experienced prospects or current graduate students from traditionally under-represented minority groups or those with disabilities. | HRSTM, academic deans | Academic Affairs | Provide teaching experiences at MC and enhance the pipeline for potential future employees from under-represented groups; provide MC students with diverse and culturally competent instructors. | MC 2025 Goal II, IV, V | Ongoing |
| Incorporate diverse voices and tap into their connections in their own professional and ethnic communities by selecting current employee "diversity ambassadors" who could collaborate with HRSTM to suggest venues, conferences, or recruiting events for under-represented minority groups and recruit and share information there about MC. | HRSTM, deans and directors | Administrative and Fiscal Services<br>Academic Affairs | Applicant pools will continue to provide appropriate numbers of qualified candidates from under-represented groups (pools are currently 73% non-white). Outreach to traditionally under-represented communities will be enhanced. | MC 2025 Goal II, IV, V | 2020 and ongoing |

## JUNE 2019 · HUMAN RESOURCES/RECRUITING, HIRING, RETENTION, SUCCESSION PLANNING

| ACTION ITEMS | RESOURCE PERSONS NEEDED | RESPONSIBLE SVP AREA | INTENDED OUTCOMES | ALIGNMENT | COMPLETED OR DATE TO BE COMPLETED |
|---|---|---|---|---|---|
| Hold ourselves accountable for having minority voices at the table when hiring by ensuring search committees include the diversity ambassadors or have members that mirror our student demographics. | HRSTM, deans and directors | Administrative and Fiscal Services | Increased hiring of highly qualified employees who more closely reflect the diversity of our student body. | MC 2025 Goal V, 2013 Diversity Plan (which called for "at least one-third of search committee members" to be representative of the College's diversity) | 2020 and ongoing |
| Explore mechanisms to create standard "evergreen" applicant pools that will notify prospective employees when relevant positions become available. Widely share the steps (at conferences, events, etc.) for joining these pools. | HRSTM | Administrative and Fiscal Services | Applicant pools will continue to provide appropriate numbers of qualified candidates from under-represented groups (pools are currently 73% non- white). Outreach to traditionally under-represented communities will be enhanced. | MC 2025 Goal IV, V | TBD |
| Add a screening question that requires all outside applicants for job searches to affirm a commitment to student success, equity and inclusion. | HRSTM | Administrative and Fiscal Services | Indicate to all applicants and search- committee members that the ability to serve our diverse students is an essential and important part of our job here at MC. | MC 2025 Goal II, V | Completed |
| Have all search committees select interview questions (from the list developed by the PACEI) regarding cultural competency and the ability to work with diverse communities and add an additional question that asks the candidate to discuss his or her commitment to student success, equity, and inclusion, with specific examples. Include these competencies as required job qualifications on all searches. | HRSTM<br>Hiring Managers | Administrative and Fiscal Services<br>SALT | Indicate to all applicants and search- committee members that the ability to serve our diverse students is an essential and important part of our job here at MC. | MC 2025 Goal II, V | 2021–2025 |
| Investigate: avenues for internal candidates to cross-train, move to other areas, or progress in a career path. Formerly CPOD Career Development Pathway provided guidance on this, but no longer available. Investigate an internal shadowing or mentoring system, internal job fairs, job shadowing or rotation and sponsoring student candidates into jobs at the College. | HRSTM | Administrative and Fiscal Services<br>SALT | Enhanced communication about how to pursue professional development and mentoring opportunities. | MC 2025 Goal V | 2021–2025 |
| Pilot a blind résumé review (HR removes name/address from resumes) to see if more diverse pools qualify for selection/ interviews. | HRSTM | Administrative and Fiscal Services<br>Office of the President | Applicant pools will continue to provide appropriate numbers of qualified candidates from under-represented groups (pools are currently 73% non- white). Outreach to traditionally under-represented communities will be enhanced. | MC 2025 Goal V | Completed pilot 2019 |

## JUNE 2019 · NATIONWIDE PEER INSTITUTION BEST PRACTICES/ ASSESSMENT AND EVALUATION/ RESOURCES

| ACTION ITEMS | RESOURCE PERSONS NEEDED | RESPONSIBLE SVP AREA | INTENDED OUTCOMES | ALIGNMENT | COMPLETED OR DATE TO BE COMPLETED |
|---|---|---|---|---|---|
| To develop an E&I data team, or designated OIRE representative, for all E&I data needs. | OIRE | Office of the President | Develop accurate tracking systems for equity and inclusion, including disaggregating Census group categories. Provide feedback to administrators, departments, and disciplines to support ambitious plans and goals. | MC 2025 Goal II | Completed |
| Research becoming a federally recognized Hispanic Serving Institution (HSI). | Advancement and Community Engagement<br>Academic Affairs | Advancement and Community Engagement<br>Academic Affairs | Apply for grants and funding to expand outreach and services to the largest growing MCPS demographic to impart the value of continuous learning and a college education. Build MC's workforce capacity to serve this population. | MC 2025 Goal I, II, IV | Completed |
| Appoint a committee to identify a range of criteria for establishing recognized employee affinity groups, such as a charter which outlines roles and responsibilities. Charge the CEIO with meeting regularly with representatives of affinity groups to address equity and inclusion issues. | CEIO<br>Chief Human Resources Officer | Office of the President<br>Administrative and Fiscal Services | Strengthen the many ways employees find a way to belong at MC and contribute unique perspectives.<br>Eliminate the current inequitable system of haves and have-nots regarding visibility, resources, and access to recognition and administrative support. | MC 2025 Plan Goal II, V | 20202025<br>"White Paper" and Pilot complete 2020–2021 |
| Clarify the needs and identify role for additional staff in OEI to meet E&I initiatives and goals. (i.e., administrative associate or program manager position). | OEI | Office of the President | Maximize workload of OEI and lead to increased output of E&I initiatives. | MC 2025 Plan V | Completed |
| Create an E&I Dashboard on the E&I website that communicates:<br>1. periodic progress reports on E&I recommendations.<br>2. PACEI minutes/agendas/E&I Advisory Leadership Team notes.<br>3. centralized E&I events calendar.<br>4. E&I resources at MC (i.e., civility norms, civility tool kit, Dr. Pollard's welcome video, other E&I videos, Heritage Month calendar, Excellence in Equity award info, reports, research, training videos, self-assessments). | Information Technology<br>Office of Communications | Administrative and Fiscal Services<br>Advancement and Community Engagement | Affirm the values of equity and inclusion for all MC stakeholders. Raise the visibility of initiatives. Centralize information and provide referrals and resources for continuous learning and expanding community partnerships. | MC 2025 Goal IV | Completed |

## JUNE 2019 · REPORTS AND COMMUNICATIONS

| ACTION ITEMS | RESOURCE PERSONS NEEDED | RESPONSIBLE SVP AREA | INTENDED OUTCOMES | ALIGNMENT | COMPLETED OR DATE TO BE COMPLETED |
|---|---|---|---|---|---|
| Publish a PACEI Newsletter on a semester basis and utilize the translation services already contracted with the College (e.g., a minimum of two languages). | Office of Communications<br>CEIO | Advancement and Community Engagement<br>Office of the President | Effectively communicate with and keep informed the College community on the recommendations, work, and progress of the PACEI Committee. Demonstrate commitment of the College to this important work. | MC 2025 | Completed and ongoing |
| Finalize and formally publish the draft version of the Brochure for Benefits offered to MC employees in a minimum of two languages. | HRSTM | Administrative and Fiscal Services | Many College employees do not speak or read English as their primary language. The objective is to make key employee documents (e.g., benefits manuals) formally available in alternative languages. | MC 2025<br>Goal V | 2020 and updated annually |
| Consider expanding MCTV to cover additional global College offerings and delivery of those offerings in languages other than English. | Office of Communication Media Arts Department | Advancement and Community Engagement<br>Academic Affairs | Make College events more accessible to non-English or limited English speakers. Expand community reach and inclusion. | MC 2025<br>Goal IV | 2025 |
| Examine available College data sources to explore the possibility of offering theory-rich courses in alternate languages for areas with high DFWs, for example: math, science, humanities and behavioral social sciences. | Academic Affairs<br>OIRE<br>CDAO | Academic Affairs<br>Office of the President | Work to identify and decrease noted achievement gaps in targeted academic courses. | MC 2025<br>Goal II<br>AMP<br>Initiatives I & II | 2025 |

## JUNE 2019 · TRAINING, DIALOGUE, EVENTS, CELEBRATIONS

| ACTION ITEMS | RESOURCE PERSONS NEEDED | RESPONSIBLE SVP AREA | INTENDED OUTCOMES | ALIGNMENT | COMPLETED OR DATE TO BE COMPLETED |
|---|---|---|---|---|---|
| Research the idea of rebranding MC Professional Development. "ELITE" is viewed as an insensitive word synonymous with exclusion and privacy. Seek employee/student opinions from forums and surveys and set to vote (similar to MC brand/ rebranding process). Brainstormed ideas (SOAR, Flourish, Bloom, Blossom). | OIRE<br>Academic Affairs | Academic Affairs | Ensure that MC is designing and providing equitable deliverables and inclusive service.<br>Close professional development gaps for employees.<br>Improve MC morale and operational alignment with Equity and Inclusion.<br>Expand inclusion in workshops and trainings for students and registered community members. | E&I Survey 2017 | 2020–2025 |
| Research possibility of MCTV/MCPD collaboration to record new E&I training videos using MC employees, faculty, and students. | ELITE<br>CEIO<br>MCTV | Advancement and Community Engagement<br>Academic Affairs | | MC 2025 Goal II, V<br>AMP Initiatives I & II<br>EI Survey I | 2020-2025 |
| Provide train-the-trainer experience for "equity ambassadors" at CCBC weeklong workshop.<br>• Replicate Café Conversations/ Dialogue Forums. | ELITE<br>CEIO<br>PACEI | Office of the President<br>Academic Affairs | Create Equity Ambassadors program for continuation of training and dialogues (Café Conversations) pertaining to Equity and Inclusion.<br>• Dialogue Forum continuation.<br>• Equity Dialogue forum sessions for all employees, students, and community to discuss survey results and Equity Summit. | MC 2025 Goal II, V | Completed and ongoing |
| Review mandatory Equity & Inclusion credit and training requirements. Realign with Office of Equity and Inclusion.<br>• Plan to continue PACEI Dialogue forums and E&I trainings (Café Conversations) led by Equity Ambassadors .<br>• Create Ambassadors of Equity and Inclusion group to attend and represent EI work at MC and community events.<br>• Establish permanent Heritage Month Committee of ambassadors to coordinate collegewide Heritage Month events.<br>• To support the One College practice, ensure MC "signature" events are replicated on each campus (example MC's Got Talent/ RV, Multicultural Fair/T, Community Day/G).<br>• Create Equity Week of events (including virtual attendance options) instead of one-day Equity Summit to increase audience share and be more inclusive. | CEIO<br>Chief Human Resources Officer<br>PACEI<br>Office of Student Life<br>ELITE | General Counsel<br>Office of the President<br>Administrative and Fiscal Services<br>Student Affairs<br>Academic Affairs | Reformat E&I training credits for transparency or requirements at MC.<br>Create Equity Ambassadors program for continuation of training and dialogues (Café Conversations) pertaining to Equity and Inclusion:<br>• Dialogue Forum continuation.<br>• Equity Dialogue forum sessions for all employees, students, and community to discuss survey results and Equity Summit.<br>• Provide equity in event services, trainings, and student deliverables. | MC 2025 Goal II, V<br>AMP Initiatives I & II | 2020 and ongoing |

## JUNE 2019 · TRAINING, DIALOGUE, EVENTS, CELEBRATIONS

| ACTION ITEMS | RESOURCE PERSONS NEEDED | RESPONSIBLE SVP AREA | INTENDED OUTCOMES | ALIGNMENT | COMPLETED OR DATE TO BE COMPLETED |
|---|---|---|---|---|---|
| Expand allotment (one hour/month instead of annually 12 hrs.) and align "enrichment leave" use to include OEI-approved student services initiatives (i.e., Mobile Market, manna bag lunch days, club advising, student group event support, mentoring), community service, and volunteerism opportunities.<br>• Adopt flex-time usage to permit all employees to attend and increase enrollment in MC sponsored training and professional development opportunities. | HRSTM | Chief of Staff<br>Administrative and Fiscal Services | Empowering employees and their manager as well as our community to include themselves in the work to support student success by volunteering for MC/OEI-approved activities and opportunities to serve our students and community. | MC 2025<br>Goal II, V<br>AMP<br>Initiatives I & II | 2025 |
| Design a virtual "Civility Toolkit" housed on the E&I site, including: Minutes, Dr. Pollard's Welcome video, Civility Norms, Heritage Month Calendar, Dialogue Forum and Civility Pathway schedule, Excellent in Equity award information, Reports/research, Training videos, Self- assessments and other MC resources. | CEIO<br>Information Technology | Office of the President<br>Administrative and Fiscal Services | One location to house E&I information. | E&I Surveys 2017 and 2018 | Completed |
| Fund award for Excellence in Equity through MC 2025. | CEIO | Office of the President | Boost College culture. | E&I Surveys 2017 and 2018 | Completed |
| Display Civility Norms on collegewide digital screens. | CEIO | Office of the President | Boost College culture. | E&I Surveys 2017 and 2018 | Completed |
| Develop Dr. Pollard's Welcome Video in use for faculty, staff, and student orientations. | CEIO<br>MCTV | Office of the President | Communicate collegewide intent regarding E&I. | E&I Surveys 2017 and 2018 | Completed |
| Translate E&I newsletter into different MC student languages. | CEIO | Office of the President | Increase access. | E&I Surveys 2017 and 2018 | Completed |

## JUNE 2019 · WORKFORCE DEVELOPMENT AND COMMUNITY ENGAGEMENT, INCLUDING BUSINESS PRACTICES AND PROCUREMENT

| ACTION ITEMS | RESOURCE PERSONS NEEDED | RESPONSIBLE SVP AREA | INTENDED OUTCOMES | ALIGNMENT | COMPLETED OR DATE TO BE COMPLETED |
|---|---|---|---|---|---|
| Focus on students who are here on any type of Visa.<br>a. Identify funding needs for additional student support services (i.e., counseling, international and multicultural, student center, helping students market and leverage their skills, job readiness, networking with local business, etc.).<br>b. Identify additional funding sources (grants, community support, etc.).<br>c. Establish partnerships with community businesses to address student needs such as food, housing, medical assistance.<br>d. Outreach to faith-based organizations and other organizations (check with equity and inclusion for guidance). | WDCE<br>Office of International and Multicultural Affairs | Student Affairs<br>Adcademic Affairs<br>Advancement and Community Engagement | Enhance student support services, completion rates, graduation rates, and/or transfer rates. | StAMP<br>AMP<br>MC 2020<br>MSCHE | In progress |
| You Are Welcome Here social media and marketing campaign (i.e., banner signage on all campuses); increased paid promotion and visibility on campus and social media; and track engagement and impressions. | CEIO<br>Office of Communications | Advancement and Community Engagement | Make students feel welcome through a national marketing and social media campaign. | MC 2025<br>Goal IV | Completed and ongoing |
| A study/analysis on adult student learners' enrollment, graduation rates, and recruitment to identify areas of opportunities. Go to community organizations to partner with Community Engagement. | OIRE to retrieve collected data<br>Recruitment | Chief of Staff | To determine if additional recommendations are needed and adult learner needs are met. | MC 2025 | 2020–2025 |

NOTE: The Disability Inclusion Subcommittee began its work in July 2019 and did not have recommendations formulated for this report.

# XIV. Appendix B

**MONTGOMERY** COLLEGE

## Civility Norms

"We believe the culture of civility begins with each of us."
–PACEI Leadership Team

**We aspire to be welcoming, equitable, inclusive, and culturally competent.**

**We are polite in our interactions by:**
greeting and acknowledging others; saying please and thank you; respecting others' time, space, and individuality; being direct, sensitive, and honest.

**We listen for common ground.**

**We treat each other with respect by:**
welcoming feedback with an open mind and giving others the benefit of the doubt; acknowledging the contributions of others and recognizing successes; acknowledging the impact of our behavior on others with a caring heart.

**We address incivility in a polite, courteous, and responsible manner.**

Inspired by *Mastering Civility* by Christine Porath

**For more information, contact Sharon Bland, Chief Equity and Inclusion Officer, CEIOAdvisor@montgomerycollege.edu**

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Montgomery College is an academic institution committed to equal opportunity and diversity of its student body, faculty, and staff.

# EQUITY AND INCLUSION ROADMAP FOR SUCCESS

ADDENDUM I · JUNE 2021

On our journey to curate more equitable and inclusive ecosystems on our campuses and in our communities, there are times in which we have been challenged by something we may have said or done and for something that we didn't say or didn't do. "Cultural competence, confidence, and intelligence doesn't happen overnight, it is a journey." The moment someone may hear or read the word "ANTIRACIST," their first response is normally, "I'm not a racist." Thus, Montgomery College prioritizes being an antiracist institution by actively working to eliminate racism in our regular daily interactions and in every area of the College through our actions, communications, policies, programs, curricula, education, and advocacy for equity and inclusion. As we learn new language and acquire more knowledge and data in equity and inclusion, we adjust to meet the moment.

The Office of Equity and Inclusion at Montgomery College (MC) has added an addendum to the institution's *2020-2025 Equity and Inclusion Roadmap for Success* stemming from MC's Board of Trustees' 2020 goal: "To develop strategy and roadmap for Montgomery College's intent to embrace a journey towards antiracism in policy, practice, and promise."

This new antiracism goal promotes social justice, radical inclusion, and racial equity within the College and the broader community, advancing the Board of Trustees' focus on the journey to being an antiracist institution. In addition to the ongoing programming and training opportunities that we've developed, we are creating an *Antiracist Badge* for students, faculty, and staff that will give the fundamental knowledge, skills, and expertise to understand, educate, and advocate as they evolve as learners and leaders.

Please review the addendum and feel free to reach out to the Office of Equity and Inclusion or the President's Advisory Committee on Equity and Inclusion' leadership team for further information.

# Message from Sharon R. Wilder Chief Equity and Inclusion Officer

Over the past two years, our president, Dr. DeRionne Pollard, has led the College on a journey of discovery around radical inclusion. As part of the Achieving the Dream network, we are focused on student equity. To ensure that we are our best selves in the delivery of student success, we all, as a college community, want to better understand the landscape of our student population and to educate ourselves on incoming equity issues.

As Chief Equity and Inclusion Officer, I would like to thank you for your commitment to the work of building and fostering a college culture of which we can all be proud. I want to also express my appreciation for all of your work in supporting the Office of Equity and Inclusion and the efforts of the President's Advisory Committee on Equity and Inclusion (PACEI). PACEI represents employees and students at all levels of the College. Together we are working hard to ensure Montgomery College is a civil, inclusive, welcoming, safe, accessible, equitable, and affirming community. We deliberately embarked on a twenty-month strategic planning process that produced more than 80 recommendations, many of which have found residence in this *Roadmap.* Some of the recommendations are also reflected in the *Montgomery College 2020–2025 Strategic Plan,* where you will see the principles of equity and inclusion embedded therein.

The President's Advisory Committee on Equity and Inclusion is an important leadership resource in advancing such work and the *Equity and Inclusion Roadmap for Success 2020-2025* will guide our work in this space. MC is committed to becoming an equity-minded institution. We seek to AIM HIGH and commit to amplify, integrate, and measure our work. By working together, I am confident we will continue to pursue equitable student outcomes, inclusive excellence in teaching and learning, and fair and inclusive employee experiences, and we will raise our institution to a level of civility of which we can all be proud.

I also want to say thank you to all of those who have provided me the time to listen and speak to your staff regarding civility, one of the key tenets of our Code of Ethics that we are continuing to uphold this year. At every turn, the work that we do as College employees contributes to creating and sustaining a healthy and safe teaching, learning, and working environment that is inclusive and equity-minded. During this crazy time in the midst of a worldwide pandemic, the College has truly embraced and propelled our work through the delivery of services via remote teaching and work.

In uplifting our focus on equity and inclusion, I invite you to reimagine our College's mission as such:

We empower our students *(in an equitable and inclusive manner)* to change their lives, and we enrich the life of our community *(in an equitable and inclusive manner).* We are accountable for our results *(in an equitable and inclusive manner).*

Sincerely,
Sharon R. Wilder, JD, CPM

Sharon R. Wilder

sharon.bland@montgomerycollege.edu

*"As we embark on the next chapter of our work, the College will continue to integrate its already radically inclusive work in multiple areas of service to students."* —Dr. DeRionne Pollard, *Montgomery College 2020-2025 Strategic Plan*

# Addendum I to *Roadmap for Success*: Antiracism Strategy

## APRIL 2021

### 2020-21 Institutional Goal #6: Antiracism

Montgomery College's Institutional Goal adopted by the Board of Trustees for the FY22 Academic Year is to "Develop strategy and roadmap for Montgomery College's intent to embrace a journey towards antiracism in policy, practice, and promise."

Who will do what, how they're going to do it, and why?

- The president's Senior Academic Leadership Team (SALT), through the SVP liaisons within the President's Advisory Committee on Equity and Inclusion (PACEI), will provide leadership by assigning roles and monitoring progress.
- Guiding Principles: Montgomery College will prioritize being an antiracist institution by actively working to eliminate racism in our regular daily interactions and in every area of the College through our actions, communication, education, continuous improvement, advocacy for equity and inclusion, and being responsive to our stakeholders. We will hold ourselves accountable through analyzing previous and current data, policies, curricula, and programs.
- Our Commitment: Empowerment, vulnerability, humility, transparency, advocacy, open-mindedness, flexibility, agility, responsiveness, changing lives, inclusion and student success. Treat others the way they would want to be treated.
- SMARTIE (Specific, Measurable, Achievable, Relevant, Time-based, Inclusive, Equitable) Goal 1: Ensure stakeholders have the resources to uphold, execute, and take accountability for antiracist goals, mission, and education.
  - Strategy – Educate and train employees on racial justice and how to overcome perceived lack of ability to apply the knowledge. Create an environment of forgiving mistakes when learning about racial equity.
  - Operational Objectives/Action Steps:
    1. Collegewide racial equity professional development and antiracism educational journey.
    2. Toolbox-marketing materials, resources.
    3. Creating a culture around the College of social justice-branding on Zoom, virtual learning centers branding.
    4. Launch E&I Ambassador program.
    5. E&I Ambassador program is designed to:
       a. Support new hires. E&I advocate/ambassador to support staff/faculty.
       b. Cascading trainings from provosts to deans to vice presidents and departments. (Create yearly goals and identify activities that support the goals.)
       c. E&I and antiracist work will be integrated into the evaluation process.
       d. Ambassador will guide conversation on creating goals and objectives.
       e. Ambassadors will provide knowledge and insight on E&I. Serve as peer mentors on E&I in each department.
       f. Train the trainer model would help departments not feel like they were being 'policed.' PACEI members will take the lead.
       g. Student Affairs has launched the pilot for E&I ambassadors through developing an Equity and Inclusion Taskforce in 2021.
- SMARTIE Goal 2: Promote diverse hiring and retention at the College by becoming more successful at eliminating biases particularly those based on race and ethnicity.
  - Strategy – Review and improve talent search and search advocate process to eliminate bias.
  - Operational objectives:
    1. Create and implement a search advocate program.
    2. Gather and analyze data on staff promotions, staff retention, and exit interviews with staff promotions.
    3. Enhance search committee training with anti-bias training (intersectionality - LGBTQIA+ and disability).
    4. Office of Equity and Inclusion will receive all exit interview information as it occurs for data purposes to address any possible equity and inclusion issues.
    5. Audit and make recommendations to the HR process for providing internal candidates feedback when not hired.

- SMARTIE Goal 3: Promoting academic excellence for Black males and Latinx students (Page 19 in Office of Equity and Inclusion *Roadmap for Success*).
  - Strategy – Equitably increase multiculturalism, resources, and support that promote student enrollment, persistence, retention and completion and address the perceived stigma of meeting with a tutor or going to a learning center.
  - Operational objectives/Action steps:
    1. Create a focus group to better understand and address the stigma for Black males and Latinx students in regard to using learning centers.
       a. Office of Equity and Inclusion and PACEI will facilitate or coordinate the creation of a focus group that will help to identify Black males and Latinx participants.
    2. Create a campaign that will address the stigma regarding Black males requesting help (operational objective-will have several different action items such as time, place, participants, letter).
       a. Learning center managers will create an informational video addressing stigma.
       b. Learning center managers will actively seek Black and Brown student athletes to encourage them through the creation of the video to utilize the College resources available to them.
    3. Partner with Boys to Men, the MD Men of Color Summit, ALMA for Latinx students, ACES, ATPA, Student Senate, Affinity student groups and student clubs, Presidential Scholars Program, Southern Management Leadership Program, Black Alliance for Transformative Leadership.
    4. Recruit African American male and Latinx students as tutors.
    5. Post pictures with short biography of all tutors (especially private tutors), as well as student testimonials and multicultural pictures with students/ tutors enjoying the tutoring session on the main page.
    6. Have learning center staff present to departments and classes highlighting efforts with a short testimonial video of the benefits from tutoring. Include students from various cultures.
    7. Open Inclusion Centers on each campus with specific social justice and equity programs for faculty and students.

- SMARTIE GOAL 4: Ensure policies and procedures reflect antiracist approach or perspective.
  - Strategy – Develop an equity and inclusion/antiracist framework to adopt in policies and procedures.
  - Operational Objectives/Action Steps:
    1. Re-open and publicize public form for comments on new and already established policies.
    2. Utilize PACEI subcommittee to review policies and submit feedback to the director of policy and planning, Office of the President.
       a. A preliminary basic training will be needed, as many policies adhere to mandated government laws and cannot be adjusted.
       b. PACEI can identify areas that may need more data to understand the factors and perceptions, as well as areas that may require further advocacy due to mandated laws.
    3. Work with vice president of Human Resources and Strategic Talent Management to review operational policies that are created by and more specific to HR.
    4. Advocate for PACEI member(s) to also sit in PEC, especially as policies are also reviewed there
    5. Consider further operationalizing the guidelines/ framework that PEC uses to discuss policies and procedures

## Equity and Inclusion Operational Definitions

Racism: Racism is different from racial prejudice, hatred, or discrimination. Racism involves one group having the power to carry out systematic discrimination through the institutional policies and practices of the society and by shaping the cultural beliefs and values that support those racist policies and practices.

Antiracism:

Note: Racism = race prejudice + social and institutional power
Racism = a system of advantage based on race
Racism = a system of oppression based on race
Racism = a white supremacy system

Antiracism is defined as the work of actively opposing racism by advocating for changes in political, economic, and social life.

Note: Antiracism tends to be an individualized approach and set up in opposition to individual racist behaviors and impacts.

Antiracist:

An antiracist is someone who is supporting an antiracist policy through their actions or expressing antiracist ideas.

Note: This includes the expression of ideas that racial groups are equals and do not need developing and supporting policies that reduce racial inequity.

White Supremacy: The belief that the white race is inherently superior to other races and that white people should have control over people of other races; the social, economic, and political systems that collectively enable white people to maintain power over people of other races.

Note: White people benefit from white supremacy in a historical, political, and social context by generally escaping the stereotyping and generalizations that people of color experience, especially in interactions with the law, in the workplace, and in the media.

Equity: The creation of opportunities that intentionally incorporates diverse and/or traditionally underrepresented thoughts and perspectives for students, employees, and businesses/community.

Note: Equity can be further defined or viewed from different perspectives:

- Student focus: The creation of opportunities and intentional design of the College experience for each student, particularly historically underserved populations to ensure, preserve participation in, and provide equal access to educational programs that are capable of closing the achievement gaps in student success and completion.
- Employee focus: The creation of opportunities for historically underserved populations of employees (faculty and staff) to have equal access to professional growth opportunities and resource networks that are capable of closing the demographic disparities in leadership roles in all spheres of institutional functioning.
- Business focus: The creation of opportunities for historically underserved and local businesses to have equal access to the College's procurement and partner relationships.

Diversity: The presence of individual differences and group-social differences among members of a group that can be engaged for the benefit of the group.

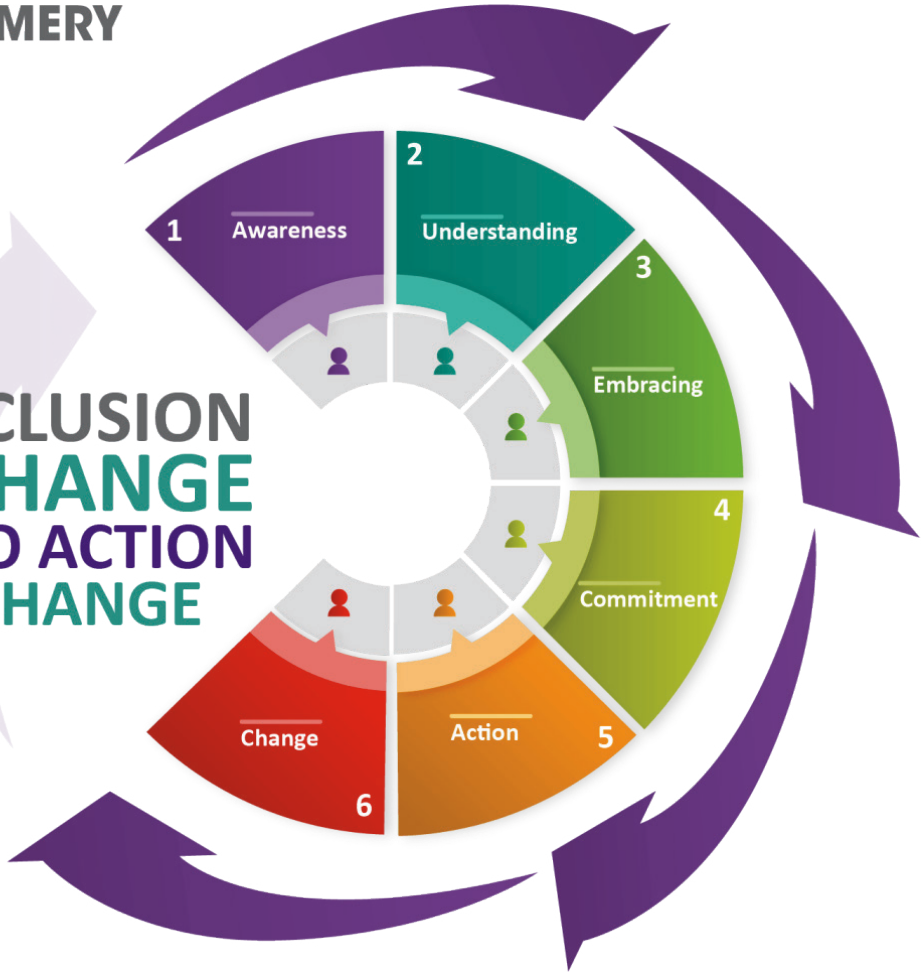
Note: Differences can include the familiar, protected-class attributes like race, religion, gender, disability, but also non-obvious ones such as culture, political affiliation, learning style, expertise, problem-solving approach, personality, language, and life experiences.

Inclusion: The actualization of diversity that draws on the collective perspectives, strengths, and backgrounds of individuals for the benefit of the endeavor.

Note: Increasing one's awareness, content knowledge, cognitive sophistication, and empathetic understanding should extend into the boardroom, curricula, committees, department meetings, classrooms, student support activities, technologies, etc.

MONTGOMERY COLLEGE

# EQUITY & INCLUSION CYCLE OF CHANGE AWARENESS TO ACTION TO CHANGE




**AWARENESS**

Acquire knowledge of a situation and facts, listen, recognize inequities, ask questions, participate in equity and inclusion programming and events

**UNDERSTANDING**

Perceive the meaning of equitable and inclusive actions, practice being mindful of them; dialogue with others; seek knowledge and training; do research

**EMBRACING**

Acknowledge inequities and social justice issues exist and decide to adopt and wholeheartedly accept that equity and inclusion work is paramount

**COMMITMENT**

Get involved; do the work necessary to eradicate inequities and create inclusive environments; be accountable; be dedicated

**ACTION**

Identify and execute plans to continually drive equity and inclusion inside and outside of the classroom and within communities

**CHANGE**

Review policies, practices, and action plans to continually contribute to being a more equitable and inclusive community; document, evaluate, and strengthen outcomes

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**BOARD OF TRUSTEES**
**MONTGOMERY COLLEGE**

Agenda Item Number: 11
June 17, 2024

# UPDATED OPERATING AGREEMENT BETWEEN MONTGOMERY COLLEGE AND THE PINKNEY INNOVATION COMPLEX FOR SCIENCE & TECHNOLOGY AT MONTGOMERY COLLEGE FOUNDATION, INC., dba PIC MC, Inc. (PIC MC FOUNDATION), AND AMENDMENTS TO THE PIC MC FOUNDATION BOARD BYLAWS

## BACKGROUND

On September 19, 2011, the Board of Trustees authorized the creation of a nonprofit entity to operate and manage the science and technology park at the Germantown Campus through Board Resolution 11-09-122. A foundation was then incorporated as a 509(a)(3) foundation, a special type of 501(c)(3) created for the sole purpose of supporting a qualified organization, which in this case is the College. In December 2011, three documents for the new foundation were brought to the Board for consideration: articles of incorporation, bylaws, and an operating agreement between the College and the new foundation. By Resolution 11-12-156, the Board of Trustees ratified the articles of incorporation and bylaws. The resolution also authorized the president to execute the operating agreement.

The Board of Trustees has changed the name of the park several times, most recently in 2016, through Resolution 16-01-004, to how it is known today as the Pinkney Innovation Complex for Science &Technology at Montgomery College (PIC MC), and the foundation established to operate and manage the park adopted the name, Pinkney Innovation Complex for Science & Technology at Montgomery College Foundation, Inc., which subsequently registered to do business under the trade name “PIC MC, Inc.”

Since its origins in 2011, the vision for the science and technology park has advanced. The College has completed the Biosciences Education Center on the Germantown Campus, Montgomery County has completed its Technology incubator (the “Germantown Innovation Center”), and PIC MC has grown to host two major partner-tenants, the Holy Cross Germantown Hospital with related medical offices, and the recently opened Hughes Network Systems high technology manufacturing facility. These partnerships have benefitted Montgomery College, its students, faculty, and staff through academic opportunities and scholarships. The operation and management of the complex have evolved during this time as well. The College and the PIC MC Foundation Board have reviewed and updated the original operating agreement to align with the evolving landscape of educational and economic development. The proposed modifications aim to clarify roles and responsibilities, refine PIC MC’s foundational purpose consistent with the articles of incorporation and the strategic plan prepared by Eva Klein & Associates and adopted and approved by the PIC MC Foundation Board, update property lease references, and introduce new provisions for personnel management, funding arrangements, conflicts of interest, and ethics, thereby streamlining collaborative efforts and operational processes. The agreement has been reviewed by counsel representing the College and counsel representing the PIC MC Foundation Board. At its meeting on February 28, 2024, the PIC MC Foundation Board voted to approve the updated operating agreement. Approval by the Board of Trustees will make the revised agreement effective.

The bylaws of the PIC MC Foundation were also reviewed, updated, and approved at a special meeting of the PIC MC Foundation Board on April 8, 2024. Amendments to the PIC MC Foundation Board bylaws require the approval of the College Board of Trustees.

## RECOMMENDATION

It is recommended that the Board of Trustees approve the amendments to PIC MC Foundation Board bylaws and the updated operating agreement between the College and the PIC MC Foundation and authorize the president to execute the updated operating agreement.

## BACKUP INFORMATION

Board Resolution
Revised Operating Agreement (Board members only)
Operating Agreement Updates Overview (Board members only)
Revised PIC MC Foundation Bylaws (Board members only)
Bylaws Amendment Overview (Board members only)
Resolution 11-09-122
Resolution 11-12-156
Resolution 16-01-004

## RESPONSIBLE SENIOR ADMINISTRATOR

Dr. Campbell

## RESOURCE PERSONS

Mr. Dietz
Ms. Jones
Mr. Luginbill

**BOARD OF TRUSTEES**
**MONTGOMERY COLLEGE**

Resolution Number: **24-08-084**
Adopted on: **6/17/2024**

Agenda Item Number: 11
June 17, 2024

**Subject: Updated Operating Agreement Between Montgomery College and the Pinkney Innovation Complex for Science & Technology at Montgomery College Foundation, Inc., dba PIC MC, Inc. (PIC MC Foundation), and Amendments to the PIC MC Foundation Board Bylaws**

WHEREAS, The Board of Trustees authorized the creation of a nonprofit entity to operate and manage the science and technology park at the Germantown Campus in 2011; and

WHEREAS, The Board of Trustees ratified the nonprofit entity's articles of incorporation and bylaws, and authorized the president to execute an operating agreement in 2011; and

WHEREAS, That park was later named the Pinkney Innovation Complex for Science and Technology at Montgomery College (PIC MC) and the nonprofit entity established to operate and manage it adopted the name, the Pinkney Innovation Complex for Science & Technology at Montgomery College Foundation, Inc., doing business as PIC MC, Inc. (hereinafter referred to as "PIC MC Foundation"); and

WHEREAS, The operating agreement has guided the collaboration between the PIC MC Foundation and Montgomery College in productive ways that have benefitted the College, students, faculty, and staff; and

WHEREAS, In recognition of the evolving landscape of educational and economic development, a thorough review of the operating agreement and the PIC MC Foundation Board has been conducted, in order to make both documents current and identify opportunities for substantive enhancements; and

WHEREAS, The proposed modifications aim to clarify roles and responsibilities, refine PIC MC's foundational purpose, update property lease references, and introduce new provisions for personnel management, funding arrangements, conflicts of interest, and ethics, thereby streamlining collaborative efforts and operational processes;

WHEREAS, The president recommends this action: now therefore be it

Resolved, That the Board of Trustees of Montgomery College approves the updated operating agreement between Montgomery College and the PIC MC Foundation, affirming its commitment to the mutual success of PIC MC through improved clarity, governance, and strategic alignment; and be it further

Resolved, That the Board of Trustees of Montgomery College approves the amendments to the PIC MC Foundation Board bylaws; and be it further

Resolved, That the president is authorized to take the actions necessary to implement this resolution.

**BOARD OF TRUSTEES**
**MONTGOMERY COLLEGE**

Agenda Item Number: 12
June 17, 2024

# AMENDMENT TO THE MONTGOMERY COMMUNITY COLLEGE RETIREMENT PLAN

## BACKGROUND

Montgomery Community College adopted a defined benefit retirement plan (the Plan), effective January 1, 1968, for the benefit of its employees. The Plan was established as a supplement to the Maryland State Retirement Plan and provides a defined benefit, based on years of service and salary to eligible employees. The Plan was closed to new participants hired after January 1, 1980, except for members of the Teachers' or the Employees' Retirement Systems, and, employees who transferred to the College directly from employment with the State of Maryland or an agency of the State of Maryland, prior to January 1, 1988.

The Plan document provides that the Board of Trustees may, upon preparation and recommendation by the president of amendments to the Plan, adopt such amendments by resolution. The Plan has been amended from time to time, with the last amendment and restatement effective July 1, 1997. The Plan was recently reviewed and an amendment has been prepared to clarify certain provisions in the Plan document that could be read to contradict each other.

## RECOMMENDATION

It is recommended that the Board of Trustees authorize the amendment of the Plan to become effective July 1, 2024.

## BACKUP INFORMATION

Board Resolution
Montgomery College Retirement Plan as amended July 1, 1997 (Board members only)

## RESPONSIBLE SENIOR ADMINISTRATOR

Mr. Collette

## RESOURCE PERSON

Mr. Dietz
Ms. Greaney
Ms. Leitch Walker

**BOARD OF TRUSTEES**
**MONTGOMERY COLLEGE**

Resolution Number: **24-06-085**
Adopted on: **6/17/2024**

Agenda Item Number: 12
June 17, 2024

**Subject: Amendment to the Montgomery Community College Retirement Plan**

WHEREAS, Montgomery Community College maintains a defined benefit retirement plan (the Plan), adopted effective January 1, 1968, and most recently amended and restated effective July 1, 1997; and

WHEREAS, the College desires to amend the Plan to make a clarifying change; and

WHEREAS, The president recommends the following action; now therefore be it

Resolved, that the College hereby approves and adopts the amendment to the Plan, effective July 1, 2024, in the following particulars:

1. Section 26.1 of the Plan is amended in its entirety to read as follows:

"26.1 Reversion of Funds. Anything in this Retirement Plan to the contrary notwithstanding, at no time, whether during or after the termination of this Plan, shall any part of the assets of the Plan revert to or be recoverable by the College or be used for or diverted to any purpose other than for the exclusive benefit of persons entitled to benefits under this Plan prior to the satisfaction of all liabilities with respect to the benefits provided to Participants under the Plan, except as provided in the next sentence. In the case of a contribution made by the College by reason of a mistake of fact, such contribution must be returned to the College within one year of the original payment thereof."

In all other respects, the Plan is ratified and affirmed.

and be it further;

Resolved, That the president or designee is authorized and directed to execute necessary documents and any further action as may be necessary, appropriate or advisable to effectuate this resolution.

**BOARD OF TRUSTEES**
**MONTGOMERY COLLEGE**

Agenda Item Number: 13Ai
June 17, 2024

## MODIFICATION OF POLICY 31001–SEXUAL MISCONDUCT

### General Information

| | |
|---|---|
| Policy Number: | 31001 |
| Contained in Chapter: | Chapter Three |
| Policy Title: | Sexual Misconduct |
| Policy Creation Date: | December 15, 2014 |
| Most Recent Modification Date: | January 25, 2023 |

### Changes, Additions, Deletions

| Line Number | Purpose |
|---|---|
| Lines 1-3 | Statement clarifying that 31001–Sexual Misconduct applies to conduct alleged to have occurred before August 1, 2024, and that new Policy 31001A–Sex Discrimination and Sex-Based Harassment applies to conduct occurring on or after August 1, 2024. Under the 2024 Department of Education Title IX final rule, alleged misconduct must be handled under the policy in place at the time that the alleged conduct occurred and, therefore, a policy for each period must be maintained. |
| Lines 196-197 | This modification reflects standardized language being implemented across all policies. |

RECOMMENDATION

It is recommended that the Board of Trustees adopt the modifications to Policy 31001–Sexual Misconduct.

BACKUP INFORMATION

Resolution
Policy 31001–Sexual Misconduct (revised version)

RESPONSIBLE SENIOR ADMINISTRATORS

Dr. Brown
Mr. Collette

RESOURCE PERSONS

Mr. Dietz
Ms. Roe
Dr. Van Camp

**BOARD OF TRUSTEES**
**MONTGOMERY COLLEGE**

Resolution Number: **24-06-086**
Adopted on: **6/17/2024**

Agenda Item Number: 13Ai
June 17, 2024

**Subject: Modification of Policy 31001–Sexual Misconduct**

WHEREAS, The Board of Trustees created Policy 31001–Sexual Misconduct in 2014; and

WHEREAS, The policy has served an important purpose to establish and maintain an environment in which all members of the Montgomery College community can work or participate in College education programs and activities free from all forms of sexual misconduct; and

WHEREAS, The U.S. Department of Education has established August 1, 2024, as the date on which the new Title IX regulations take effect; and

WHEREAS, Certain entities have filed legal actions in courts to enjoin or otherwise vacate the new regulations; and

WHEREAS, The policy has been reviewed by the appropriate College community stakeholders for their feedback and been updated; and

WHEREAS, The president recommends that the Board adopt the modifications; now therefore be it

Resolved, That, absent a court order enjoining or vacating the new Title IX regulations, the proposed changes to College Policy 31001 will become effective on August 1, 2024; and be it further

Resolved, That Policy 31001–Sexual Misconduct be amended as indicated in the attached draft; and be it further

Resolved, That the president is authorized to implement these changes.

**POLICY Board of Trustees - Montgomery College** **31001**

Chapter: Personnel Modification No. 006 007

Subject: **Sexual Misconduct**

I. This policy and its associated procedures apply to conduct alleged to have occurred before August 1, 2024. For alleged conduct occurring on or after August 1, 2024, Policy 31001A – Sex Discrimination and Sex-Based Harassment and its associated procedures shall apply.

~~I.~~II. Policy Statement

It is the policy of Montgomery College to establish and maintain an environment in which all members of the Montgomery College community can work or participate in College education programs and activities free from all forms of sexual misconduct. Sexual misconduct is a form of sex discrimination prohibited by Title IX of the Education Amendments of 1972. In addition, some forms of sexual misconduct violate the criminal laws of the State of Maryland. Sexual misconduct in any form will not be tolerated by Montgomery College. The College will take immediate action to preserve and restore equal educational access when the College has actual knowledge of sexual misconduct.

~~II.~~III. Definitions

For purposes of this Policy, "sexual misconduct" is an umbrella term that encompasses various types of prohibited conduct, including sexual harassment, sexual assault, domestic violence, dating violence, and stalking. The President is authorized and directed to establish procedures to define other terms relevant to this Policy, including but not limited to: "sexual harassment", "sexual assault", "domestic violence", "dating violence", and "stalking".

~~III.~~IV. Applicability

All students and employees of the College must comply with this Policy. Sexual misconduct is prohibited between students, between employees, between students and employees, and by students or employees against contractors, vendors, or other individuals whose relationship to the student or employee is through the College's facilities, programs or activities. Similarly, the College will not tolerate sexual misconduct by College contractors, vendors, or other third parties, including visitors and guests to the College whose relationship to the victim is through the College's facilities, programs, or activities. This Policy applies regardless of the sex, sexual orientation, or gender identity of either the perpetrator or the victim of the sexual misconduct. This Policy applies to sexual misconduct (i) that occurs on College premises, including any property owned or leased by the College (including College buses) or that the College has permission to occupy for purposes of conducting a College-sponsored program or event; (ii) that occurs in connection with any College-sponsored, College-recognized, or College-approved activities within the United States (e.g., off-campus education programs and activities such as College-sponsored field trips, athletic team travel, and events for officially recognized College clubs that occur off-campus, and social activities for employees sponsored by the College or relating to the business of the College); (iii) that occurs during business travel in the United States or otherwise in connection with College-related business; or (iv) sexual harassment on- or off-campus during any college-sponsored activity that impacts equal educational opportunity or access. All incidents of

sexual misconduct should be reported so that the College may determine whether the conduct falls within the scope of this Policy.

~~IV.~~V. Reporting and Confidentiality

All members of the Montgomery College community may report allegations of sexual misconduct at any time, but are encouraged to make such reports promptly in order to maximize the College's ability to respond and take appropriate action, including to obtain evidence and to conduct a prompt and equitable investigation.

Students may report alleged sexual misconduct to the Title IX Coordinator or to any "Mandated Reporter," which includes any College administrator, supervisor, faculty member, public safety officer, coach, or trainer. Employees and other members of the College community may report sexual misconduct to the Title IX Coordinator or the Director of Employee and Labor Relations, and employees may also report sexual misconduct to their supervisor. A Mandated Reporter, the Director of Employee and Labor Relations, and any other employee who receives a report of sexual misconduct must promptly relay such report to the Title IX Coordinator. No employee is authorized to investigate or resolve reports of sexual misconduct without the involvement of the Title IX Coordinator.

The College's designated Title IX Coordinator can be reached by email at TitleIX@montgomerycollege.edu.[1] The Title IX Coordinator is available to meet on any campus by appointment. Members of the College community may contact the Title IX Coordinator in order to seek information about courses of action available to resolve reports or complaints that involve sexual misconduct; to file a formal complaint; to get information about available resources and supports services available to victims of sexual misconduct; and, to ask any questions concerning College Policies and Procedures relating to sexual misconduct.

Certain College employees will be designated Confidential Resources for purposes of this policy. Confidential Resources are not considered to be Mandated Reporters – that is, upon receipt of a report of alleged sexual misconduct, Confidential Resources are not required to notify the Title IX Coordinator. An individual seeking support or guidance with respect to an alleged incident of sexual misconduct may contact any Confidential Resource, who will normally keep private the individual's identity and any other information concerning the incident.

The College recognizes that allegations of sexual misconduct are a sensitive subject for all parties involved and is committed to maintaining the privacy of the parties involved to the fullest extent possible, consistent with applicable law and the need for investigation and resolution. The College, through the Title IX Coordinator, may sign a formal complaint to initiate the investigation and formal resolution process even when the individual making a report of sexual misconduct requests anonymity or requests that no action be taken. Thus, absolute confidentiality cannot be guaranteed. In all cases, the College will take care to protect the identity of the parties through processes that provide

[1] The President is authorized to change the designation of the Title IX Coordinator by a procedure that provides the name and contact information of the Title IX Coordinator similar to the information provided in this Policy. Upon adoption of the procedure with this information and the posting of notice of the change to the College's web site, this Policy may be modified by direction of the President to substitute the new information about the Title IX Coordinator without the need for further action of the Board of Trustees.

for discussion of the allegations only among those who have a legitimate administrative, investigative, or legal need to know.

~~V.~~VI. College Aid to Victims of Sexual Misconduct

The President is authorized and directed to establish procedures to provide victims of sexual misconduct with reasonable accommodations (e.g., changes in academic, transportation and/or working situations) and/or supportive measures that will be made available upon a report of sexual misconduct to a victim of sexual misconduct, regardless of whether the victim chooses to report the sexual misconduct to campus security or local law enforcement.

~~VI.~~VII. Investigation

All reports of sexual misconduct will be taken seriously and investigated as appropriate. The President is authorized and directed to establish procedures for the investigation of such reports, which shall provide for a prompt, thorough, and impartial process.

~~VII.~~VIII. Time Frame

The College strives to investigate all complaints within sixty (60) days after the filing of a complaint. Actual resolution time may vary depending on many factors, including but not limited to, the complexity of the investigation and the severity and extent of the alleged misconduct.

~~VIII.~~IX. Sanctions

It is presumed that a Respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process. Individuals found to have committed sexual misconduct in violation of this Policy will be subject to disciplinary action in accordance with applicable College policies and procedures and/or collective bargaining agreements.

Employees found in violation of this Policy are subject to disciplinary action in accordance with the applicable College policies and procedures for disciplinary action and discharge (34002 and 34003), or, for bargaining unit members, the applicable procedures in the collective bargaining agreement. Sanctions will be based on the circumstances and nature of the violation, ranging from a reprimand up to and including termination of employment. Students found in violation of this Policy are subject to disciplinary action in accordance with procedures set forth in the Student Code of Conduct (42001). Sanctions will be based on the circumstances and nature of the violation and include, but are not limited to, a warning, disciplinary probation, community service, participation in sexual misconduct education programming, suspension and dismissal from the College. In the event of sexual misconduct by a third party against a College student or employee, the College will take appropriate action within its control to address the misconduct and prevent its recurrence, including but not limited to, referring to local law enforcement to issue a “No Trespass” notice denying access to the College’s buildings and grounds.

As required or appropriate, parties will be informed of the outcome of any resolution process based on a violation of this Policy.

Persons who commit sexual misconduct in violation of federal, state, or local law may also be subject to criminal charges and penalties as a result of related legal proceedings.

~~IX.~~X. Evidentiary Standard

In any investigation and/or disciplinary proceeding concerning an alleged violation of this Policy, the finding will be determined by a preponderance of the evidence. The burden of collecting evidence and proving a violation of policy is the responsibility of the College and not the individuals.

~~X.~~XI. Good Faith Reporting

Allegations of sexual misconduct are extremely serious, with potential for great harm to the accused if ill-conceived or made with malice. An individual found to have knowingly filed a false allegation may be subject to separate appropriate disciplinary action. A complaint made in good faith is not considered false merely because the evidence does not ultimately support the allegation of sexual misconduct.

~~XI.~~XII. Retaliation

The College prohibits retaliation by anyone in the College community against an individual because the individual reports or complains about sexual misconduct or participates in the College's investigation or proceedings related to an allegation of sexual misconduct. When the College is aware of possible retaliation, it will take immediate and appropriate steps to investigate. Students or employees who commit retaliation in violation of this Policy are subject to appropriate disciplinary action. The Complainant or participants in any report or investigation of sexual misconduct who believe they have experienced retaliation in violation of this Policy should immediately report such conduct to the Title IX Coordinator.

~~XII.~~XIII. Education

Education is a key element of this Policy. Notice of this Policy will be provided to all students during admissions and all employees during onboarding. The College will provide education and information, as appropriate, for students and employees to enhance understanding and increase awareness of the College's Sexual Misconduct Policy and Procedures. Sufficient periodic training will be conducted for Mandated Reporters and for those involved in the investigation and resolution of complaints and appeals, as determined by the President. Records and verification of all training will be maintained by the Title IX Coordinator and published on the Title IX website. Any mandatory education requirements will be announced and posted on the College's website. The President is authorized to provide institutional leadership and guidance for developing education programs to increase knowledge and share information and resources to prevent sexual misconduct, promote safety, and reduce perpetration. Some goals to be achieved through education are: (a) ensuring that all individuals are aware of their rights; (b) notifying individuals of conduct that is proscribed; (c) informing employees, students, and other members of the college community, including contractors, about the proper way to recognize and address complaints involving a violation of this Policy; (d) preventing issues that this Policy addresses, and; (e) identifying the necessary steps for preventing sexual misconduct and addressing its effects.

~~XIII~~XIV.. The Board of Trustees authorizes the ~~P~~president ~~is authorized and directed~~ to establish any procedures ~~to~~necessary to implement this Policy.

_____

Board Approval: December 15, 2014; September 21, 2015; June 17, 2019 (Administrative correction); June 22, 2020; January 25, 2023; DATE.

**BOARD OF TRUSTEES**
**MONTGOMERY COLLEGE**

Agenda Item Number: 13Aii
June 17, 2024

## NEW POLICY 31001A–SEX DISCRIMINATION AND SEX-BASED HARRASSMENT

General Information

| | |
|---|---|
| Policy Number: | 31001A |
| Contained in Chapter: | Chapter Three |
| Policy Title: | Sex Discrimination and Sex-Based Harassment |

Reason for Policy

This is a new policy to set forth the College's adherence to the U.S. Department of Education's Title IX Regulations issued in April 2024.

Note that Policy 31001 will continue to exist separately because the 2024 regulations apply only to sex discrimination and sex-based harassment alleged to have occurred on or after August 1, 2024. For conduct alleged to have occurred prior to August 1, 2024, the 2020 regulations apply, in perpetuity. Therefore, the College is required to maintain its policy and training for the 2020 Regulations in addition to its new policy for the 2024 Regulations. Therefore, upon the Board's approval, these two policies will be in force:

- 31001–Sexual Misconduct
- 31001A–Sex Discrimination and Sex-Based Harassment

Purpose of Each Policy Element

| Section | Purpose |
|---|---|
| I. | Statement that 31001–Sexual Misconduct applies to conduct alleged to have occurred before August 1, 2024, and that new Policy 31001A–Sex Discrimination and Sex-Based Harassment applies to conduct occurring on or after August 1, 2024. Under the 2024 U.S. Department of Education Title IX final rule, alleged misconduct must be handled under the policy in place at the time that the alleged conduct occurred and, therefore, both policies must be maintained. |
| II. | Policy statement that the College, in compliance with Title IX, will not tolerate sex discrimination and sex-based harassment in any form and through this policy and associated College practices will take steps to prevent, stop, and remedy such conduct. |

| Section | Purpose |
|---|---|
| III. | Policy scope clarifies what is considered sex discrimination and sex-based harassment and specifies that the policy applies to any individual participating or attempting to participate in the College's programs or activities, regardless of location. |
| IV. | This section contains guidelines for reporting of alleged conduct that violates the policy including confidentiality assurances. |
| V. | This policy statement indicates that the College has a grievance process for the prompt and equitable resolution of complaints, including reference to supportive measures during the resolution process and evidentiary statements. |
| VI. | Policy statement specifying that retaliation against any individual involved in a Title IX proceeding will be investigated using the same mechanism the College uses for sex discrimination and sex-based harassment. |
| VII. | Policy statement regarding provision of notice to all students, employees, and applications, and training for employees, as required under the new regulations. |
| VIII. | Standard policy statement authorizing the president to establish and implement procedures necessary to implement the policy. |

RECOMMENDATION

It is recommended that the Board of Trustees adopt Policy 31001A–Sex Discrimination and Sex-Based Harassment.

BACKUP INFORMATION

Resolution
Policy 31001A–Sex Discrimination and Sex-Based Harassment.

RESPONSIBLE SENIOR ADMINISTRATORS

Dr. Brown
Mr. Collette

RESOURCE PERSONS

Mr. Dietz
Ms. Roe
Dr. Van Camp

**BOARD OF TRUSTEES**
**MONTGOMERY COLLEGE**

Resolution Number: **24-06-087**
Adopted on: **6/17/2024**

Agenda Item Number: 13Aii
June 17, 2024

**Subject: New Policy 31001A–Sex Discrimination and Sex-Based Harassment**

WHEREAS, The Board of Trustees and the president have identified the need for a policy to comply with the U.S. Department of Education's 2024 final rule regarding Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance (Title IX); and

WHEREAS, The requirements related to compliance with the 2024 regulations have been researched under the direction of the president; and

WHEREAS, The U.S. Department of Education has established August 1, 2024, as the date on which the new Title IX regulations take effect; and

WHEREAS, Certain entities have filed legal actions in courts to enjoin or otherwise vacate the new regulations; and

WHEREAS, A draft policy statement was reviewed by the appropriate College community stakeholders for their feedback; and

WHEREAS, The president recommends that the Board adopt the policy; now therefore be it

Resolved, That Policy 31001A–Sex Discrimination and Sex-Based Harassment be adopted as indicated in the attachment; and be it further

Resolved, That, absent a court order enjoining or vacating the new Title IX regulations, the proposed College Policy 31001A will become effective on August 1, 2024; and be it further

Resolved, That the president is authorized to implement this policy.

Chapter: Personnel Modification No. 001

Subject: **Sex Discrimination and Sex-Based Harassment**

I. Policy Applicability

This policy and its associated procedures apply to conduct alleged to have occurred on or after August 1, 2024. For alleged conduct occurring before August 1, 2024, Policy 31001 Sexual Misconduct and its associated procedures shall apply.

II. Policy Statement

Montgomery College does not discriminate on the basis of sex and prohibits sex discrimination in any program or activity that it operates, as required by Title IX of the Education Amendments of 1972 (Title IX) and its regulations, including in admissions and employment. Sex discrimination and sex-based harassment in any form will not be tolerated by Montgomery College. When made aware, the College will take prompt and effective action to end sex discrimination, prevent its recurrence, and remedy any discriminatory effects for members of the College community.

It is the responsibility of every member of the College community to foster an environment free of sex discrimination and to comply with reporting obligations. All members of the College community must take reasonable and prudent actions to prevent or stop sexual discrimination and to seek assistance from the College's Title IX Coordinator when appropriate.

III. Policy Scope

Sex discrimination includes discrimination based on sex stereotypes, sex characteristics, sexual orientation, gender identity, or pregnancy or related conditions, including and not limited to childbirth, miscarriage, termination of pregnancy, lactation, and all related medical conditions and recovery related to these conditions. This means that students, employees, applicants, or any individual who is participating or attempting to participate in the College's education program or a College activity may not be treated separately or differently based on sex or in connection with parental, family, or marital status and may not be prevented from participating in an activity consistent with that person's gender identity, unless such separate and different treatment is permitted under a limited exception. Sex-based harassment, or sexual misconduct, includes quid pro quo harassment, hostile environment harassment, and four specific offenses: sexual assault, dating violence, domestic violence, and stalking.

This policy applies regardless of the sex, sexual orientation, or gender identity of any individual who is participating in or attempting to participate in the College's programs or activities at the time of the alleged sex discrimination, and it applies in any situation over which the College has disciplinary authority.

All students and employees of the College must comply with this policy, as well as contractors, vendors, volunteers, visitors to College campuses and centers, or other individuals connected through the College's facilities, programs or activities on campus or in any other College-operated locations.

This policy applies to all sex discrimination occurring under the College's education program or activity in the United States and conduct that is subject to institutional disciplinary authority. The College has an obligation to address a sex-based hostile environment under its education program or activity, even when some conduct alleged to be contributing to the hostile environment occurred outside the education program or activity or outside the United States.

IV. Reporting and Confidentiality

Students should report alleged sex discrimination or sex-based harassment directly to the Title IX Coordinator whenever possible but may report to any College employee. The Title IX Coordinator can be reached at TitleIX@montgomerycollege.edu.

Employees may report sex discrimination and sex-based harassment to the Title IX Coordinator or the Director of Employee Engagement and Labor Relations at EmployeeRelations@montgomerycollege.edu.

The College has identified counselors as the only employees who serve as a confidential resource for students. While confidential employees are not required to report to the Title IX Coordinator, they must provide specific information to anyone who informs the confidential employee of conduct that may reasonably constitute sex discrimination. This information includes how to contact the Title IX Coordinator, how to make a complaint, and how the Title IX Coordinator can help. The College has identified the College Ombuds as the only confidential resource for employees.

All nonconfidential employees must report all incidents of sex discrimination and sex-based harassment to either the Title IX Coordinator (for allegations involving students) or the Director of Employee and Labor Relations (for allegations involving only employees) so that the College may determine whether the conduct falls within the scope of this policy.

The College recognizes that allegations of sex discrimination and sex-based harassment are a sensitive subject for all parties involved and is committed to maintaining the privacy of the parties involved to the fullest extent possible, consistent with applicable law and the need for investigation and resolution.

The College will keep confidential the identity of individuals who make a report or complaint of sex discrimination and sex-based harassment, including any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted or required by law.

V. Grievance Process

The College has adopted grievance procedures that provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating or attempting to participate in its education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX or the Title IX regulations. In certain circumstances, the Title IX Coordinator may evaluate an allegation or report to determine if there is a serious and imminent threat to someone's safety or if the College cannot ensure equal access without initiating a complaint.

The College will offer and coordinate supportive measures as appropriate for the complainant and/or respondent to restore or preserve that person's access to the College's education program or activity or provide support during the College's Title IX grievance procedures or informal resolution process.

Following an investigation and evaluation of all relevant and not otherwise impermissible evidence, the College will use a preponderance of the evidence standard to determine whether sex discrimination or sex-based harassment occurred.

It is presumed that a respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process. Individuals found to have engaged in sex discrimination or sex-based harassment in violation of this policy will be

subject to disciplinary action in accordance with applicable College policies and procedures and/or collective bargaining agreements.

Allegations of sex discrimination and sex-based harassment are serious, with potential for great harm to the accused. An individual found to have knowingly filed a false allegation may be subject to separate, appropriate disciplinary action. A complaint made in good faith is not considered false merely because the evidence does not ultimately support the allegation of sex discrimination or sex-based harassment.

VI. Retaliation

The College prohibits retaliation, including peer retaliation. When the College is aware of possible retaliation, it will take immediate and appropriate steps to investigate using the same procedures it uses for sex discrimination and sex-based harassment. Students or employees who commit retaliation in violation of this policy are subject to appropriate disciplinary action.

VII. Education is a key element of this policy. Notice of this policy will be provided to all students, employees, and applicants. The College will provide annual and ongoing training for employees.

VIII. The Board of Trustees authorizes the president to establish any procedures necessary to implement this policy.

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Board Approval: DATE.

**BOARD OF TRUSTEES**
**MONTGOMERY COLLEGE**
Rockville, Maryland

Agenda Item Number: 13Aiii
June 17, 2024

## MODIFICATION OF POLICY 45001–TUITION, FEES, AND REFUNDS

### General Information

| | |
|---|---|
| Policy Number: | 45001 |
| Contained in Chapter: | Chapter Four |
| Policy Title: | Tuition, Fees, and Refunds |
| Policy Creation Date: | May 21, 1984 |
| Most Recent Modification Date: | November 12, 2018 |

### Changes, Additions, Deletions

| Line Number | Purpose |
|---|---|
| Line 10-11 | This modification adds language emphasizing the active role of the students in the withdrawal process. |
| Line 13 | This modification updates language. |
| Lines 18-30 | This modification adds language to comply with Maryland House Bill 539 ("Public Institutions of Higher Education – Student Withdrawal Policy – Reimbursement of Tuition and Fees," also known as the Cameron Carden Act of 2024) requiring higher education institutions to adopt a policy authorizing a full refund of tuition and fees to a student who withdraws under defined extenuating circumstances. |
| Line 32 | This modification updates language. |
| Line 35-46 | This modification deletes language previously required to satisfy a law and is no longer necessary. The content is now included on Line 27. |
| Lines 48-49 | This modification reflects standardized language being implemented across all policies. |

RECOMMENDATION

It is recommended that the Board of Trustees adopt the modifications to Policy 45001–Tuition, Fees, and Refunds.

BACKUP INFORMATION

Resolution
Policy 45001–Tuition, Fees, and Refunds (revised version)

RESPONSIBLE SENIOR ADMINISTRATOR

Dr. Brown

RESOURCE PERSON

Mr. Dietz
Dr. Gregory
Dr. Van Camp

**BOARD OF TRUSTEES**
**MONTGOMERY COLLEGE**
Rockville, Maryland

Resolution Number: **24-06-088**
Adopted on: **6/17/2024**

Agenda Item Number: 13Aiii
June 17, 2024

**Subject: Modification of Policy 45001–Tuition, Fees, and Refunds**

WHEREAS, The Board of Trustees created Policy 45001–Tuition, Fees, and Refunds in 1984; and

WHEREAS, The policy has served an important purpose in outlining the circumstances under which students are eligible to receive complete or partial refunds of tuition and fees; and

WHEREAS, The policy has been reviewed by the appropriate College community stakeholders for their feedback and been updated; and

WHEREAS, The president recommends that the Board adopt the modifications; now therefore be it

Resolved, That Policy 45001–Tuition, Fees, and Refunds be amended as indicated in the attached draft; and be it further

Resolved, That the president is authorized to implement these changes.

**POLICY Board of Trustees - Montgomery College** **45001**

Chapter: Student Affairs Modification No. 0101

Subject: **Tuition, Fees and Refunds**

I. General

Tuition and fees for credit courses are established periodically by the Board of Trustees.

II. Refunds

A. Under certain circumstances, students are eligible to receive either complete or partial refunds of the tuition and, in some cases, fees, which they have paid for courses that are administratively canceled and for courses from which they have officially withdrawn. It is the responsibility of the student to officially withdraw from a class or classes.

B. Refunds will be based on the following ~~principles~~ guidelines:

1. Official withdrawal: students who withdraw prior to the published withdrawal deadline date~~for receiving a refund for a course~~ will be refunded 100 percent of tuition and fees.

2. Official involuntary withdrawal: in accordance with MD HB Bill 539, students who must withdraw for extenuating circumstances will be provided a 100 percent~~%~~ refund of tuition and fees paid by them for the semester in which they withdraw, upon submission of appropriate documentation. ~~refund will be prorated based on the total amount of expired course ti~~Eligible extenuating circumstances include the student experiencing one of the following:

a. Military mobilization
b. Illness
c. Injury
d. Hospitalization
e. Mental health

3. Refunds and ~~repayments~~ return of funds for recipients of Federal Title IV funds are based on applicable federal law and regulations.

~~III. Military Mobilization~~

~~A. Enrolled credit students who must withdraw because of being called to active military duty or being transferred because of related troop movements be provided a 100% refund of tuition and fees, upon presentation of appropriate documentation, for the semester within which the effective date of withdrawal falls.~~

~~The appropriate notations of withdrawal on the academic record shall be based upon the effective date of withdrawal, as determined by the Office of Enrollment Services.~~

~~The policy on Military Mobilization is effective retroactively with the beginning of the fall 2001 semester.~~

III. The Board of Trustees authorizes the president to establish any procedures necessary to implement this policy.

Board Approval: May 21, 1984; April 18, 1988; December 18, 1989; February 20, 1990; May 15, 1995; April 17, 1995; October 15, 2001; January 22, 2002; March 18, 2002; November 12, 2018; DATE

**BOARD OF TRUSTEES**
**MONTGOMERY COLLEGE**

Agenda Item Number: 13Bi
June 17, 2024

## MODIFICATION OF POLICY 11004–GOVERNANCE

General Information

| | |
|---|---|
| Policy Number: | 11004 |
| Contained in Chapter: | Chapter One |
| Policy Title: | Governance |
| Policy Creation Date: | December 13, 2010 |
| Most Recent Modification Date: | December 13, 2010 |

Changes, Additions, Deletions

| Line Number | Purpose |
|---|---|
| Lines 2-4 | This modification adds language that is central to the policy from later sections to this earlier section. |
| Lines 8-9 | This modification clarifies the unique role of the Board. |
| Lines 9-10 | This modification removes repetitive language. |
| Lines 10-11 | This language was moved to section I. |
| Lines 15-20 | This modification removes repetitive language. |
| Line 39 | This modification adds language to clarify the ways in which constituent groups may engage in participatory governance of policies and procedures. |
| Lines 50-51 | This modification reflects standardized language being implemented across all policies. |

RECOMMENDATION

It is recommended that the Board of Trustees adopt the modifications to Policy 11004–Governance

BACKUP INFORMATION

Resolution
Policy 11004–Governance

RESPONSIBLE SENIOR ADMINISTRATOR

Dr. Cain

RESOURCE PERSONS

Mr. Dietz
Dr. Van Camp

**BOARD OF TRUSTEES**
**MONTGOMERY COLLEGE**

Resolution Number: **24-06-089**
Adopted on: **6/17/2024**

Agenda Item Number: 13Bi
June 17, 2024

**Subject: Modification of Policy 11004–Governance**

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WHEREAS, The Board of Trustees created Policy 11004–Governance in 2010; and

WHEREAS, The policy has served an important purpose in establishing and maintaining the collegial principles by which the College engages in a participatory governance decision-making process; and

WHEREAS, The policy has been reviewed by the appropriate College community stakeholders for their feedback and been updated; and

WHEREAS, The president recommends that the Board adopt the modifications; now therefore be it

Resolved, That Policy 11004–Governance be amended as indicated in the attached draft; and be it further

Resolved, That the president is authorized to implement these changes.

**POLICY Board of Trustees - Montgomery College** **11004**

Chapter: Board of Trustees Modification No. 0012

Subject: **Governance**

I. The Board of Trustees is ~~has the~~ responsible ~~ility~~ for governing Montgomery College and for creating an inclusive and effective governance system in order to achieve the College's mission and vision. The Board may delegate to the President portions of that authority at times deemed appropriate by the Board.

~~I.~~II. The Board of Trustees is committed to the collegial principle of governance that serves as the means and actions by which the Board and the College as a collective entity engage in a participatory decision-making process. ~~to decide matters of policy, oversight, operations, and strategy. The Board of Trustees is the ultimate authority in regard to and accountable for an inclusive and effective governance system. The Board may delegate to the President portions of that authority at times deemed appropriate by the Board.~~

~~II.~~III. The Board of Trustees believes that effective governance is achieved in the spirit of cooperation, collaboration, civility, respect and collegiality, and involves all levels of the College including students. ~~It promotes inclusiveness and gives opportunity for a unified effort in ensuring the achievement of the College's vision and mission through sound and current policies and operating procedures. The Board of Trustees further believes that students' educational experiences are made more lasting and relevant in a collegial environment of communication, collaboration, civility, respect and professionalism that studies have shown can be enhanced by an effective institutional governance structure.~~

~~III.~~IV. The governance structure at Montgomery College shall be guided by the following general principles:

1. All decision-making is based on a shared understanding and recognition that Montgomery College exists to support the comprehensive mission of student success at all levels.
2. All constituent groups within the College have a vested interest and a role in ensuring that the College fulfills the mission under the authority and direction of the Board of Trustees and under the leadership of the President.
3. Participatory governance is a method of organized and collegial interaction in which faculty, staff, students, and administrators participate in thoughtful deliberation and the decision-making process, leading to recommendations made to the College President, who represents the administration of the College as an agent of the Board of Trustees.
4. Mutual agreement is the goal to be achieved through active participation and collegial interaction by all constituent groups.
5. The most effective means of developing policies and procedures is to provide opportunity for involvement, review, and when appropriate recommendations, by the constituent groups affected by the implementation of these policies and procedures.
6. Representatives of constituent groups involved in the participatory governance process have the responsibility of keeping their respective groups informed of the proceedings and recommendations of governance groups.
7. Individuals not serving as representatives have the opportunity to share concerns with the elected representatives of their constituent groups, with the

anticipation that their views will be represented in governance councils, committees, and task forces.

~~IV.~~V. The Board of Trustees authorizes the ~~P~~presidentis ~~authorized~~ to establish~~develop~~ any procedures necessary to implement this policy.

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Board Approval: December 13, 2010; DATE.

| | | |
|---|---|---|
| | | |

**BOARD OF TRUSTEES**
**MONTGOMERY COLLEGE**

Agenda Item Number: 13Bii
June 17, 2024

# MODIFICATION OF POLICY 21001–COLLEGE NAME

## General Information

| | |
|---|---|
| Policy Number: | 21001 |
| Contained in Chapter: | Chapter Two |
| Policy Title: | College Name |
| Policy Creation Date: | December 17, 1968 |
| Most Recent Modification Date: | January 29, 2020 |

## Changes, Additions, Deletions

| Line Number | Purpose |
|---|---|
| Header | This modification changes the name of the policy to include the corporate seal. |
| Lines 10-12 | This modification adds language referencing the Corporate Seal. |
| Line 15 | This modification adds language referencing the Corporate Seal. |
| Line 16 | This modification removes reference to 21002–Corporate Seal of the College, which is being retired and subsumed into this policy. |
| Lines 30-31 | This modification reflects standardized language being implemented across all policies. |

## RECOMMENDATION

It is recommended that the Board of Trustees adopt the modifications to Policy 21001–College Name, subsequently to be known as Policy 21001–College Name and Corporate Seal.

## BACKUP INFORMATION

Resolution
Policy 21001–College Name
Policy 21002–Corporate Seal of the College

RESPONSIBLE SENIOR ADMINISTRATOR

Dr. Cain

RESOURCE PERSONS

Mr. Dietz
Dr. Van Camp

**BOARD OF TRUSTEES**
**MONTGOMERY COLLEGE**

Resolution Number: **24-06-090**
Adopted on: **6/17/2024**

Agenda Item Number: 13Bii
June 17, 2024

**Subject: Modificationof Policy 21001–College Name**

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WHEREAS, The Board of Trustees created Policy 21001–College Name in 1968; and

WHEREAS, The policy has served an important purpose in establishing the guidelines regarding the College's name and use thereof; and

WHEREAS, The policy has been reviewed by the appropriate College community stakeholders for their feedback and been updated with Policy 21002–Corporate Seal of the College subsumed into it; and

WHEREAS, The president recommends that the Board adopt the modifications; now therefore be it

Resolved, That Policy 21001–College Name be amended as indicated in the attached draft and be subsequently hereafter named Policy 21001–College Name and Corporate Seal; and be it further

Resolved, That the president is authorized to implement these changes.

## POLICY Board of Trustees - Montgomery College 21001

Chapter: Organization Modification No. 0023

Subject: **College Name and Corporate Seal**

I. In accordance with the laws of the State of Maryland (Chapter 134, Acts of 1961 General Assembly), and effective on December 18, 1968, the name of the College is "Montgomery Community College." The Board of Trustees is “the Montgomery County Board of Trustees.”

II. To facilitate communication both internally and externally, the use of the name “Montgomery College” is authorized for purposes of doing business as, publications and public information.

~~II.~~III. The Board of Trustees has adopted a corporate seal containing on the periphery the words "Board of Trustees, Montgomery Community College" and in the center, the words "Corporate Seal."

~~III.~~IV. All members of the College community are reminded that the use of the Montgomery College insignia, logo, ~~and~~ College name, and seal are subject to approval, pursuant to ~~College Policy 21002-Corporate Seal of the College and~~ 62003-Public Information, Communications, and Marketing. Montgomery College regulates the use of its name to ensure that such use advances the College’s mission.

~~IV.~~V. College faculty, staff, and students may refer to their affiliation with the College in connection with personal activities provided that the affiliation or status is accurately represented and any title or position is accurately identified, and provided that such use does not imply College endorsement of the activity.

~~V.~~VI. The College’s name must not be used in any announcement, advertising matter, publication, correspondence, or report in connection with personal or non-College activities if such use in any way could be construed as implying College endorsement of or responsibility for any project, product, or service.

VII. The Board of Trustees authorizes the president to establish any procedures necessary to implement this policy.

_____

Board Approval: December 17, 1968; January, 2020; DATE.

**BOARD OF TRUSTEES**
**MONTGOMERY COLLEGE**

Agenda Item Number: 13Biii
June 17, 2024

## RETIREMENT OF POLICY 21002–Corporate Seal of the College

### General Information

| | |
|---|---|
| Policy Number: | 21002 |
| Contained in Chapter: | Chapter Two |
| Policy Title: | Corporate Seal of the College |
| Policy Creation Date: | Aril 22, 1969 |
| Most Recent Modification Date: | Aril 22, 1969 |

### Reason for Policy Retirement

The language of this policy can appropriately be incorporated into 21001–College Name, so this policy can be retired.

RECOMMENDATION

It is recommended that the Board of Trustees retire Policy 21002–Corporate Seal of the College, which has been incorporated into Policy 21001.

BACKUP INFORMATION

Resolution
Policy 21002–Corporate Seal of the College

RESPONSIBLE SENIOR ADMINISTRATOR

Dr. Cain

RESOURCE PERSONS

Mr. Dietz
Dr. Van Camp

**BOARD OF TRUSTEES**
**MONTGOMERY COLLEGE**

Resolution Number: **24-06-091**
Adopted on: **6/17/2024**

Agenda Item Number: 13Biii
June 17, 2024

**Subject: Retirement of Policy 21002–Corporate Seal of the College**

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WHEREAS, The Board of Trustees created Policy 21002–Corporate Seal of the College in 1969; and

WHEREAS, The policy has served an important purpose in the adoption of a corporate seal; and

WHEREAS, The language, authorities, and expectations codified in College Policy 21002–Corporate Seal of the College can be appropriately incorporated into Policy 21001; and

WHEREAS, The policy has been reviewed by the appropriate College community stakeholders for their feedback; and

WHEREAS, The president recommends that the Board retire the Policy; now therefore be it

Resolved, That Policy 21002–Corporate Seal of the College be retired as indicated in the attached draft; and be it further

Resolved, That the president is authorized to implement these changes.

## POLICY Board of Trustees - Montgomery College **21002**

Chapter: Organization Modification No. 001

Subject: **Corporate Seal of the College**

The Board of Trustees has adopted a corporate seal containing on the periphery the words "Board of Trustees, Montgomery Community College" and in the center, the words "Corporate Seal." The President of the College is authorized to develop and implement procedures for the use and safeguarding of the seal.

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Board Approval: April 22, 1969.

RETIRE

**BOARD OF TRUSTEES**
**MONTGOMERY COLLEGE**

Agenda Item Number: 13Biv
June 17, 2024

## RETIREMENT OF POLICY 51002–MASTER PLAN FOR EDUCATIONAL PROGRAMS AND SERVICES

### General Information

| | |
|---|---|
| Policy Number: | 51002 |
| Contained in Chapter: | Chapter Five |
| Policy Title: | Master Plan for Educational Programs and Services |
| Policy Creation Date: | June 21, 1976 |
| Most Recent Modification Date: | January 18, 1978 |

### Reason for Policy Retirement

A Master Plan for Educational Services remains an important document but is now a routine part of academic operations and so the policy is considered unnecessary. Furthermore, much of the content of 51002 is subsumed in other policies developed since this was last modified in 1978.

RECOMMENDATION

It is recommended that the Board of Trustees retire Policy 51002–Master Plan for Educational Programs and Services.

BACKUP INFORMATION

Resolution
Policy 51002–Master Plan for Educational Programs and Services

RESPONSIBLE SENIOR ADMINISTRATOR

Dr. Price

RESOURCE PERSONS

Mr. Dietz
Dr. Van Camp

**BOARD OF TRUSTEES**
**MONTGOMERY COLLEGE**

Resolution Number: **24-06-092**
Adopted on: **6/17/2024**

Agenda Item Number: 13Biv
June 17, 2024

**Subject: Retirement of Policy 51002–Master Plan for Educational Programs and Services**

WHEREAS, The Board of Trustees created Policy 51002–Master Plan for Educational Programs and Services in 1976; and

WHEREAS, The policy has served an important purpose in guiding the development, implementation, and assessment of educational programs and services; and

WHEREAS, The language, authorities, and expectations codified in College Policy 51002–Master Plan for Educational Programs and Services are now routine in College operations; and

WHEREAS, The policy has been reviewed by the appropriate College community stakeholders for their feedback; and

WHEREAS, The president recommends that the Board retire the Policy; now therefore be it

Resolved, That Policy 51002–Master Plan for Educational Programs and Services be retired as indicated in the attached draft; and be it further

Resolved, That the president is authorized to implement these changes.

**POLICY Board of Trustees - Montgomery College** **51002**

Chapter: Educational Program Modification No. 002

Subject: **Master Plan for Educational Programs and Services**

I. Policy

A master plan for the development, implementation, and assessment of educational programs and services will be maintained for the College to include specific plans for each campus. As new campuses are planned, appropriate master plans will be developed for them.

II. Program and Service Commitments

In planning its development as a community institution of higher education, the College should use --in addition to its adopted statement of philosophy, objectives, and programs --the following statements as a framework for its decisions:

A. The College is an "open-door" college, and, as such, it supports a liberal admissions policy; however, there may be specific requirements authorized for enrollment or matriculation in particular courses or curricula within the College.

B. The College goal in its program of studies is the achievement of excellence.

C. The College should be prepared to offer to the citizens of Montgomery County appropriate postsecondary educational programs, a variety of student services, and a broad range of appropriate community services.

D. The College should welcome opportunities to utilize the entire County --its facilities and its people --as a college resource.

E. The College is to be planned as a fully coordinated, comprehensive system rather than as a set of comprehensive campuses. All campuses of the College and the Office of Continuing Education should be considered as coordinated and supportive segments of a single college system.

F. College campuses should serve as community centers.

G. The College should be an exploratory center for those students who have not yet fixed on their career goals.

H. The College should anticipate and respond quickly and positively to changing needs and patterns.

I. Curricula will include those leading to an associate degree or to a certificate, and will include also short-term continuing education courses not offered for academic credit.

J. Curricula and courses will be offered in the liberal arts and sciences and preprofessional areas for those desiring a general program or planning to transfer to senior collegiate institutions, and in technical, vocational, semi-professional, and paraprofessional areas for those desiring to prepare for

RETIRED

specific careers following enrollment at the College.

K. The use of off-campus centers for offering programs and services will be encouraged, when appropriate to the mission and resources of the College.

L. When curricula or services of the College cannot be funded to the extent warranted, enrollments or services may be restricted as appropriate.

M. Encouragement should be given to the exploration of new techniques and approaches for instructional and learning improvement so as to assist students who might not otherwise enroll or benefit from the programs and services of the College, and so as to offer students alternative and improved ways for collegiate learning.

N. The College should maintain opportunities for the continuing in-service development of administrators, faculty, and staff in order to accomplish the program and service commitments of the College.

O. The College should increasingly use cooperative and joint approaches for the extension and enhancement of the educational and cultural life of the citizens of Montgomery County, joining as appropriate and feasible with such agencies and organizations as the County government and the various municipal governments, the public schools, other institutions of higher education, and various State and national organizations.

III. Policy for Modifying the Master Plan

A. The Board of Trustees is responsible for authorizing a master plan and changes in the master plan of the College and its campuses.

B. Recommendations for changing the master plan of programs and services of the College and its campuses shall be reviewed by the President and his staff prior to the time recommendations are made to the Board of its consideration.

C. Recommendations regarding changes in a campus master plan shall be made directly to the President or his designee for review and subsequent recommendation. Prior to making a recommendation to the President, the President's designee shall consult with appropriate faculty and staff in order to assess the justification and various implications of the proposed changes.

D. In the event the Board of Trustees establishes a new campus of the College, the Board is responsible for approving the master plan of programs and services for the new campus, after receiving a recommendation from the President of the College, after due study, analysis, and consultation, as might be appropriate.

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Board Approval: June 21, 1976; January 18, 1978.

RETIRE

**PROCEDURE - Montgomery College** **51002CP**

Chapter: Educational Program Modification No. 001

Subject: **Master Plan for Educational Programs and Services**

I. The President is responsible for the general administration of the Master Plan for Educational Programs and Services.

II. The appropriate administrators are responsible to the President for the general development, implementation, coordination and assessment of educational programs and services authorized under the master plan for their particular and respective areas of responsibility.

III. Each campus provost is responsible to the Academic Vice President for:

A. The administration of the campus master plan for the particular campus.

B. The development of plans and recommendations for the fulfillment of the campus plan, and the recommendation of appropriate changes in the campus plan.

IV. The Provost for Continuing Education is responsible to the Academic Vice President for the development and implementation of programs of short-term continuing education courses and for cultural and other assigned activities of an educational nature.

V. The resources and services of the College administrative staff will assist, as appropriate, in the fulfillment of the responsibilities outlined in each master plan. The Academic Vice President is responsible for monitoring the overall effectiveness and implementation of the master plan of the College.

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Administrative Approval: February 26, 1980.

RETIRE

**BOARD OF TRUSTEES**
**MONTGOMERY COLLEGE**

Agenda Item Number: 14A
June 17, 2024

## FINAL ADOPTION OF THE FY25 CAPITAL BUDGET

BACKGROUND

On May 23, 2024, the Montgomery County Council approved the College's FY25 capital budget by appropriating $29,869,000 to fund 16 projects. The council's approved budget (council resolution 20-519) includes the following:

| Project (in '000's) | College's FY25 Request | County Council Final Action |
|---|---|---|
| ADA Compliance | $ 75 | $ 75 |
| Capital Renewal | 2,000 | 2,000 |
| Collegewide Central Plant & Distribution Systems | 1,000 | 1,000 |
| Collegewide Library Renovations | 21,000 | 2,000 |
| Collegewide Physical Education Renovations | - | - |
| Elevator Modernization | 54 | 54 |
| Energy Conservation | 300 | 300 |
| Facility Planning | 270 | 270 |
| East County Campus | 500 | 500 |
| Instructional Furniture & Equipment | 270 | 270 |
| Planned Life-Cycle Asset Replacement | 4,000 | 4,000 |
| Planning, Design & Construction | 1,900 | 1,900 |
| Roof Replacement | 1,840 | 1,840 |
| Site Improvements | 610 | 610 |
| Information Technology | 9,250 | 9,250 |
| Network Infrastructure and Server Operations | 4,100 | 4,100 |
| Student Learning Support Systems | 1,700 | 1,700 |
| **Grand Total** | **$ 48,869** | **$ 29,869** |

The state approved $1 million in construction funding for the Rockville Macklin Tower Library Renovation project, and the county matched this amount ($1,000,000) in FY25. The remaining construction amount of $19 million will be requested in FY26.

The East County Center was approved for $500,000 in FY25 for county funding. There are two stages for this project: (1), the new East County Education Center that creates a College presence in this underserved community, and (2) establish a fourth center in the east county.

The College's fund balance was used to fund the three information technology projects as follows: Information Technology ($8,750,000), Network Infrastructure and Server Operations ($300,000), and Student Learning Support Systems ($300,000).

RECOMMENDATION

It is recommended that the Board of Trustees adopt the FY25 capital budget as appropriated by the Montgomery County Council and authorize the president to implement the approved budget. The attached resolution provides for the formal action taken each year following the council's appropriation of the College's capital budget.

BACKUP INFORMATION

Board Resolution
Other Approved Projects

RESPONSIBLE SENIOR ADMINISTRATOR

Mr. Collette

RESOURCE PERSON

Ms. Schramm

**BOARD OF TRUSTEES**
**MONTGOMERY COLLEGE**

Resolution Number: **24-06-093**
Adopted on: **6/17/2024**

Agenda Item Number: 14A
June 17, 2024

**Subject: Final Adoption of the FY25 Capital Budget**

WHEREAS, On November 13, 2023 , the Board of Trustees adopted the FY25 capital budget under resolution 24-11-020; and

WHEREAS, On May 23, 2024, by council resolution 20-519, the Montgomery County Council approved the College's FY25-30 capital improvements program and approved the FY25 capital budget with new appropriations totaling $29,869,000 to fund 16 projects; and

WHEREAS, This resolution aligns with all goals contained in Montgomery College's 2023 through 2028 Strategic Plan; and

WHEREAS, The president recommends the following action; now therefore be it

Resolved, That the Board of Trustees adopts the FY25 capital budget, and authorizes the president to implement the budget as amended, approved, and appropriated by the Montgomery County Council for the College, pursuant to council resolution 20-519.

MONTGOMERY COLLEGE
FY25 Capital Budget
Other Approved Projects (No Funds Requested in FY25)

**Projects with prior-year appropriations (approved as submitted):**
Germantown Science and Applied Studies Renovation – Phase 1
Germantown Student Services Center
Rockville Student Services Center
Takoma Park/Silver Spring Math and Science Center

**Outyear projects with no previous appropriation (FY25-30):**
Rockville Theatre Arts Building Renovation and Addition

**Deleted outyear projects (FY25-30):**
N/A

**Projects pending close out**:
N/A

**Projects closed out as of July 1, 2024:**
N/A

**BOARD OF TRUSTEES**
**MONTGOMERY COLLEGE**

Agenda Item Number: 14B
June 17, 2024

# PETITION FOR FY25 STATE FUNDING, MACKLIN TOWER LIBRARY DESIGN, ROCKVILLE CAMPUS

## BACKGROUND

On May 23, 2024, the Montgomery County Council appropriated the College's FY25 capital budget, including funds for one state-assisted project, Rockville Macklin Tower Library Construction. The county executive and the county council have been informed that the College will petition the state for final approval of funding for this project.

The state and county funding levels for this project are outlined below. The FY25 appropriation for the Rockville Macklin Tower Library Construction is $2,000,000 ($1,000,000 in county aid and $1,000,000 through state support). The overall project cost (including design) is $27,908,000, split 50/50 between the county and the state. The College only needs to petition the state for funds from the community college construction grants program.

The attached resolution and county council petition are in the format prescribed by the state and county. In addition, the petition outlines the contingent nature of the council's approval, which requires state approval of the College's projects as part of the FY25 bond bill. With the Board's adoption of this resolution, the request is forwarded to the county council for action on the state grant petitions. The appropriation in this resolution is based on projected resources for FY25.

## RECOMMENDATION

It is recommended that the Board of Trustees formally request the county council to petition the state for $1,000,000 for the construction of the Rockville Macklin Tower Library project.

## BACKUP INFORMATION

Board Resolution
County Council Resolution
Project Description Form

## RESPONSIBLE SENIOR ADMINISTRATOR

Mr. Collette

## RESOURCE PERSON

Ms. Schramm

**BOARD OF TRUSTEES**
**MONTGOMERY COLLEGE**

Resolution Number: **24-06-094**
Adopted on: **6/17/2024**

Agenda Item Number: 14B
June 17, 2024

**Subject: Proposal to Construct a Public Junior/Community College or Additions Thereto, Macklin Tower Library Design, Rockville Campus**

WHEREAS, The General Assembly of Maryland has enacted various community college construction loan acts that provide state funds to assist the various counties in financing the costs of acquiring land and constructing public junior, community, or regional community college buildings and facilities, the costs of which were incurred after the effective dates of the acts; and

WHEREAS, This resolution aligns with all goals contained in Montgomery College's 2023 through 2028 Strategic Plan; and

WHEREAS, The Board of Trustees of Montgomery Community College proposes undertaking the construction of the Macklin Tower Library project on the Rockville Campus of the College and has determined that the sum of $1,000,000 in state financial assistance available under the loan acts is needed for this purpose; now therefore be it

Resolved, That the Board of Trustees of Montgomery Community College requests that the Montgomery County Council approve the proposal to undertake the construction of the Macklin Tower Library project on the Rockville Campus of the College as set forth in the application for financial assistance; file, as required by the loan acts and contingent on enactment of the FY25 State of Maryland capital budget by the 2024 session of the General Assembly and its approval by the governor, the necessary petition with Maryland Higher Education Commission for a state grant in the amount of $1,000,000, and make available the necessary local funds for completion of the project.

A True Copy.

ATTEST:

_____, Secretary-Treasurer
Board of Trustees of
Montgomery Community College

Date: _____

Resolution No.:_____
Introduced: _____
Adopted: _____

COUNTY COUNCIL
FOR MONTGOMERY COUNTY, MARYLAND

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By: County Council

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**SUBJECT**: Petition for state grant of $1,000,000 for the construction of the Macklin Tower Library Project on the Rockville Campus of the College

## Background

1. The General Assembly of Maryland has enacted various community college construction loan acts that provide state funds to assist the counties in financing the costs of acquiring land and constructing public junior, community, or regional community college buildings and facilities, the costs of which were incurred after the effective dates of the acts.

2. The county council must file a petition to participate in the financial assistance provided in the acts with the Maryland Higher Education Commission (MHEC).

3. The Board of Trustees of Montgomery Community College proposes undertaking the design of the Macklin Tower Library project on the Rockville Campus of the College in Montgomery County. Upon resolution duly adopted by the Board of Trustees, the Board requests the county council to petition the Maryland Higher Education Commission (MHEC) for a grant of $1,000,000 needed to assist the financing of the public community college project which is described in the application for financial assistance.

4. In the FY25 capital budget for Montgomery College, the Board of Trustees proposed undertaking the construction of the Macklin Tower Library project on the Rockville Campus of the College. On May 23, 2024, the county council approved $2,000,000 for this project, contingent on the receipt of $1,000,000 from the state in FY25. The College only needs to petition the state for funds from the community college construction grants program.

5. In April 2024, the state General Assembly and the Governor approved the FY25 state of Maryland capital budget, which included $1,000,000 for the construction of the Macklin Tower Library project on the Rockville Campus of the College. However, the Board of Public Works must still approve the specific grant and the

necessary contracts. Before this approval, the county council must file a petition to participate in the financial assistance provided in the acts with the Maryland Higher Education Commission (MHEC). After the commission receives this petition, the commission will recommend to the Board of Public Works that the Board approve the grant and the contracts.

## Action

The county council for Montgomery County, Maryland, approves the following action:

1. In accordance with the enactment by the 2024 session of the General Assembly of the FY25 state of Maryland capital budget and approval by the governor, the county petitions the Maryland Higher Education Commission (MHEC) for a grant of $1,000,000 from the available funds of the various community college construction loan acts in order to participate in the available financial assistance.

2. If the Maryland State Board of Public Works approves a grant of less than fifty percent (50%) of the estimated total cost for the construction of the Macklin Tower Library project on the Rockville Campus of the College, and the county council has not already agreed to fund the difference as a part of the approved capital improvements program, the College must notify the county executive and the county council by requesting an amendment to the College's capital improvements program. The amendment must show the actual project funding schedule proposed and the council must approve the amendment before the College awards a contract.

This is a correct copy of council action.

_____
Megan Davey Limarzi, Esq.
Clerk of the Council

Attachments: Montgomery College Board of Trustees Resolution No. XX-XXX
Collegewide Library Renovations Project PDF #P661901

# Collegewide Library Renovations
**(P661901)**

| | | | |
|---|---|---|---|
| **Category** | Montgomery College | **Date Last Modified** | 05/20/24 |
| **SubCategory** | Higher Education | **Administering Agency** | Montgomery College |
| **Planning Area** | Countywide | **Status** | Planning Stage |

| | Total | Thru FY23 | Est FY24 | Total 6 Years | FY 25 | FY 26 | FY 27 | FY 28 | FY 29 | FY 30 | Beyond 6 Years |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **EXPENDITURE SCHEDULE ($000s)** | | | | | | | | | | | |
| Planning, Design and Supervision | 5,436 | 1,126 | 2,356 | 1,954 | 1,954 | - | - | - | - | - | - |
| Construction | 33,202 | 7,990 | 4,212 | 21,000 | 2,000 | 19,000 | - | - | - | - | - |
| Other | 3,398 | - | 828 | 2,570 | - | 2,570 | - | - | - | - | - |
| **TOTAL EXPENDITURES** | **42,036** | **9,116** | **7,396** | **25,524** | **3,954** | **21,570** | - | - | - | - | - |
| **FUNDING SCHEDULE ($000s)** | | | | | | | | | | | |
| G.O. Bonds | 21,343 | 4,558 | 4,023 | 12,762 | 1,977 | 10,785 | - | - | - | - | - |
| State Aid | 20,693 | 4,558 | 3,373 | 12,762 | 1,977 | 10,785 | - | - | - | - | - |
| **TOTAL FUNDING SOURCES** | **42,036** | **9,116** | **7,396** | **25,524** | **3,954** | **21,570** | - | - | - | - | - |

**APPROPRIATION AND EXPENDITURE DATA ($000s)**

| | | | |
|---|---|---|---|
| Appropriation FY 25 Request | 2,000 | Year First Appropriation | FY20 |
| Appropriation FY 26 Request | 21,570 | Last FY's Cost Estimate | 40,262 |
| Cumulative Appropriation | 18,466 | | |
| Expenditure / Encumbrances | 9,446 | | |
| Unencumbered Balance | 9,020 | | |

## PROJECT DESCRIPTION

This project provides funding for the renovation of the libraries on two of Montgomery College's campuses, specifically the Rockville Macklin Tower Building, and the Takoma Park/Silver Spring Resource Center. An architecture firm has developed conceptual designs for the two campus libraries, and has identified improvements required to support organizational and service changes, and to modernize the libraries. The main library floors will be hubs of academic life at Montgomery College: dynamic spaces that will be student-centered, technology and service-driven, and will foster innovation. The upper floors will provide students with comfortable and quiet study spaces and smaller, curated collections to support their academic and career goals. Additional goals of this project is to meet the variety of student needs including group study, individual study, and silent study.

## LOCATION

Takoma Park/Silver Spring and Rockville Campuses

## ESTIMATED SCHEDULE

A part1/part 2 document was completed in FY21 for the Takoma Park/Silver Spring library renovation. Design will start in FY22, construction will begin in FY23, and continue in FY24, with completion in FY24. The Rockville library project design will begin in FY24, and construction, and FFE will be requested in FY25 and FY26.

## COST CHANGE

State aid escalation of 5 percent approved for FY25 as well as a $650,00 transfer to cover cost increases prior to FY25.

## PROJECT JUSTIFICATION

The Takoma Park/Silver Spring Resource Center was constructed in 1978, and is 45 years old. The Rockville Macklin Tower Building was constructed in 1971 and is 52 years old. These two buildings are outdated, space and service configuration is insufficient, employee workspaces are inadequate to promote collaboration with colleagues, as well as, support student success. In FY16, the Montgomery College Libraries had nearly 670,000 visitors, and ethnographic studies have shown that libraries are one of the places at Montgomery College where students can escape from work and family obligations to get homework and studying done. In addition, Montgomery College's libraries provide students access to technology to be successful in their coursework. In FY16, the Montgomery College library's computers, laptops, and tablets were used approximately 200,000 times by nearly 18,000 unique users. Providing computers, laptops, tablets, software, scanners, internet, and accessible software programs improves college affordability for students who wouldn't otherwise be able to afford those tools. The Montgomery College Libraries increasingly support educational excellence by embedding librarians and information literacy into classes with 7,600 students taught. Other relevant studies and plans include the Libraries Master Plan (2015), Montgomery College Libraries' Ethnographic Studies 2013-2016 (2016), Collegewide Facilities Master Plan (Pending 2023), Libraries Planning Study (6/17), and Libraries Planning Study Germantown Addendum (9/17), and Montgomery College Strategic Plan (7/23).

## OTHER

FY25 Appropriation: Total $2,000,000 ($1,000,000 (GO Bonds); and $1,000,000 (State Aid)). FY26 Appropriation: Total $21,570,000 ($10,785,000 (GO

Bonds); and $10,785,000 (State Aid)).

A fund transfer was made to this project: $650,000 from the Planning, Design and Construction project (#P906605)(BOT Resol. #23-06-093, 06/21/23).

## FISCAL NOTE

$650,000 transferred from Planning, Design, and Construction project (906605) to Collegewide Library Renovations project (661901) in the FY21-26 CIP (BOT Resolution:21-06-069 adopted on 6/21/2021).

## DISCLOSURES

Montgomery College asserts that this project conforms to the requirement of relevant local plans, as required by the Maryland Economic Growth, Resource Protection and Planning Act.

**BOARD OF TRUSTEES**
**MONTGOMERY COLLEGE**

Agenda Item Number: 14C
June 17, 2024

## FINAL ADOPTION OF THE FY25 CURRENT, ENTERPRISE, AND OTHER FUNDS BUDGETS

BACKGROUND

On January 24, 2024, the Board of Trustees adopted the FY25 Current, Enterprise, and Other Funds budgets for a total of $334,695,418, under resolution 24-01-036. This includes a current fund budget in the amount of $283,008,780, an operating budget for the Workforce Development & Continuing Education (WDCE) Fund of $22,748,598, and budget of $1,959,598 for the Auxiliary Enterprises Fund. The combined total for the enterprise funds is $24,708,196.

The fund totals for all funds remain as adopted and no further changes are necessary to the Board's original authorization. The table below summarizes the adopted budgets by fund:

| | |
|---|---|
| Current Fund | $ 283,008,780 |
| Workforce Development & Continuing Education | $ 22,748,598 |
| Auxiliary Enterprises Fund | $ 1,959,598 |
| Cable Television | $ 1,894,942 |
| Emergency Plant Maintenance and Repair | $ 350,000 |
| Transportation Fund | $ 4,200,000 |
| Major Facilities Reserve Fund | $ 2,000,000 |
| Federal, State and Private Grants | $ 18,533,500 |

This budget is fiscally prudent, advances affordability, and supports the employees who do the hard work to empower students to change their lives. The economic terms of our employee agreements reflect our commitment to provide fair and sustainable wages. We are grateful to our employees for their commitment to our students.

County funding to the College remains at a maintenance-of-effort level. During its April 15, 2024 meeting, under resolution 24-04-063, the Board of Trustees approved no change to the credit tuition rates or fees for in-county, in-state, and out-of-state student residents. The total state aid funding for FY25 is $69,889,139, which includes the operating budget and Workforce Development & Continuing Education (WDCE) budget, and is $1,203,833 lower than the amount budgeted for the College in FY24. The FY25 current fund budget includes the use of fund balance of $19,194,492 of which $9,350,000 is being transferred to the capital fund to support planned capital projects.

The FY25 current fund budget expenditures of $283,008,780 are $2,773,718 higher than the prior year due to providing sustainable compensation increases, and contractual and operational escalations in projected expenditures.

RECOMMENDATION

It is recommended that the Board re-adopt these FY25 fund budgets and authorize the president to implement the budgets as approved by county council funding actions on May 23, 2024.

BACKUP INFORMATION

Board Resolution

RESPONSIBLE SENIOR ADMINISTRATOR

Mr. Collette

RESOURCE PERSON

Ms. Greaney

**BOARD OF TRUSTEES**
**MONTGOMERY COLLEGE**

Resolution Number: **24-06-095**
Adopted on: **6/17/2024**

Agenda Item Number: 14C
June 17, 2024

**Subject: Final Adoption of the FY25 Current, Enterprise, and Other Funds Budgets**

WHEREAS, The Board of Trustees adopted the College's FY25 operating budgets on January 24, 2024, under resolution 24-01-036; and

WHEREAS, Montgomery College submitted a budget to the Montgomery County Executive and Montgomery County Council that was fiscally responsible; and

WHEREAS, The Montgomery County Executive and Montgomery County Council recognized the valuable contributions that Montgomery College offers this community and funded the College at maintenance of effort level; and

WHEREAS, The Montgomery County Council considered the FY25 College's operating budgets totaling $334,695,418 in work sessions during May 2024; and

WHEREAS, The Montgomery Council approved the College's operating budgets in total as submitted, and approved additional use of $9,350,000 of the current fund balance to be transferred to the capital fund to support planned capital projects; and

WHEREAS, The foregoing expenditure appropriation has been applied to functional expense categories to reflect council actions; and

WHEREAS, This resolution aligns with all goals contained in Montgomery College's 2023 through 2028 Strategic Plan; now therefore be it

Resolved, That the Board of Trustees hereby re-adopts the FY25 College Current, Enterprise, and Other Fund Budgets; and be it further

Resolved, That the functional totals for the FY25 current fund and enterprise operating budgets will be in the amounts listed in the following table:

| | | **Current Fund** | **Enterprise Funds** |
|---|---|---|---|
| 10 | Instruction | $ 95,130,490 | $ 13,667,843 |
| 40 | Academic Support | $ 45,689,610 | $ 4,397,986 |
| 50 | Student Services | $ 36,495,649 | $ 3,322,387 |
| 60 | Operations & Maintenance of Plant | $ 47,693,505 | $ 1,310,382 |
| 70 | Institutional Support | $ 51,520,380 | 0 |
| 80 | Scholarships & Fellowships | $ 6,479,146 | $ 50,000 |
| | Auxiliary Expenditures | 0 | $ 1,959,598 |
| Total | | $ 283,008,780 | $ 24,708,196 |

and; be it further

Resolved, That the estimated budgeted source of funds projected by the Board of Trustees to fund the College's current fund and enterprise operating budgets during FY25 are in the amounts listed in the following table:

| | Current Fund | Enterprise Funds |
|---|---|---|
| County Contribution | $ 148,409,696 | 0 |
| State Aid | $ 56,114,579 | $ 13,774,560 |
| Tuition and Fees | $ 63,926,064 | $ 7,000,000 |
| Miscellaneous | $ 5,473,949 | $ 1,660,050 |
| Fund Balance | $ 19,194,492 | $ 1,513,586 |
| Net Transfers | $ (10,110,000) | $ 760,000 |
| Total | $ 283,008,780 | $ 24,708,196 |