

**Progress Report on the Plan for a Program of Cultural Diversity
Submitted to the Maryland Higher Education Commission**

HARFORD COMMUNITY COLLEGE

June 8th, 2021

Background

Harford Community College (HCC) is a two-year college that believes in providing an open and inclusive environment to all students and employees.

Diversity at Harford Community College

At the institutional level, HCC has championed diversity, which has been included in the College's Mission Statement and its Strategic Plans. Equity and inclusion are part of HCC's current list of values, which states: *"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."* (<https://www.harford.edu/about-harford/get-to-know-harford/>). Diversity is woven into the everyday work of the college. For example, many courses at HCC incorporate diversity as a learning objective, and most programs require one diversity-designated class for graduation. Diversity is included as a factor on employee performance reviews. The campus regularly offers training in equitable and inclusive work practices, as well as in diversity and cultural awareness.

HCC has had a Diversity, Inclusion, Culture, and Equity (DICE) Committee (originally known as the Cultural Diversity Committee) since 2012. In 2021, DICE was incorporated under the President's office to give its work higher visibility and embed its work more deeply in all aspects of campus life and operations. DICE has also officially become a part of the new Collegial Governance structure at HCC as one of the all-college committees charged with addressing issues of importance to the entire college. Recently, the DICE Committee revised its Equity and Inclusion Statement: *"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."*

The DICE Committee also crafted a new Plan for Cultural Diversity, which was approved by the College's leadership and the Board of Trustees in 2020. The new plan outlines three major goals for improving diversity: *1: Increase campus dialogue on and engagement in critical cultural diversity issues, with an emphasis on equity and inclusion; 2: Employ a variety of assessment methods to understand the campus cultural diversity climate; 3: Increase opportunities for students and staff to learn about domestic and global issues that impact diversity, equity, and inclusion.*

Ongoing and New Institutional Initiatives Related to Diversity

1. The **Center for Excellence in Teaching and Learning**, which opened officially in January 2018, offers many programs and training opportunities that focus on diversity, equity, and inclusion to improve teaching and learning. CETL is at the intersection of all activities and planning connected with faculty professional development, including the creation of direct PD training and offerings, the coordination of PD opportunities across campus, and the development of resource materials for faculty development. For example, during the pandemic, CETL sponsored a *Teaching Online Academy (TOA)* and *TOA – Next Level*, two eLearning training in

Blackboard to help faculty move to online teaching. Each course has specific sections on accessibility design for online courses and in Blackboard. Combined, over 350 faculty took the courses. CETL is also developing programs that guide faculty in culturally responsive teaching.

2. The **DICE Committee Book Club** launched in the spring of 2021, with four discussion sessions that focused on the anti-racist book, *So You Want to Talk About Race*, by Ijeoma Oluo. DICE and the Office of the President purchased 50 copies for the campus community, and the sessions were well attended with over 40 participants. Additionally, both the Financial Aid Office and Learning Center have recently elected to read the book *So You Want to Talk About Race* as a department to continue this conversation with employees. DICE selected *Waking Up White* by Debby Irving for the 2021-2022 academic year.
3. **HCC's 30-Day Social Justice Challenge:** The staff, faculty and students at Harford Community College spent 30 days starting April 5- May 5, committed to learning about racial injustice in America in an effort to enact change. Each day during the challenge was devoted to reading, listening, watching, or acting – moving together toward mutual understanding, equality, and justice. Participants were encouraged “challenge yourself to look deeply at how you respond - your beliefs and feelings. Keep a journal of your thoughts and insights. What have you learned? How were you affected? We encourage you to check-in with each other throughout the challenge AND discuss your experiences with what you have read, seen or done.” A virtual discussion was also held later in the month for participants to discuss what they had learned. This activity was further expanded to ask all departments in Student Affairs to provide a summary of their goals to respond to the 30-Day Social Justice Challenge which will be implemented during the 2021-2022 academic year.
4. **Lifting As We Climb: A Celebration of African American Women:** The humanities division hosted a virtual presentation, “Lifting As We Climb: A Celebration of African American Women,” on March 30, 2021, as part of Women’s History Month. The historical significance of the “Lifting As We Climb” motto was discussed and local and national African American female trailblazers were featured. **Dr. Theresa Felder** and **Dr. Jacqueline Jackson** joined this event and sharing their personal reflections about the significant mentors and role models in their lives.
5. **Country of Focus Event: Honduras:** The DICE Committee held a celebration of Honduras in a virtual event in April of 2021. The event brought together political science, sociology, and music faculty to discuss the culture and history of Honduras, which was the country selected for focus in this academic year. The country was also highlighted in a variety of ways in the courses of faculty across the curriculum; the Library created a LibGuide of resources for faculty and student use. DICE selected Cameroon as the country of focus for the 2021-2022 academic year.

The COVID-19 Effect on HCC’s Diversity Efforts

HCC has worked hard, since the fall of 2020, to determine how the COVID-19 possible outbreak and eventual pandemic would impact the campus, our community, our students, and employees. The College made a successful shift to online modalities, and it created programs to support both students and faculty during this unprecedented change. At all stages, a priority was ensuring that students had equitable access to resources and educational opportunities. Below are some of the ways that this was accomplished:

1. **My College Success Network (MCSN)** is a compilation of services, events, staff, and faculty geared toward empowering and supporting our students of color. The Network was implemented in July 2014 to address the equity gap that exists between African American and white students. In FY 20, the My College Success Network expanded the focus from primarily African American students to all students of color. While the program is open to all students, newly enrolled students of color are invited to participate. All newly enrolled students of color are assigned to a Student Success Advisor. All students in the Network are also connected to cultural programming coordinated through the Soar2Success Program to promote the recruitment and retention of students of color at our institution. In response to the pandemic, MCSN successfully transitioned to a virtual environment and moved both SDEV 110 Success in College and Beyond and SDEV 111 Personalized Career Exploration online. Academic coaches participated in the *Teaching Online Academy (TOA) Next Level* and successfully moved courses into Blackboard and held both individual and group

coaching sessions via Teams. MCSN recruited students through individual and group MCSN information sessions via Teams, the Annual Kickback Mixer and faculty/staff referrals. Program services were expanded to Network students through a collaborative retention initiative called “MCSN: Strength Through Support.” This ongoing initiative features a variety of engaging student support sessions designed to promote inclusion, connection and support in a virtual environment. Example presentation topics include “The First Gen Speaker Series: How Did I Get Here” which features HCC faculty/staff who share their First Gen story along with their key message to students and the “Student Series” which highlights MCSN student-led presentations on a variety of topics.

Additionally, MCSN expanded its services to support student athletes that experienced academic challenges through another ongoing retention initiative called “Academic Training Camp” which provides student success programming over the course of a week; it was offered prior to the start of the Spring 2021 semester. During the Spring 2021 semester, student athletes were also offered informal academic coaching through the learning center as well. MCSN worked to reinitiate the mentoring program in Spring 2021 as the previous mentoring program consisted of Federal Work Study peer assistants who were no longer able to work in this role unsupervised since HCC transitioned to a virtual environment March 2020. There were 73 students that received coaching during the fall 2020 semester and 53 students that received coaching during the spring 2021 semester for a total of 126 students. The total unduplicated number of students that received coaching for the 2020-2021 academic year is 96. There were a total of 1580 unduplicated students in the overall Network for the 2020-2021 academic year. Retention and persistence rates for MCSN students also show promise in that the retention and persistence rates for the academic coaching cohort exceeds that of the comparison group for almost all semesters (see Appendix A for additional details).

2. The HCC Library continued to be an important campus resource to help create equity for our students. The Library made computer equipment available to loan on a first-come, first-served basis. Laptops and devices were made available for pick-up and hot spots were provided for students that did not have internet access. While the staff offered consulting and research services via a variety of online methods (chat, text, and email) since the start of the pandemic, the Library also eventually re-opened on a limited basis for students. Library use is currently available in two-hour increments and is by reservation only for use of materials on reserve, textbooks, or technology, and upon completing the mandatory health screening questionnaire and on-campus screenings. Books were available for loan and pick-up service via an online form. The Library continued to offer one-on-one virtual research consultation, as well as embedding librarians in online classes for easier and more direct access to students.
3. The Student Emergency Assistance (SEA) Fund provides emergency financial assistance to currently-enrolled Harford Community College students who are facing a short-term financial emergency. The goal is to help current students remain in school. Awards are based on fund availability with the maximum award equaling \$500 per student per academic year. Every attempt will be made to process the application within 48 hours. Awards are considered financial aid and must be processed through the Financial Aid Office.
4. The College has an existing refund exception process for students who have extenuating circumstances that have required them to withdraw from some or all of their courses after working with their instructor(s) and exhausting all other options. Refunds are offered in the form of future credit. Knowing that COVID-19 may cause extreme hardships for students to complete their courses, the refund exception committee will continue to review student requests for refunds.
5. The College continued to hold cultural programming events, but in a virtual environment, during the 2020-2021 academic year. These included a variety of programs related to cultural diversity, including a series on anti-racism, a Black Heritage Month series, a celebration of Honduras and its culture, and the DICE anti-racist book club discussions.
6. There have been no reported incidents of hate crimes at HCC for the 2020-2021 academic year.

Appendices:

- A. My College Success Network (MCSN) Student Academic Achievement and Retention Rates
- B. Harford Community College Plan for a Program of Cultural Diversity, 2020-2023

APPENDIX A:**My College Success Network Student Academic Achievement**

Cohort	Semester	GPA
MCSN academic coaching students	Fall 2018	2.53
comparison group of students	Fall 2018	1.86
MCSN academic coaching students	Spring 2019	2.49
comparison group of students	Spring 2019	2.18
MCSN academic coaching students	Fall 2019	2.60
comparison group of students	Fall 2019	1.95
MCSN academic coaching students	Spring 2020	2.47*
comparison group of students	Spring 2020	2.26*
MCSN academic coaching students	Fall 2020	2.62
comparison group of students	Fall 2020	1.68

*Please note that during the Spring 2020 semester many students elected to take incompletes in their coursework due to the pandemic. The college extended its incomplete deadline till the end of the Fall 2020 semester to allow students extra time to complete their coursework successfully. The GPA's for the Spring 2020 semester were reassessed and updated at the conclusion of the Fall 2020 semester and have been provided above.

In addition, retention and persistence rates for MCSN students also show promise in that the retention and persistence rates for the academic coaching cohort exceeds that of the comparison group for almost all semesters:

My College Success Network Retention Rates

Cohort	Timeframe	Retention Rate
Fall-to-Spring Persistence or Transfer		
MCSN academic coaching students	Fall 2018-Spring 2019	94.94%
Comparison group of students	Fall 2018-Spring 2019	86.49%
All new HCC students	Fall 2018-Spring 2019	83.88%
MCSN academic coaching students	Spring 2019 – Fall 2019	83.67%
Comparison group of students	Spring 2019 – Fall 2019	63.05%
All new HCC students	Spring 2019 – Fall 2019	64.14%
MCSN academic coaching students	Fall 2019 – Spring 2020	81.48%
Comparison group of students	Fall 2019 – Spring 2020	72.60%
All new HCC students	Fall 2019 – Spring 2020	78.07%
MCSN academic coaching students	Spring 2020 – Fall 2020	*57.41%
Comparison group of students	Spring 2020 – Fall 2020	*70.37%
All new HCC students	Spring 2020 – Fall 2020	*57.50%
MCSN academic coaching students	Fall 2020- Spring 2021	86.96%
Comparison group of students	Fall 2020- Spring 2021	75.36%
All new HCC students	Fall 2020-Spring 2021	75.05%
Fall-to-Fall Retention or Transfer		
MCSN academic coaching students	Fall 2018-Fall 2019	75.95%
Comparison group of students	Fall 2018-Fall 2019	59.46%
All new HCC students	Fall 2018-Fall 2019	72.73%

MCSN academic coaching students	Fall 2019 – Fall 2020	44.40%
Comparison group of students	Fall 2019 – Fall 2020	26.03%
All new HCC students	Fall 2019 – Fall 2020	63.90%

*Please note that the persistence statistics for Spring 2020 to Fall 2020 have been updated from the last report to include a new randomized comparison cohort. This was done to remove the error that resulted from a large amount of withdraws from the initial comparison cohort. The higher retention number in the comparison cohort for Spring 2020 to Fall 2020 can be attributed to a higher number of students that transferred that semester in that randomized cohort.

**Original comparison population is the same size as the SDEV population. A comparison population was randomly generated based on the conditions given (student type, cumulative credits earned: +-15, race, and transitional need:+-2) and registration at the 20% date. Some of these students withdrew from all classes after this date and are counted as withdrawal.

APPENDIX B:

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 Excellence 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.

Strategies	Target Group
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	Faculty, staff, students, and community members

support, related program information, and links to research on the Country of Focus and EI-related campus and pedagogical resources	
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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 passionate 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.

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