



Garrett College Cultural Diversity Plan

2021 Update and Progress Report

Approved:

November 16, 2021

by the

Garrett College Board of Trustees

I. INTRODUCTION: The role and importance of diversity in higher education has been widely recognized. In 2008, the Maryland General Assembly affirmed the importance of diversity as an educational goal by enacting legislation requiring that every public college and university develop and implement a cultural diversity plan. The 2008 legislation defines “cultural diversity” to mean “the inclusion of those racial and ethnic groups and individuals that are or have been under-represented in higher education.” *The 2013-2017 Maryland State Plan for Postsecondary Education* subsequently broadened the definition of diversity to also include age, cultural identity, disability, family educational history, gender identity and expression, nationality, sexual orientation, religious affiliation, sex, and socio-economic status. *The 2017-2021 Maryland State Plan for Postsecondary Education: Student Success with Less Debt* focuses on diversity in Strategy 4: “Enhance diversity by fostering collaborations between Historically Black Colleges and Universities and traditionally white institutions”. Garrett College is committed to achieving a culturally diverse student body, faculty, and staff, and a campus environment that values and actively supports diversity, equity and inclusion. The College also strives to ensure that its graduating students are adequately prepared to live and work in a global society comprised of diverse cultures and beliefs. This commitment to diversity is evidenced in a variety of ways, including the College’s Mission Statement and Institutional Goals, its Strategic Plan, its recruitment practices, and its goals for general education, student development, and the campus environment.

II. CULTURAL DIVERSITY IMPROVEMENT PLAN: As this report will show, Garrett College continues to make progress toward achieving diversity among its student body, infusing diversity into the curriculum, and creating a campus climate that respects differences and values diversity. At the January 2018 All-College Forum, Garrett College added a new concluding sentence to its mission statement, “*The College respects and cares for students as individuals and as members of diverse groups, and supports their aspirations for a better life*”, to illustrate the College’s dedication to making improvements as it relates to cultural diversity at the institution.

Key personnel developed a consensus regarding both Employee and Student Engagement priorities, as well as suggested strategies to implement priorities identified through on-site assessments. Most recently it has been decided to shift from “diversity, equity, and inclusion” to “equity, diversity, and inclusion”. The reasoning behind this is that an emphasis on equity illustrates the importance of prioritizing and providing just and fair access to opportunities and resources, and take meaningful actions for sustainable change. The College’s FY21-FY25 Strategic Plan has been restructured and removed the initiatives that had previously closely aligned with this plan. Despite the changes, addressing the needs and experiences of a diverse student population is still the driving force of the Strategic Plan and the College’s Diversity plan will continue to support more efficient and effective practices toward equity, diversity, and inclusion at Garrett College. The College is utilizing Taskstream to monitor plan implementation, responsibility, development, and effectiveness.

Goals and Strategies for Improving Cultural Diversity:

Goal 1: To coordinate initiatives for diversity, equity, and inclusion.

Strategy 1: Create a Council for Equity, Diversity, and Inclusion (EDI) to ensure active engagement.

1. Priority Year Focus: 2021-2022
2. Responsibility: President, Dean of Student Affairs, Director of Equity & Compliance
3. Timeline: Summer 2019- Research best practices for recruiting student participants and council guidance; Fall 2019- Advertise and recruit; Fall 2019-Spring 2020- Develop council goals, plan activities/events.

4. Desired Outcome: Develop a plan and advertise among students to start a Council for Equity, Diversity, and Inclusion (EDI). This group of individuals, along with faculty and staff, will help guide efforts for active student engagement around the initiatives developed from this plan.
5. Measures: Student surveys; post-activity/event feedback
6. Status Update: 2019-2021: Currently in the planning and research stage. Part of the duties of this Council will be to assist in developing ways to address those areas where improvement is needed on campus and have a pool of diverse students who can represent the student body and provide first-hand knowledge of potential barriers to success and satisfaction. Completion of this strategy was impacted by the college's fall and spring operational status due to the COVID-19 pandemic. 2021-2022: In planning stages. Implementation of this strategy in the 2020-2021 school year was impacted by the college's operational status in response to the COVID-19 pandemic. With plans to resume in-person instruction/activities in the fall of 2021, the college is optimistic that student engagement will be positive.

Strategy 2: Collaborate with community partners to assess community issues and concerns related to equity, diversity, and inclusion.

1. Priority Year Focus: 2021-2022
2. Responsibility: Senior Leadership, Director of Equity & Compliance
3. Timeline: Fall 2021-ongoing
4. Desired Outcome: Create partnerships with government and non-profit organizations that expand equity, diversity, and inclusion efforts beyond the college and connect the students and communities in Garrett County.
5. Measures: Student surveys; post-activity/event feedback
6. Status: 2021-2022: Members of senior leadership have joined the Garrett County chapter of the NAACP and AAUW, as well as joined subcommittees for Garrett County Community Action Committee, Inc.

Goal 2: To increase opportunities for employee engagement around the topics of equity, diversity, and inclusion.

Strategy 1: Develop/acquire/deliver continued workplace cultural competency and humility education.

1. Priority Year Focus: 2022-2023
2. Responsibility: Director of Equity & Compliance
3. Timeline: July 2020-ongoing
4. Desired Outcome: Faculty and staff will be able to demonstrate intercultural communication skills by articulating a respect for cultural differences and similarities and demonstrate the ability to respond appropriately in dealing with problem situations.
5. Measures: Employee completion numbers, quiz statistics
6. Status: As a result of the foundational training, the Director of Equity & Compliance plans on developing regular trainings on topics related to diversity, equity, and inclusion that will be made available to employees through the Employee Compliance Training. Future subject matter includes generational communication styles that will address concerns that arose from the Student Experience Committee's report and were referenced in the 2018 report. Other topics for future training could be determined based upon responses from the Student Satisfaction Survey which is planned to be administered in spring 2022.

Strategy 2: Bring faculty, staff, students, and guest lecturers together for cultural diversity discussions, employing local and regional resources.

1. Priority Year Focus: 2022-2023
2. Responsibility: Dean of Academic Affairs, Dean of Student Affairs
3. Timeline: Develop as part of the activities calendar; will be ongoing as these types of events should be held (or attended if held at another institution) on a regular basis.
4. Desired Outcome: Two events and/or discussions held on an annual basis.
5. Measures: Number of events and/ or discussions held; attendance numbers.
6. Status: 2020-2021: No action taken due to COVID pandemic operations. 2021-2022: Unfortunately, the COVID-19 pandemic drastically impacted institutional activities during the 2020-2021 academic year. The Safe Zone training held right before the start of the pandemic was well received. This topic is especially critical in these present times and will be a top priority to address in the 2021-2022 school year. The College has resumed the Joan Crawford Lecture series. The first three talks are lectures on historical perspectives of diversity, equity, and inclusion, presented by present and former Garrett College employees. Topics include, "Hard Labor and Hostile Encounters: Chinese Immigrants and the Transcontinental Railroad", "Hitler's Wrath, When Hatred Takes Root", and "Washington's Road of 1753: A British, American, and Native American Enterprise".

Strategy 3: Host roundtable discussions on equity, diversity, and inclusion.

1. Priority Year Focus: 2022-2023
2. Responsibility: Dean of Student Affairs, Director of Equity & Compliance
3. Timeline: Ongoing
4. Desired Outcome: At least one roundtable, either external as part of the MD Community College Diversity Roundtable group or an internal event, held annually.
5. Measures: Number of roundtable discussions held; feedback from participants
6. Status: This is currently in the planning stages. The College would like to have its Council on Equity, Diversity, & Inclusion created and running so these individuals can participate in these conversations in the future.

Goal 3: To identify obstacles to student success and establish a network of support services that will help students to overcome them.

Strategy 1: Create and sustain a "safe space" program. (Note: "safe spaces" refer to places created for individuals who feel marginalized to come together, and may also indicate a faculty member who does not tolerate violence, harassment or hate speech, thereby creating a safe place for all people (Waldman, Katy-2015)).

1. Priority Year Focus: 2019-2020
2. Responsibility: Dean of Academic Affairs, Director of Equity & Compliance, certified employee trainers
3. Timeline: Summer 2019- Plan development. Spring 2020-ongoing- hold at least one training, if possible, annually.
4. Desired Outcome: Identify and train five to ten college employees and advertise the "safe spaces" across campus.
5. Measures: Biannual Student Opinion Survey; collect statistics on designated "safe spaces" and if they are utilized.
6. Status: In March 2020, a Safe Zone training was held on-campus. Four students and 12 staff members participated and it was well received. The Diversity Officer will work with training staff to take the evaluation feedback to guide future trainings and campus programming to make the campus more inclusive and respectful of its LGBTQ+ community. With the return to campus post-pandemic operations, plans for additional trainings are underway for the 2021-2022 school year.

Strategy 2: Clearly articulated processes and procedures with respect to mental health support.

1. Priority Year Focus: 2018-2019
2. Responsibility: Dean of Student Affairs, Director of Student Development
3. Timeline: 2018-2019 school year
4. Desired Outcome: Employ a mental health counselor to provide support to students in need.
5. Measures: Student survey, demographics/statistics provided by counselor (meeting hours, students served, etc.)
6. Status: A contract for Glocker's services was secured to provide continued services for the fall 2020 and spring 2021 semesters. With the COVID-19 pandemic, the college made information available to students for virtual counseling through Glocker. Fall 2020 and spring 2021 statistics averaged the same number of individuals seen as in the prior semesters; however, the number of total contacts almost doubled in fall 2020 from spring 2020 and email inquiries from students and employees also slightly increased. Based upon referral data, more programming and services related to depression, past trauma, and anxiety are being explored.

Strategy 3: Explore additional opportunities to increase physical and mental health services on campus.

1. Priority Year Focus: 2019-2020
2. Responsibility: Dean of Student Affairs, Director of Student Development
3. Timeline: Long-term; continuous
4. Desired Outcome: One-to-two new physical/mental health service partnerships formed or 1-2 existing partnerships expanded for the Spring 2020 semester.
5. Measures: Student surveys, medical transport data, statistics from the Health Department and Mountain Laurel
6. Status: The College established a partnership with Garrett Regional Medical Center in fall 2020, to open an on-site health clinic. This clinic was critical in meeting operational needs during the COVID pandemic. Additionally, the College worked with Mountain Laurel Medical Center to increase telehealth opportunities for students. Focus for the 2021-2022 school year is marketing the on-campus clinic services and increasing use, in addition to continued partnership building.

Strategy 4: Identify general ways to reduce costs and increase services to meet the needs of students in poverty.

1. Priority Year Focus: 2018-2019
2. Responsibility: Dean of Academic Affairs, Dean of Student Affairs, Coordinator of Distance Learning, Director of Equity & Compliance
3. Timeline: Long-term; continuous
4. Desired Outcome: This particular strategy incorporates several actions in an effort to reduce barriers to success and address financial concerns of students in poverty. These actions include reduced textbook costs or increased OER use, establishing a "one stop shop" on campus, and food insecurity.
5. Measures: Reduction in course material costs, increased access to offices, SING Food Pantry use, Student Opinion survey
6. Status: Total student savings through eCampus for the 2020-2021 school year was \$105,217. In fall 2021, all sections of ENG 101, the highest-enrolled course offered (including High School Dual-Enrolled sections), will utilize OER materials. The College is actively recruiting more OER projects to fulfill our current ARC OER grant, with proposed projects for all developmental courses. A comprehensive course list is being established; many courses do not require textbooks, but do not meet the definition of OER. The College is in the process of marking books in eCampus that are either open access or low-cost (below \$40). The "one stop shop" implementation continues to be researched as part of the College's Facilities Master Plan process.

Strategy 5: Identify ways to support non-traditional students.

1. Priority Year Focus: 2021-2022
2. Responsibility: Dean of Academic Affairs, Dean of Student Affairs, Dean of Continuing Education and Workforce Development
3. Timeline: Start the 2021-2022 school year; long-term
4. Desired Outcome: Increased partnerships with local resources, such as Community Action and Social Services, to better serve our non-traditional student population.
5. Measures: Increased access to offices/services; Student Opinion Survey
7. Status: 2021-2022: Currently in conversation with several community partners. As mentioned above, members of senior leadership have joined the Garrett County chapter of the NAACP and AAUW, as well as joined subcommittees for Garrett County Community Action Committee, Inc. Look for opportunities to solicit feedback from prospective non-traditional students about barriers to enrolling/attending credit and/or non-credit programs.

Strategy 6: Improve access and accommodations for students with disabilities.

1. Priority Year Focus: 2018-2019
2. Responsibility: Dean of Student Affairs, Director of Equity & Compliance, Disability Support Services
3. Timeline: Starting 2018; continuous
4. Desired Outcome: Reduce barriers to success and increase access to education of students with disabilities.
5. Measures: Student surveys, reported grievances, Disability Support Service contacts
6. Status: 2020-2021: No updates. 2021-2022: Discussion was had as part of the Facilities Master Plan process about accessibility and ADA needs.

Strategy 7: Implement a “Campus Name” (not legal name) Policy to support the LGBTQ+ community.

1. Priority Year Focus: 2022-2023
2. Responsibility: Records & Registration, Director of Equity and Compliance, Academics, IT
3. Timeline: Draft and approve a policy by June 2023
4. Desired Outcome: Establish the ability for a person to identify in non-legal settings using their “preferred” name.
5. Measures: Number of requests; Student Satisfaction Survey responses
6. Status: 2020-2021: Records & Registration has begun to draft a policy and practice. Group of key offices are assessing current practices to determine steps involved to successfully enact this policy.

Goal 4: To provide an actively engaged and relevant college experience for our diverse student population to include credit and non-credit students.

Strategy 1: Development of a broader range of coursework, as needed.

1. Priority Year Focus: 2018-2019
2. Responsibility: Dean of Academic Affairs
3. Timeline: Fall 2019 and ongoing
4. Desired Outcome: 70% of students meet objectives of the Global and Cultural Competency Assessment
5. Measures: Student course assessments
6. Status: The majority of assessed 2020-2021 courses met all of the outcomes and objectives. Dr. Terry Kasecamp developed a cultural competency assessment. While this assessment is still in draft form, it will be finalized and implemented as part of the FYE curriculum in the future. In 2021, the College developed and administered a survey for faculty to complete in order to examine General Education Requirement courses that currently address any of the 16 areas of global and cultural competency in

order to gain a better understanding of how information is currently being taught. The College plans to use this information to explore how current course offerings support the institutional learning goals associated with cultural and global perspective outlined in the college catalog. From the results of the survey, some of the classes that will be explored include but are not limited to: BIO 109, ECN 101, ECN 202, ENG 101, ESC 101, ESC 121, GEO 201, HUM 210, PSY 101, PSY 102, PSY 230, and SOC 101.

2020-2021 Cultural & Global Perspective Learning Outcomes Assessment Results

Learning Outcome	Assessment Results				
	Assessment	# Students Evaluated	# Students That Met Objectives	% That Met Objectives	Comments
1	PSY 101 Course Embedded Writing Assignments (Fall 20)	49	34	69%	Did Not Meet Objective
	SOC 101 Course Embedded Writing Assignments (Fall 20, Spring 21)	51	47	92%	Met Objective
	SOC 101 Test 4 (Fall 20)	18	15	83%	Met Objective
	SOC 101 Quiz 3 (Spring 21)	12	10	83%	Met Objective
	GEO 201 Course Embedded Writing Assignment (Spring 21)	35	32	91%	Met Objective
	Study Abroad Reflection	N/A	N/A	N/A	Not Assessed Due to COVID
	2	PSY 101 Course Embedded Writing Assignments (Fall 20)	49	34	69%
SOC 101 Course Embedded Writing Assignments (Fall 20, Spring 21)		51	47	92%	Met Objective
SOC 101 Test 4 (Fall 20)		18	15	83%	Met Objective
SOC 101 Quiz 3 (Spring 21)		12	10	83%	Met Objective
GEO 201 Course Embedded Writing Assignment (Spring 21)		35	32	91%	Met Objective
Study Abroad Reflection		N/A	N/A	N/A	Not Assessed Due to COVID

Strategy 2: Build relationships between commuter and residential students.

1. Priority Year Focus: 2018-2019
2. Responsibility: Dean of Student Affairs, Assistant Director of Student Development
3. Timeline: Ongoing
4. Desired Outcome: Increase the sense of community and understanding between the commuter and residential student populations.
5. Measures: Attendance data, student surveys
6. Status: Due to COVID, 2020-21 activities were limited due to social distancing and capacity restrictions. With COVID restrictions being adjusted for the 2021-2022 school year, the College is looking to hold an in-person orientation, and this activity will be continued to help start a conversation and continue to build relationships between commuter and residential students.

Strategy 3: Increase student engagement activities with regard to equity, diversity, and inclusion that would involve engagement with employees and the external community.

1. Priority Year Focus: 2019-2020
2. Responsibility: Student Affairs, Academic Affairs, Equity & Compliance
3. Timeline: Ongoing, long-term
4. Desired Outcome: Two events/activities per school year
5. Measures: Number of events held; post-event feedback
6. Status: 2020-2021: No updates due to COVID restrictions. 2021-2022: Currently in planning stages for future events based upon the COVID situation.

Strategy 4: Improve the residential student experience.

1. Priority Year Focus: 2018-2019
2. Responsibility: Dean of Student Affairs, Director of Student Development, Residence Life Manager
3. Timeline: Ongoing, long-term
4. Desired Outcome: Increased residential student retention and success
5. Measures: Student retention rates, student opinion surveys
6. Status: 2020-2021: Due to the pandemic, the college was unable to complete the planned 2020 Student Opinion Survey. The survey will be administered in the Spring 2022 semester to resume the normal survey cycle. The reformatted residence hall meeting model continues to be successful, and the larger meeting format resulted in better attendance and positive feedback from the students. Due to the COVID-19 pandemic, housing occupancy was reduced and the majority of interactions with residential students took place through virtual environments. Programming in the halls was also significantly impacted due to COVID-restrictions. 2021-2022: Additional IT upgrades are underway that will address internet speed and hopefully increase user satisfaction.

Strategy 5: Connect out-of-town students with the Garrett County community.

1. Priority Year Focus: 2019-2020
2. Responsibility: Student Affairs, Academic Affairs
3. Timeline: Ongoing, long-term
4. Desired Outcome: Provide students with the opportunity to connect with resources in the county to gain experience and expose the Garrett County community to diverse populations and provide learning opportunities for all involved.
5. Measures: Attendance numbers; student surveys
6. Status: 2020-2021: Due to the COVID pandemic, opportunities to address this strategy were limited. The College is planning to re-establish these activities and provide other opportunities for the 2021-2022 school year. Additionally, a NAACP chapter was recently started in Garrett County. Members of the local chapter have expressed an interest in working with the College to support students of color and to possibly establish a mentoring program; this conversation is ongoing.

Strategy 6: Develop agreement with Thread organization.

1. Priority Year Focus: 2019-2020
2. Responsibility: Dean of Student Affairs, Director of Admissions
3. Timeline: Finalize before Fall 2019 semester in efforts to have a small cohort start in September.
4. Desired Outcome: Two to four students in the cohort for Fall 2019 semester.
5. Measures: Track cohort success; focus groups with cohort and Thread representatives.
6. Status: 2020-2021: Thread and the college are very much still advocating and pushing for the GC cohort, although there has been limited conversations throughout this past year due to COVID. One new student was planning to enroll in the fall 2020 semester, but had decided to defer due to COVID-

19. The student has since made contact about enrolling in the upcoming fall semester. Admissions is currently working with the student's Thread family to navigate the steps to enrollment for the 2021-2022 school year.

Strategy 7: Create formal relationship with international student organizations to expand international student population.

1. Priority Year Focus: 2019-2020
2. Responsibility: Dean of Student Affairs, Director of Admissions
3. Timeline: Recruitment is currently taking place for a small cohort to begin the start of the fall 2019 semester.
4. Desired Outcome: Target of 1-3 additional international students in Fall 2019. Work toward a plan to double international students successfully recruited for Fall 2020.
5. Measures: Track cohort success; focus groups with the student cohort
6. Status: 2020-2021: COVID presented many challenges regarding international student enrollment and attendance in the 2020-2021 school year. 2021-2022: As embassies and consulates are beginning to open and issue F-1 Visas, there has been an increase in international student interest. However, many countries are working through a backlog of Visa applications which is continuing to delay the F-1 Visa processing. International student recruitment will continue to feel an impact from COVID in the upcoming year. Garrett College continues to be a member of the Maryland International Education Consortium, with the Director of Admissions being an active board member, in addition to a recruitment committee member for the organization. The work with Maryland International Education Consortium (MIEC) has helped us to enhance our international student recruitment efforts. Garrett College has participated in several virtual international student recruitment events, virtual networking meetings with EducationUSA advisors around the world, and co-hosted an EducationUSA virtual campus visit, along with Goucher College and UMBC, to advisors from India, Ukraine, and New Zealand. The participation in these meetings and MIEC allow Garrett to have a broader reach internationally and will hopefully build relationships to grow our international student enrollment in future semesters. It has been verified that workers on different types of visas can take classes at the college, so the College is focusing on outreach to that population, which includes international employees at the Wisp. There have been recent conversations with Chinese institutions about future collaborations.

Strategy 8: Improve education around adult expectations.

1. Priority Year Focus: FY19
2. Responsibility: Dean of Student Affairs, Director of Student Development
3. Timeline: Implement in 2018-2019, assessment is ongoing; however, this strategy was closed out in 2020-2021.
4. Desired Outcome: 50% reduction in violations and 50% reduction in suspensions/removals through the expectation of improved behavior.
5. Measures: Educational sanction program data; incident reports; sanction data
6. Status: 2020-2021: Since the 2018-2019 school year, incident reports, sanctions, suspensions and expulsions have seen a marked decrease. The College envisions that this trend will remain consistent over the next few years with the efforts the college has made around behavioral expectations and educational sanctioning. As the trend has continued over the last three years, this strategy will be closed out.

Goal 5: To ensure the College is able to attract and retain a diverse, well-qualified, and competent workforce.

Strategy 1: Conduct a compensation and salary equity study.

1. *Priority Year Focus:* 2018-2019
2. *Responsibility:* President, Director of Human Resources
3. *Timeline:* Study begins Fall 2018 in collaboration with Paypoint. Study/review is completed by May 2019. Budgeting should be drafted in accordance with the budget requirements and included for Board approval in June 2019. Plan implementation at beginning of FY20. Closed out in 2021.
4. *Desired Outcome:* Compensation study is completed and implemented to bring Garrett to market standards.
5. *Measures:* Focus groups, job descriptions, employee satisfaction
6. *Status:* 2018-2019: One of the best ways to attract and retain a qualified, diverse workforce is by offering competitive wages/salary. As of June 2019, Paypoint, the firm hired to complete the study, has completed a job classification phase to review grading for current positions and updated job descriptions, as well as a compensation study to match jobs to internal and external markets. The President has proposed to the Board of Trustees adoption of a four-year rollout of the compensation plan, which will increase compensation by \$549,886. FY20 is proposed to fund year 1 of the four-year plan with Board approval. 2019-2020: The College implemented the first year of the plan in FY20 and has proposed to fund year 2 in FY21 with Board approval. 2020-2021: The College implemented the first and second years of the compensation study in FY20 and FY21, respectively. The College accelerated implementation by funding both the third and fourth years in FY22, closing out this strategy.

Strategy 2: Develop training for hiring committees.

1. *Priority Year Focus:* 2021-2022
2. *Responsibility:* Director of Human Resources, Director of Equity and Compliance
3. *Timeline:* Training development begins fall 2021 with implementation no later than summer of 2022.
4. *Desired Outcome:* Individuals who participate on hiring committees and in the interview process gain a better understanding of the barriers for diverse job seekers and diversity hiring nuances to make the hiring process inclusive and welcoming.
5. *Measures:* Training assessment and feedback; job applicant feedback
6. *Status:* 2021- 2022: The Directors of Human Resources and Equity and Compliance attended a webinar entitled, "Strategies to Attract and Retain Diverse Talent in Higher Education" in October of 2021. The presenter, Ciera Parks, an HR Consultant and DEI Trainer, shared information about the barriers for diverse job seekers and diversity hiring nuances, topics of which our employees may be unfamiliar with. Training will be developed to share this information with those selected to participate on hiring committees and improve the College's hiring practices to ensure they are inclusive and welcoming.

Strategy 3: Develop Emotional Intelligence training for employees.

1. *Priority Year Focus:* 2022-2023
2. *Responsibility:* Director of Human Resources, Director of Equity and Compliance, Dean of Academic Affairs
3. *Timeline:* Research and gather information to develop employee training that will be implemented in the 2022-2023 school year.
4. *Desired Outcome:* Improved customer service and experience.
5. *Measures:* Student feedback, employee satisfaction, job applicant feedback

6. *Status:* 2021- 2022: Ciera Parks noted in the webinar, “Strategies to Attract and Retain Diverse Talent in Higher Education”, about the importance of “emotional intelligence” in the hiring process. Emotional intelligence (EI) is one’s ability to recognize and understand emotions in oneself and others to better manage interactions and relationships. Part of EI that is critically important in the hiring process, especially when looking to attract and retain diverse talent, is recognizing when you make someone uncomfortable. A training for employees will be developed and included in the “Employee Compliance Training”.

III. RECRUITMENT OF NUMERICALLY UNDERREPRESENTED STUDENTS, FACULTY, AND STAFF:

Garrett College believes in the importance of making its educational and employment opportunities accessible to minorities. Since Garrett County’s population is about 98% white, the College has had to look to other geographic areas in order to recruit minority students, faculty, and staff, and it has been very successful with respect to attracting and enrolling minority students. In fall 2020, non-white, full-time student enrollment was 31.4% (total non-white enrollment was 21%), which far exceeds the minority representation of Garrett County, which is less than 3%. The College will seek to maintain a minority population of at least 20% of its total student body.

The College continues to focus its efforts on improving minority students’ retention and completion rates, which tend to lag behind those of the College’s overall student population, especially for Black/African American students. As indicated in the table below, the average number of African American completers remains consistent with the average number of minority completers throughout the year. The goals and strategies indicated in the sections above with regard to the Thread student and international student recruitment efforts will help address minority student enrollment, while the other goals and strategies with aid in retention and completion rates.

Minority Student Retention Rates and Number of Completers (IPEDS Data) *

Fall to Fall	Fall-Fall Retention Rate 1 st time cohort**	% increase over FY 13	Fiscal Year Minority Completers	Fiscal Year African American Completers
2012-13	31.2%	Baseline	10	7
2013-14	39.8%	8.6%	13	9
2014-15	50%	18.8%	10	8
2015-16	48.4%	17.2%	28	18
2016-17	34.6%	3.4%	23	18
2017-2018	26.5%	-4.7%	9	5
2018-2019	44.3%	13.1%	18	15
2019-2020	43.3%	12.1%	8	6
2020-2021	32.65%***	1.4%	9	3

*Retention will not capture Allied Health ACM transfer students, so this does not necessarily mean the students are not retained or successful. It just means it is hard to track those students as retained at GC because that is not the purpose of the Allied Health Transfer program.

**Minority does not include white or non-resident alien

***Fall 2021 students are still registering- number likely to increase.

Garrett College has been much less successful with respect to attracting and hiring minority faculty and professional staff. While the percentages of minorities among Garrett College’s full-time faculty and

professional staff exceed the representation of minorities within its service area, the actual number of individuals represented by those percentages is very small, due to the College's small size. For this reason, a personnel change involving a single individual can significantly alter the College's minority composition. Of additional concern is the fact that while 21% of total student population identify as non-white, only 4.9% of employees self-identified as non-white (fall 2020 data). Moreover, due to its location and the demographics of its service area, Garrett College faces some significant challenges in trying to recruit and retain minority faculty and staff. Nevertheless, by using targeted recruitment strategies, the College hopes to be more successful in attracting minority faculty and professional staff. The Director of Human Resources posts job openings on Diversity.com as one strategy to address this concern. Some of the impediments to minority recruitment and retention are: (Please note that these are not limited to the minority experience.)

- Financial – limited recruitment budget, inability to offer nationally competitive faculty and professional staff salaries, lack of monies ear-marked for diversity initiatives.
- Typically small applicant pool of qualified minority candidates combined with intense competition for those candidates.
- Location – relatively isolated, small, rural college town.
- Demographics – small, rural minority population. Surrounding area is predominately white.
- Lack of employment opportunities for spouse or partner.
- Lack of formal mentoring and retention efforts.

Despite these challenges, Garrett College remains committed to increasing the minority representation among its full-time faculty and professional staff and continues to have this a priority goal.

IV. INITIATIVES TO INCREASE CULTURAL AWARENESS AMONG STUDENTS, FACULTY, STAFF, and COMMUNITY: Garrett College is fully committed to fostering an environment that not only embraces and celebrates cultural diversity, but also one that ensures that all students are made to feel welcome and supported in their journey towards academic success. However, certain cultural and ethnic differences may not always be recognized or fully understood, nor do faculty and staff always know how to respond appropriately to such differences. In addition, the College recognizes that it must provide faculty and staff with the information and ongoing training, as well as other learning opportunities such as open forums with diverse student populations, necessary to ensure they are adequately equipped to assist all students in achieving success. As evidenced in the section above, increasing cultural awareness with the campus community and beyond has become a primary initiative in the College's efforts.

With the COVID pandemic and societal events/issues of the past year and a half, the college recognized that there were many challenges present in how we would carry out previously identified initiatives, and if those initiatives were relevant at the time. With all campus activities taking place in the virtual realm, there was little the college could do activity-wise. Participation for in-person events is consistently low, so it was believed that virtual participation would be as challenging. College leadership decided to use the 2020-2021 school year to gather information and begin to establish new community partnerships.

During July and August of 2020, the College disseminated a survey to the campus community, entitled "Current Realities" survey. The intent of the survey was to solicit the insight of faculty, staff, and students to support the college's mission of creating inclusive and equitable pathways to success. The premise of the survey was in relation to diversity, equity, and inclusion (DEI), but a majority of the responses received were focused on the COVID-19 pandemic. Fifteen responses received did have a focus on racial equity and the social climate and provide the college with direction to address these concerns. A few individuals provided contact information and a willingness to participate in further conversations around the campus

climate. This information helped the college draft and disseminate its “Diversity, Equity and Inclusion at Garrett College” statement, and will be used to work on creating a DEI Council, a long-time goal of the College’s Cultural Diversity Plan.

Additionally, Garrett County community members have taken the initiative to create a NAACP chapter in Garrett County and have reached out to discuss ways in which they can assist and support the College and its students. This is a very early conversation since the chapter was just approved in early 2021, but discussion of a potential mentoring program is underway.

V. PROCESS FOR REPORTING CAMPUS-BASED HATE CRIMES: Garrett College values its sense of community and expects students and employees to abide by specific regulations that dictate appropriate behavior. Any evidence of prejudice based on religion, sexual orientation, gender, disability, or ethnicity/national origin can be viewed as a hate crime. The process for reporting crime statistics on a college campus is defined under Title 10, Subtitle 3 of the Criminal Law Article and is 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. The Campus Crime Statistics Act mandates the manner in which statistics are to be collected and the format in which they are to be published.

In September of 2018, Garrett College created the Office of Equity and Compliance and adopted an Equity Grievance Policy (updated in July 2020 and now titled *Policy on Equal Opportunity, Harassment, Nondiscrimination for all Faculty, Students, Employees, and Third-Parties*). The Office of Equity and Compliance oversees the College's compliance with Title IX, Title VI, Title VII, Clery Act, and other federal and state laws, regulations and requirements. The Office of Equity and Compliance serves as a method of recourse to those, be they student, faculty, or staff, who believe that a particular action on the part of a College member has violated accepted or stated institutional practices and standards. Garrett College affirms its commitment to promote the goals of fairness and equity in all aspects of the educational enterprise. All policies regarding Equal Opportunity, Harassment and Nondiscrimination are subject to resolution using the applicable processes outlined in the College’s policy. When the responding party is a member of the College community, the grievance process is applicable regardless of the status of the reporting party who may be a member or non-member of the campus community, including students, student organizations, faculty, administrators, staff, guests, visitors, campers, etc.

Any individual who feels they have been a victim of a hate crime or violation of the College’s Equal Opportunity, Harassment, and Nondiscrimination policy can file a report with the Office of Equity and Compliance or anonymously by using the *Reasonable Concern* reporting form online.