

**Harford Community College**  
**Plan for a Program of Cultural Diversity**  
**2020-2023**

*Harford Community College (HCC) is a two-year college that believes in providing an open and inclusive environment to all students and employees. Harford Community College expects to sustain an atmosphere where individuals and groups can maintain a sense of cultural identity while supporting a strong, integrated campus community. For purposes of this plan, “cultural diversity” means the inclusion of those racial and ethnic groups and individuals that are or have been underrepresented in higher education. (Article 11-406)*

Background:

Diversity has been an HCC value at the institutional level as included in the College’s Mission Statement and Strategic Plans; it is included as a factor on employee performance reviews. Many courses at HCC incorporate diversity as a learning objective, and students must take one diversity-designated class, in most programs, in order to graduate with an Associate’s degree. In an attempt to attract and retain diverse candidates, a Talent Management Committee was formed; it updated the HCC application portal and made progress towards advertising positions in more diverse academic journals, sites, and conferences.

To further advance the College’s commitment to cultural diversity, in October 2012, the Vice President for Academic Affairs and the Vice President for Student Affairs and Institutional Effectiveness established a *Cultural Diversity Committee*, with the following purposes:

1. Review and update the College's Plan for a Program of Cultural Diversity, as required by MHEC;
2. Assess the College's progress toward achieving the goals and implementing the plan;
3. Complete required annual reporting by stated due dates for Board of Trustees approval (MHEC progress report);
4. Identify those programs/services/activities that can have the greatest possible impacts on campus cultural diversity and recommend how our resources might best be utilized and coordinated to fulfill the campus cultural diversity plan;
5. Identify barriers to achieving greater success in fulfilling the cultural diversity plan and provide recommendations on how the College can overcome those barriers;
6. Assist in the preparation of funding requests to support cultural diversity activities;
7. Work with governance committees/councils, departments and offices on promulgating positive cultural diversity practices;
8. Serve as a clearinghouse and communications center for activities relating to cultural diversity on- and off-campus.

In 2019, The Committee for Cultural Diversity voted to change its name to the Diversity, Inclusion, Culture, and Equity (DICE) Committee. This change in the name reflects the broader, expanded mission of the Committee to consider issues of diversity and their intersection with issues of equity and inclusion. It also widened the scope of the Committee’s work to embrace the

way that diverse viewpoints must be included and welcomed in mainstream campus life in order to be effectively heard and considered.

The DICE Committee includes members from across the HCC campus, including from all academic divisions, as well as from departments that interface with students, such as Human Resources, Advising, and Disability Services.

The DICE Committee has worked to create a new Plan for a Program of Cultural Diversity, for the academic years 2020-2023.

#### Alignments with HCC Strategic Plan and MHEC Plan:

The Plan for a Program of Cultural Diversity aligns with HCC's new FY20 – FY24 Strategic Plan. Specifically, the Plan's goals, which center on diversity and equity, support the following strategies and their objectives:

*Strategy 2: Create an engaging and inclusive learning experience so ALL students can achieve their goals.*

#### Objectives:

1. Identify and implement structures and resources to foster an inclusive and equitable learning experience for all students.
2. Customize onboarding and guided pathways for students to facilitate goal attainment.
3. Develop a college-wide, systematic process that is designed to support students at all levels of academic readiness to promote efficient college level credit attainment in Mathematics, English, and Reading.
4. Implement best practices around SEM practices for each phase of the student life cycle, entry, connection, progress, completion and transition to maintain and grow enrollment and maximize student success.
5. Maintain a Facilities Master Plan that adequately supports the needs of students, faculty, and staff.

*Strategy 3: Foster a participative culture that encourages success by hiring, developing, and retaining diverse employees that share the College's values.*

#### Objectives:

1. Cultivate a workplace culture where HCC employees feel valued and tangibly recognized for their contributions.
2. Develop a workplace culture that encourages continuous learning and professional growth for all HCC employees.
3. Develop talent (or employee) acquisition practices that work to proactively attract high quality candidates, representative of a wide variety of backgrounds and cultures.
4. Develop processes and procedures that create efficiencies in daily activities to make effective use of college resources, position employees to be successful, and positively impact the student experience.

5. Create an Administrative Procedures Manual to clarify structures and methods for performing various campus operations and activities.

*Strategy 5: Prepare students to distinguish themselves as compassionate contributors and leaders in the global community.*

Objectives:

1. Design multidisciplinary content and develop multiple delivery mechanisms to integrate global learning across the curriculum to prepare students for life, work, and citizenship.
2. Create opportunities for students, staff and faculty to hone leadership skills and utilize them in community service at the local, state, national and global levels to promote active lifelong learning through engagement.
3. Institutionalize comprehensive globalization at HCC to ensure that our initiatives are dynamic, leading edge and enduring.
4. Build and maintain connections that provide a vital community resource so that global understanding and stewardship thrives in Harford County.

The Maryland Higher Education Commission’s *2017-2021 State Plan for Postsecondary Education: Student Success with Less Debt* outlines three primary goals for the postsecondary community in the state. One of those goals is to “ensure equitable access to affordable and quality postsecondary education for all Maryland residents.” The new Plan for a Program of Cultural Diversity also aligns with the new MHEC goal of Access.

*The Plan for a Program of Cultural Diversity, 2020-2023*

Goals:

In keeping with the Strategic Plan, previous Plans for Cultural Diversity, and current demographics, the DICE Committee proposes the following three goals and supporting strategies.

**GOAL 1: Increase campus dialogue on and engagement in critical cultural diversity issues, with an emphasis on equity and inclusion.**

| Strategies   | Target Groups     |
|--|-------------------|
| In coordination, whenever possible, with the Center for Excellence in Teaching and Learning (CETL), offer regular professional development for faculty and staff, including DICE training, Safe Zone training, cultural awareness and diversity, equity and inclusion for new employees, and instructional methods with an emphasis on cultural responsiveness and equity. | Faculty and staff |

|   |   |
|---|---|
| Increase opportunities for dialogue on critical cultural diversity issues through a variety of programming, including an annual spring semester Country of Focus event that highlights a selected speaker. Continue to offer rich co-curricular opportunities that enrich the cultural diversity of our campus.   | Faculty, staff, and students  |
| Organize and host an annual Equity and Inclusion Summit (ideally held every fall semester) to discuss best practices and strategies for implementing equity and inclusion in the classroom and through our service to students.   | Faculty, staff and students (from within HCC, Harford County, and other community colleges) |
| Sponsor a recognition award (one each for faculty, staff, and community members), to be handed out at the annual Equity and Inclusion Summit (see above). The purpose of the recognition would be to highlight HCC employees who have had a measurable impact on promoting the goals of equity and inclusion in their classrooms, programs, services, and interactions with students. | Faculty and staff   |
| Work with Center for Excellent in Teaching and Learning (CETL), Achieving the Dream, and other programs on campus to assess current barriers and collaborate to promote diversity, equity, and inclusion  | Faculty and staff   |

**GOAL 2: Employ a variety of assessment methods to understand the campus cultural diversity climate.**

| <b>Strategies</b>  | <b>Target Group</b>         |
|--|-----------------------------|
| Employ a campus-wide survey by DICE every third year, to correspond with the life cycle of the plan, to understand the campus climate for students that also assesses equity; compare to results of the previous survey where possible | Students                    |
| Analyze results of other surveys conducted by HCC, including campus climate surveys and PACE surveys, to ascertain trends in diversity, equity, and inclusion.   | Faculty, staff and students |
| Maintain a process for capturing and responding to information on campus cultural diversity climate incidents  | Faculty, staff and students |

**GOAL 3: Increase opportunities for students and staff to learn about domestic and global issues that impact diversity, equity, and inclusion.**

| Strategies  | Target Group                                    |
|---|---|
| Maintaining the Country of Focus program throughout the academic year, culminating in a spring-semester, campus-wide academic presentation from a selected speaker.   | Faculty, staff and students                     |
| Design a DICE website to serve as the hub of information about diversity, equity, and inclusion. The website will include the campus’s Equity and Inclusion statement, the President’s message of support, related program information, and links to research on the Country of Focus and EI-related campus and pedagogical resources | Faculty, staff, students, and community members |

The work of the DICE Committee will be carried out by several subcommittees who will be responsible for implementing the strategies that support the three goals.

*A Note about Covid-19*

Beginning in the spring of 2020, HCC, like schools and colleges nationwide, moved its courses and the bulk of its work to a virtual environment. Some of the Committee’s goals, such as the annual summit, may not be possible to implement immediately, until the campus and the nation are able to better assess the lasting impact of the coronavirus pandemic on our communities.

**APPENDIX A:**

**Revised Equity and Inclusion Statement**

*In 2020, the DICE Committee revised its Equity and Inclusion Statement to better reflect its goals.*

“As the anchor institution for higher education in Harford County, Harford Community College embraces equity and inclusion as guiding principles for best serving all of our students and all Harford County residents. Collectively, we benefit from the collaborative learning environment that is fostered when everyone’s unique voices and life experiences are welcomed, shared, and valued.

“Our policies, practices, and pedagogies are designed to create a pluralistic environment that is free from intolerance, that honors our College’s values, and that includes all voices and viewpoints. We believe that such a diverse, inclusive environment contributes to student success by providing equitable access to education and learning opportunities.

“Through education and awareness, we empower members of our community to contribute to the advancement of social justice in our global society.”

## APPENDIX B:

### HCC 2020-2025 Strategic Plan and the Seven Achieving the Dream (ATD) Capacities

#### *Strategic Plan*

On Tuesday, June 11, the Board of Trustees of Harford Community College voted unanimously to approve a new strategic plan for fiscal years 2020 through 2025. The strategic planning process was led by a team of over 50 employees representing various units of the College, and was inclusive of both the campus and the external community.

The new strategic plan is comprised of four distinct parts: a mission statement, a vision statement, values, and strategies. All four of these components are outlined briefly below. In late summer 2019, the campus will come together to collaborate on action plans that will enable us to implement these new strategies, and will incorporate the spirit of the College's new mission, vision, and values.

#### Mission

Grow. Achieve. Inspire. Contribute.

#### Strategic Vision

Strive for:

*Satisfaction:* Demonstrate excellence in all we do as measured by those we serve.

*Completion:* Do what it takes for students to achieve their individual goals.

*Success:* Prepare all constituents to make a positive impact and inspire change in the world.

#### Values

##### 1. Agency

- We trust the capacity of individuals to act both independently and collaboratively in carrying out their job responsibilities and to make informed decisions based on diverse perspectives and data.
- We are courageous in our decision-making.
- We are accountable for the decisions we make and appreciate that self-reflection is a learning opportunity.

##### 2. Equity and Inclusion

- Our shared purpose unites us, and our diversity strengthens our actions.
- We intentionally engage many voices and seek to understand existing inequities before taking action.
- We bring open minds and appreciation of backgrounds, expertise, talents, and experiences to every conversation.

##### 3. Communication and Collaboration

- Honesty, integrity, and clarity are the foundation of our communications.
- We practice civil discourse: we listen more, talk less, and say what we mean.

- We work toward common understanding.
  - We lead by example, appreciating that our actions are more powerful than our words.
  - We work in and across teams to accomplish our shared goal of student success.
4. Respect
    - We act in the best interest of our students.
    - We consider the perspectives, feelings, wishes, rights, and traditions of others.
    - We are kind and courteous in our interactions and engage in courageous conversations for the betterment of our students, our College, and ourselves.
    - Our expertise and contributions are valued and as such we are happy and productive.
  5. Innovation
    - We encourage creative thinking and taking chances in the pursuit of excellence.
    - We let our curiosity propel us toward new, smarter ways of working and serving our students.
    - Our agility enables us to be responsive to each other, our students, and the competitive environment.

### Strategies

1. Establish relevant, flexible options for learning that respond to community needs for growth and prosperity.
2. Create an engaging and inclusive learning experience so ALL students can achieve their goals.
3. Foster a participative culture that encourages success by hiring, developing, and retaining diverse employees that share the College's values.
4. Develop ways to fund educational opportunities to ensure student success.
5. Prepare students to distinguish themselves as compassionate contributors and leaders in the global community.
6. Build, strengthen, and sustain partnerships that drive intellectual, social, and economic development and vitality.

### *Seven ATD Capacities*

Harford Community College joined the Achieving the Dream consortium in 2018, and has committed to a three-year program aimed at maximizing and capitalizing on the following institutional capacities to promote increased retention and completion rates for students of color and low-income students.

1. Leadership & Vision
2. Data & Technology
3. Equity
4. Teaching & Learning
5. Engagement & Communication
6. Strategy & Planning
7. Policies & Practices

## APPENDIX C:

### **Campus Process for Reporting of Hate-Based Crimes** STANDARD OPERATING PROCEDURE

#### Hate Crime Investigations *for Racial, Religious, Ethnic, Gender, Sexual Orientation, and Disability-Related Incidences*

Updated July 8, 2016

#### I. Policy

It is the policy of the Department of Public Safety to promptly and fully investigate all reported incidents of hate crimes that occur on property owned or controlled by Harford Community College. Recognizing the potential trauma associated with hate crimes, members of the Department of Public Safety will take special care to assist the victims.

#### II. Directives

34 [CFR 668.46](#), promulgated under the Jeanne Clery Disclosure of Campus Security Policy & Campus Crime Statistics Act and amended by Section 488(e) of the Higher Education Opportunity Act.

#### III. Definitions

A hate crime is broadly defined as crime for which evidence exists that the victim was intentionally selected because of the victim's actual or perceived race, gender, religion, sexual orientation, ethnicity, or disability.[1]

Before an incident can be classified as a hate crime under Clery reporting, sufficient objective facts and circumstances must be present to lead a reasonable and prudent person to conclude that the offender's actions were motivated, in whole or in part, by the perpetrator's bias. These crimes include any crime which the victim is intentionally selected because of any of the above designations. These crimes can also include larceny-theft, common assault, intimidation, and destruction, damage or vandalism of property and other crimes involving bodily injury.

#### IV. Procedures

In order to complete a thorough investigation into an alleged hate crime while remaining sensitive to the needs of the victim, the following procedures will be followed by members of Public Safety staff.

- A. Respond in a sensitive manner to the feelings and needs of victim(s), and commence the preliminary interview with the victim in private.
- B. Promptly secure the area to preserve the crime scene and all available evidence.
- C. Contact the Director of Public Safety.
- D. If needed, contact 911 to request investigative assistance and crime scene processing by the assigned police agency.
- E. Photograph the scene.
- F. Gather all available pertinent information and witness statements.

- G. Follow all applicable directives from the Director of Public Safety.
- H. Prepare a complete, clear, concise, and accurate report and ensure that it is forwarded to Director of Public Safety as soon as practically possible.
- I. Post-Incident: Conduct a follow-up inquiry as appropriate and prepare a supplement report containing any additional facts.
- J. The Director of Public Safety will ensure that copies of reports are promptly forwarded to appropriate members of administration to include AVP for Student Development, and VP of Finance and Operations.

The Director of Public Safety will work in concert with college administration, the investigating police agency, and the State's Attorney's Office to facilitate the prosecution of all criminal suspects related to the hate crime.

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[1] 34 CFR 668.46 (c)(3)