



**Maryland Higher Education Commission
2015 Progress Report on Cultural Diversity Plan**

At Frederick Community College (FCC) diversity is defined as “visible and invisible human difference(s) that affect the success of students, staff, and members of the community.” To this end, Frederick Community College works to foster an environment that values and respects differences and encourages members of the College community to actively participate in diversity programs and activities.

Throughout the year the campus academic and support departments create programs that inspire dialogue, community-building, and foster interactive opportunities for students, staff, and faculty to learn about each other and about others from diverse communities.

In compliance with Maryland Higher Education Commission (MHEC) policy, annual progress reports are submitted in order to share how each institution develops, implements, and evaluates culturally diverse programs on their respective campuses. In this report, strategic initiatives, programs, and services that are aligned with and support the mission of Frederick Community College are included with specific focus on three major goals and objectives covering topics related to access, retention, and inclusion.

While there has been some significant progress on goals, it is worth mentioning that this has been a year of change and growth for the College with the welcoming of a new President, Elizabeth Burmaster (August 2014), a new Director for the Office of Diversity, Equity, and Inclusion, Shezwae Fleming (November 2014), and a new Provost/Vice President for Academic Affairs, Dr. Tony Hawkins (February 2015). With the addition of new staff in these critical roles, much time and attention has been spent this year working to advance conversations intended to solidify FCC’s direction and efforts with respect to meeting established goals. While results of these conversations and efforts can be seen in this report, a few key highlights are provided here in order to showcase new initiatives that are intended to strengthen FCC’s commitment and impact with respect to diversity.

- The President’s Diversity Task Force was created to provide college-wide coordination and direction on diversity, equity, and inclusion initiatives. The Task Force is chaired by the Director of the Office of Diversity, Equity, and Inclusion and is comprised of a cross-section of faculty, administrators, and staff. Specific objectives of the President’s Diversity Task Force include:
 - Developing, designing, and implementing regular opportunities to measure and respond to campus community perceptions and experiences (e.g. listening sessions, focus-groups, and climate assessments);
 - Providing consultation and input for the various diversity and equity initiatives including, but not limited to, the strategic diversity goals and tactical plans;
 - Providing insight and recommendations for policies, procedures, and practices to ensure compliance with state and federal entities; and
 - Improving methods for how best to understand, employ, and respond to diversity-related data.

- Revising the Title IX Sexual Misconduct policy and procedures to reflect changes in the directives to colleges by the U.S. Department Office for Civil Rights, and to provide clarity and consistency on interpretation and application of the policy. In addition to revising the sexual misconduct policy, FCC has recommitted itself to ensuring that the College community has the knowledge and tools necessary to prevent and respond to allegations of sexual misconduct. All FCC employees are required to participate in mandatory Title IX Sexual Misconduct training (online), and new employees must complete training within the first three months of employment. Furthermore, all supervisors participated in a facilitated training by FCC legal counsel in March 2015.
- To increase the transfer and success of students to four-years schools, FCC and the University of Maryland, College Park have developed a Memorandum of Understanding. This MOU will continue the Maryland Transfer Agreement Program through spring of 2020.
- The Center for Teaching and Learning received a \$100,000 donation by the Cruickshank Wolfe Estate in 2014. This funding will be used to expand resources for faculty to include faculty boot camps/institutes, faculty innovation funding to facilitate creative pedagogical initiatives, and to encourage international study/travel abroad.

As these highlights illustrate, FCC is actively engaged in diversity initiatives designed not only to impact, but to transform the institution.

Section I: The Diversity Strategic Plan Goals and Objectives

1. Produce culturally competent students

Objective 1: The curriculum will promote cultural competence

Objective 2: Co-curricular and Continuing Education programs will promote cultural competence

Objective 3: Students will be assessed on their cultural competence

Objective 4: The campus environment will reflect the cultural diversity of the College community

2. Employees will be culturally competent

Objective 1: A campus understanding of diversity terminology such as cultural competence, culture of inclusion, inclusive excellence, etc. will be achieved

Objective 2: Cultural competency will become a necessary skill for all faculty and staff

3. The diversity of the College employees will mirror the representation of historically underrepresented students at Frederick Community College

Objective 1: The proportion of full-time faculty, staff, administrators and professional staff of color will mirror the underrepresented populations of Frederick County

Objective 2: Establish FCC as a leader in cultural diversity

Objective 3: Organizational policies, procedures, and practices will promote inclusion

4. Students will achieve equitable outcomes

Objective 1: Students will have equitable access to programs and resources that significantly improve life opportunities

Objective 2: Students will meet MHEC benchmarks for success

Objective 3: Students will demonstrate high achievement

This following section provides major activities and progress made on the Diversity Strategic Plan.

Update on Goals

Produce culturally competent students

- A key initiative identified by FCC includes identifying courses to fulfill the cultural competency requirement. The newly formed President's Diversity Task Force along with the Office of Planning, Assessment, and Institutional Research will work to design metrics and qualitative goals for a set of courses identified to fulfill the cultural requirement. This is a priority in the upcoming academic year.
- Fostering an environment that encourages and promotes opportunities for the College community to engage in diversity dialogues, FCC sponsored the first campus-wide conversation to address incidents that led up to the death of Freddie Gray in Baltimore, MD. This well-attended session provided a platform for students, staff, and faculty to share their thoughts and reactions to the incident and explore some of the complexities of crime, poverty, and underemployment.

Employees will be culturally competent

- The Office of Diversity, Equity, and Inclusion (ODEI) and the Office of Human Resources, have collaborated on three key initiatives: (a) expanding the search committee training to include unconscious bias training, (b) broadening new employee training to include a more robust section outlining the revised FCC non-discrimination and Title IX training policies, and (c) advancing employee development seminars to include 2 -3 sessions that focus on increasing awareness of and appreciation for diversity and equity. The format for the new faculty training began July 6, 2015. While the employee development workshops had low attendance due to the late start of the new Director of Diversity, Equity, and

Inclusion (in November 2014) and poor advertising, a plan to continue such efforts with robust marketing and advertising is a priority for the 2015 academic year.

- The Center for Teaching and Learning (CTL) and ODEI engaged in collaborative work to advance initiatives around culturally responsive teaching. Understanding that a large proportion of FCC faculty are adjuncts, it was intentional to direct collaborative efforts towards adjuncts and new faculty. The CTL and ODEI will continue to build and expand on opportunities for faculty to increase cultural awareness and knowledge of culturally responsive teaching strategies and best practices through the use of the Intercultural Diversity Inventory (IDI) instrument. The IDI is a self-assessment module used to identify gaps in cultural competency. This will be employed to gauge faculty's experience and comfort levels and begin to identify resources to close gaps.
- In an effort to assess and monitor job performance, the employee appraisal process has been revised. The new evaluative process impacts all FCC employees, and allows individuals to see a direct link between their performance and the goals of their department and the College. In addition to evaluating job performance, employees will need to demonstrate cultural competence in a variety of ways including supporting diversity initiatives and acting in a fair, ethical, and respectful manner. This new process came into effect on July 1, 2015.

The diversity of the College employees will mirror the representation of historically underrepresented students at Frederick Community College

- Reestablishing the relationship between FCC and Howard University after a brief hiatus, was a top priority. The new Provost/Vice President for Academic Affairs, Dr. Tony Hawkins, renewed and advanced the pre-faculty internship relationship with Howard and in fall 2015, FCC will host a pre-faculty intern who will teach in the science department. The desired outcome is to yield new faculty within the College through such initiatives.
- In an effort to ensure that FCC is marketing and recruiting a diverse applicant pool, the College reviewed and revised the search process to be clear, consistent, and equitable. Moreover, the new format includes formal training for all employees who serve on search committees. The training is facilitated by Human Resources, with participation by the Director of Diversity, Equity, and Inclusion to address unconscious bias. This became effective on June 15, 2015.

Students will achieve equitable outcomes

In early fall of 2014, the President convened a volunteer, cross-functional group of about 40 FCC employees called the Strategic Advisory Team (SAT) to think creatively about current and emergent issues facing the College. The SAT identified three Annual Strategic Priorities to help guide and structure the work of the College for 2014-2015. The Annual Strategic Priorities identified were enrollment development, the adult learner and changing populations, and creating a unified culture of persistence, success, and completion. The strategic priorities align well with the Maryland College Diversity Plan to

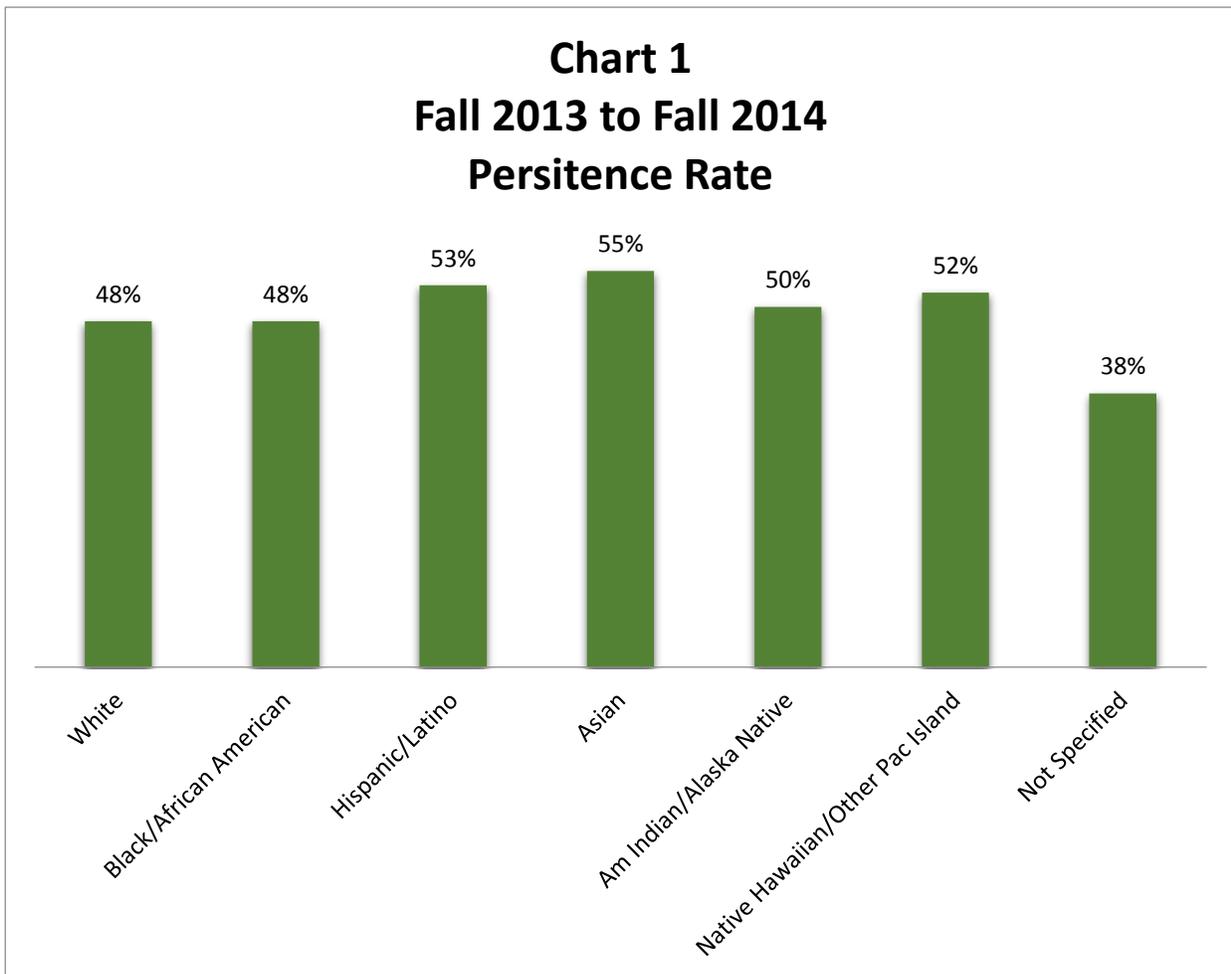
improve persistence and achievement rates of diverse students. Each strategic priority formed the basis of a sub-group which consisted of a chair and faculty and staff representatives. The groups were charged with developing objectives and deliverables. The information below shares some of the progress the groups have made since their inception.

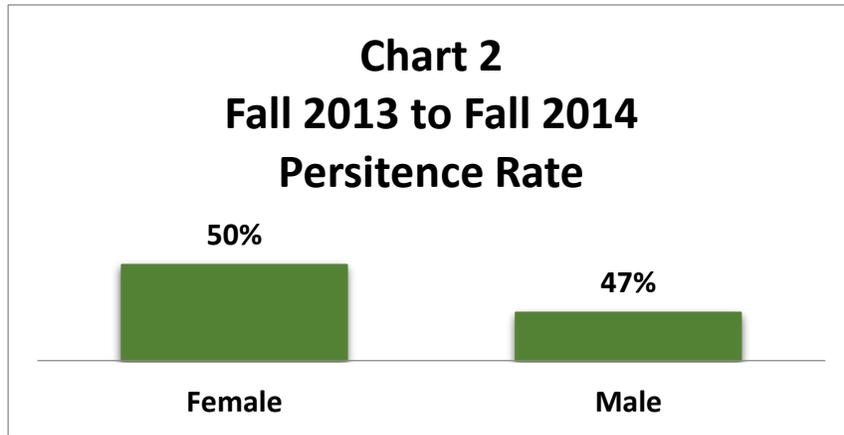
- The enrollment development strategy entails reassessing the enrollment process to better meet the needs of students. It includes designing and implementing short term marketing strategies to engage and connect potential students to FCC, and expanding course offerings, including accelerated programming in an effort to reduce the completion time.
- The focus on the adult learner and changing populations provides FCC with the opportunity to conduct an environmental scan of current and emerging student populations, and develop better practices for attracting, engaging, and retaining students. Key action items:
 - Communicate the Frederick Community College vision and mission in various languages to encourage an inclusive learning environment.
 - Created an emergency fund program for students to positively impact student persistence and completion.
 - Partnering with Frederick County Public Schools and the Housing Authority to pilot a program focused on construction trades for the youth population (18-21) that is a combination of workplace readiness skills (communication, customer service, etc.) and introductory construction topics and includes paid internships.
- Creating a unified culture of persistence, success, and completion includes revising the student success alert system and new student orientation. The student success early alert was implemented in the spring of 2015 and early data indicates that students appreciate the early notification and faculty perceive it to be a good way to encourage students to meet with them earlier to identify gaps/concerns and problem-solve.

Furthermore, the Office of Multicultural Student Services continues to provide academic, social, and cultural support for diverse students. The Partnership to Achieving Student Success (PASS) program, a year-long comprehensive program designed for students of color, of low-income households, and those who are at-risk academically, facilitates the matriculation and continued transition of students to FCC through workshops and peer mentoring. The table below shows that the persistence rate of PASS students (79%) is higher than non-PASS students (70%) and minority students (72%). Also, the course completion rate of PASS students (80% and 81%) are higher for both Developmental and College Level courses respectively compared to Non-PASS students (72% and 79%), and all minority students (62% and 77%). This data reflects the success of the PASS program.

PASS MHEC Grant Data			
	PASS Group	Non-Pass Group	FCC Minority Students
Persistence Rate (Fall 14-Spring 15)	79%	70%	72%
Developmental Course Completion (Fall 14)	80%	72%	62%
College Level Course Completion (Fall 14)	81%	79%	77%

FCC's overall fall to fall persistence rate is at 49%. Chart 1 demonstrates that White and African American students have lower persistence rates than other student demographic groups. The persistence rate for female students is higher than male students as it is depicted in Chart 2. Thus, while the PASS Program offers students support and academic assistance, more work is needed to identify specific issues that impact the success of African American and White students.

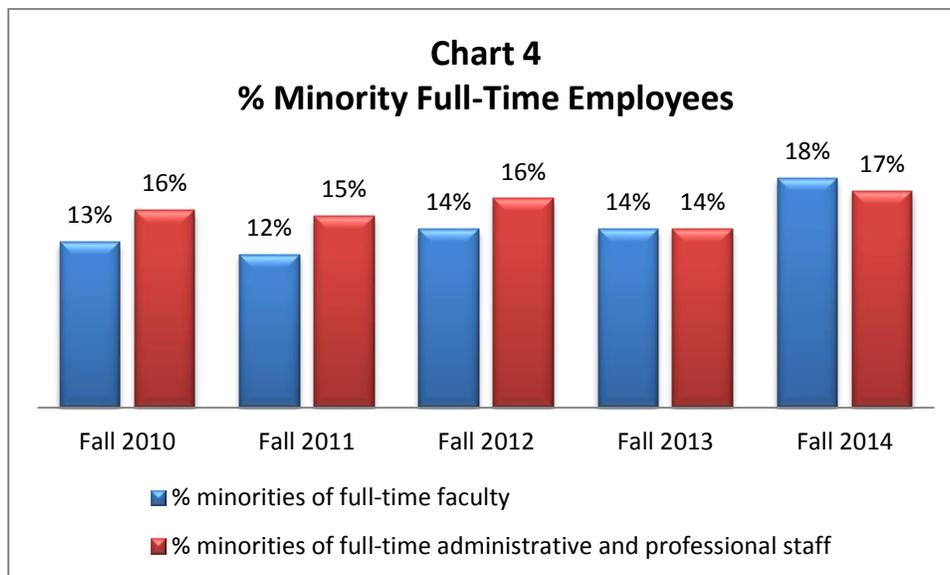
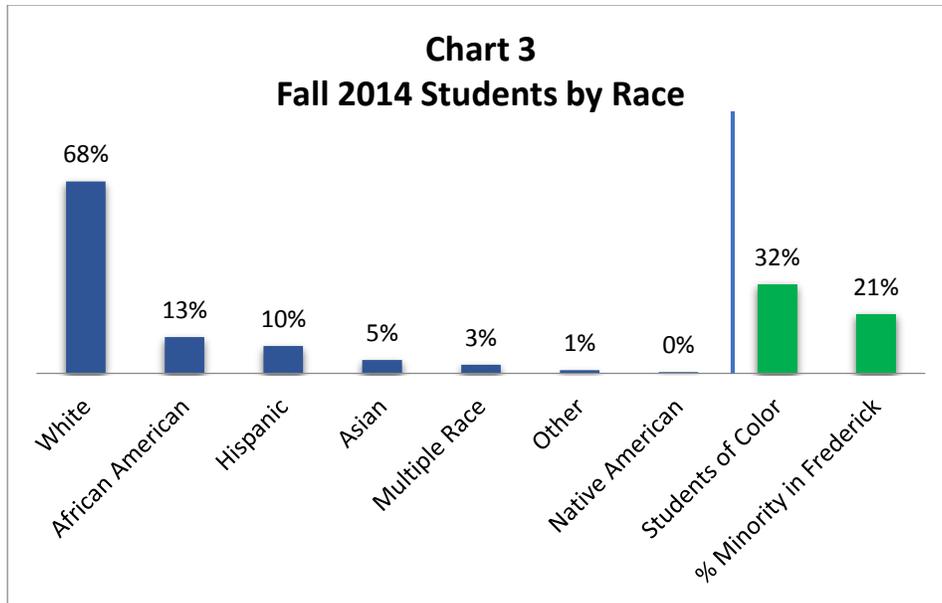




Section II: Increasing the Representation and Retention of Faculty, Staff, and Students

Frederick Community College continues to make significant progress towards expanding access and opportunities for students, faculty, and staff. Recruitment strategies include increasing the visibility and engagement of FCC within Frederick County Public Schools, and refining admissions and financial aid events and activities to focus on familiarizing students and their families with the enrollment and the financial aid application processes. In addition, students are made aware of some of the key programs at FCC like the Multicultural Student Services PASS Program and resources such as the Office of Disability Services.

As Chart 3 illustrates, the enrollment of students of color at FCC is 32% and is more diverse than Frederick County’s population of color, which is 21% according to the United States Census Bureau County Characteristics Datasets reported in June of 2014. There has been growth in total students of color by 20% over the past five-years, specifically within the Hispanic population with an increase of 70%. Much of this growth is attributed to the change in demographics within Frederick County and increased visibility and collaboration with organizations such as Centro Hispano and Conexiones. At the same time, the enrollment of Asian students declined by 9% which is currently under review and discussion by the Enrollment Management office and other College officials to identify reasons, and develop responsive and proactive measures to avoid further decreases in the enrollment of Asian students.



FCC’s recruitment of underrepresented and marginalized groups continues to be a priority for the College to diversify employees of color. The data in Chart 4 illustrates a continued growth of diversity among full-time faculty, Administrative, and Professional staff due to an extensive recruitment efforts of hiring from minority groups.

Section III: Promoting Cultural Awareness

The FCC College community makes diversity and cultural competency education a priority and works to ensure that access to learning opportunities is widely shared throughout the

campus. Many offices on campus work in partnership to develop programs, events, and activities that explore aspects of diversity throughout the year. These programs, events, and activities are designed to promote awareness, knowledge, and increase skills. The bullets below outline a few of the initiatives this year.

- The Center for Student Engagement hosted a community dialogue on community response to homelessness as part of the National Hunger and Homelessness Awareness national initiative.
- The Co-Curricular Day speaker series is a cross-disciplinary program designed to provide students with an opportunity to be exposed to broad and diverse topics outside of the classroom. This is a bi-annual series featuring national and international speakers. This year's speakers included (this is an abbreviated list):
 - **MK Asante**, a bestselling author, award-winning filmmaker, hip-hop artist, and professor at Morgan State University who CNN calls "a master storyteller and major creative force." Asante's life story, captured in his acclaimed memoir *Buck*, inspired our students to use their life experience to feed their passion and inspire and invent their futures. His own story of poverty and exposure to violence on the streets of Philadelphia fueled his need to find a voice to share the relevance of his experiences in his own words.
 - **K. David Harrison**, linguist, author and activist for the documentation and preservation of endangered languages, teaches at Swarthmore College and is affiliated with the National Geographic Society. His research focuses on the Turkic languages of central Siberia and western Mongolia. He co-starred in Ironbound Films' Emmy-nominated 2008 documentary film *The Linguists*. He serves as director of research for the non-profit Living Tongues Institute for Endangered Languages.
 - **Carlos Andres Gomez**, award-winning poet, actor, speaker, and writer from New York City. He is the author of the coming-of-age memoir *Man Up: Reimagining Modern Manhood*, released in 2012 by Gotham Books, an imprint of Penguin.
 - **David Gallo**, a pioneer in ocean exploration and an enthusiastic ambassador between the sea and those of us on dry land who has worked hard to push the bounds of oceanic discovery. Active in undersea exploration (sometimes in partnership with legendary Titanic-hunter Robert Ballard), he was one of the first oceanographers to use a combination of manned submersibles and robots to map the ocean world with unprecedented clarity and detail. He was a co-expedition leader during an exploration of the RMS Titanic and the German battleship Bismarck, using Russian Mir subs.
- Expanding "outside the classroom" learning opportunities to include study abroad is one of the strategic initiatives employed by FCC. Students understand that they are a part of a changing world and must seek global learning opportunities to enhance their understanding of world problems that may impact their communities. One popular study abroad exchange is with Russia which continues to serve as a model

for future study abroad initiatives, such as the newly developed trip to France. Both study abroad programs consist of pre- and post-departure programming that includes an overview of the destination country's culture, daily blogging to record and analyze travel experiences, and post trip cultural competency projects to be shared with the College community.

- In response to the unrest in Baltimore prompted by the death of Freddie Gray, FCC held a campus-wide discussion, "Race, Riots, and Resolution." This discussion was well-attended by students, staff, and faculty, and serves as a spring board for the development of a sustained dialogue series to be launched in the fall.
- The campus continues to create opportunities for students to connect and celebrate similarities, as well as unique differences. The fall Latino Festival and the fall and spring International Celebration events collectively drew a record number of students, faculty, staff, and local residents to campus (800 attendees).

In addition to the above-mentioned programming, and the participation of faculty, staff and students at regional and state-wide diversity trainings, the Center for Student Engagement student groups and organizations coordinate annual programs and events such as:

- The Feminist Club's discussion series on topics such as consent, transgendered issues, human sexuality, and race and violence in Baltimore (reactions to the riot in Baltimore);
- National Coming Out Day, Gay Pride Celebration, and the annual Frederick Community Center picnic coordinated and/or marketed by FCC's GLBTQ student group;
- Standing weekly meetings designed to engage students with disabilities in the College environment facilitated by the Office of Disability Services as part of the Getting Connected Club initiative; and
- The Nursing Student monthly workshops and/or lectures aimed to engage nursing students in the professional, social, and cultural aspects of the medical profession (specific emphasis is placed on cultural competencies related to the health care industry).

Section IV: Additional Diversity Initiatives

- The Center for Research and Education in Science and Technology (CREST) is a new and exciting addition to the Frederick community. The purpose of *CREST [is to] lead and coordinate efforts to increase higher education opportunities in the Frederick region and address the workforce needs of our STEM-based business community.* This endeavor expands opportunities for FCC staff with a STEM background to pursue an advanced degree, as well as connect students with certificates in specific STEM fields to local businesses.
- FCC was gifted with a collection of African art by financial planner and Legacy Financial Associate owner Tracy Bush. The collection is an assortment of artifacts

passed down through generations within the Laster family. This generous gift not only brings beauty to the campus but serves as an inspiration for programming on history, community, and personal narratives.

- The United Nations Education, Scientific and Cultural Organization (UNESCO) Center for Peace of Frederick County, hosted the inaugural International Nelson Mandela Day for Freedom, Justice and Democracy. The theme, “Global Ethics, Sustainable Development, and Social Media,” brought together educators, political figures, and activists to honor and rededicate themselves to Mandela’s life-long mission of peace, service, and democracy. Frederick Community College hosted many of the events and activities for this community-wide event, including panel discussions, a luncheon, and sporting events. This event took place July 17-18, 2015.

Challenges

There are many diversity-related activities, events, and initiatives that take place throughout the campus. As faculty, staff, and students become more aware of and interested in diversity, events and activities will increase making it necessary for a streamlined, focused approach to coordinating, managing, and assessing such endeavors. Creating a process for capturing campus-wide diversity initiatives will provide an opportunity to identify gaps in programming efforts and foster collaborations.

Another area that warrants attention is needed in the marketing and branding of diversity as an institutional priority, such as developing web and print materials to communicate the vision and goals of diversity, as well as sharing with the campus and beyond diversity accomplishments and challenges.

Section V: Safety and Security

FCC works to ensure that the campus environment is welcoming, safe, and free of obstacles that disrupt and/or limit the College community’s access to and engagement with programs, services, events, and/or opportunities that enhance one’s personal learning goals.

The first level of responding to incident or behaviors that disrupt learning is through the use of FCC’s “Student Behavior Incident Report Form,” which is available to all students, faculty, and staff on FCC’s public website and on Communication Central, FCC’s employee Intranet site. This form covers a broad range of incidents and behaviors that warrant immediate attention, including discrimination and harassment.

In addition to the Student Behavior Incident Report Form, the Campus Security website is available to the public and it provides guidance, support, and resources related to campus security and emergency response, as well as relevant reports and campus crime statistics. The Annual Campus Security Report is accessible on the website and it provides the

information needed as part of the Title II Crime Awareness Campus Security Act of 1990 policy (<http://www.frederick.edu/faculty-staff/campus-security.aspx>).

Bias/Hate Crime at FCC

Committed to ensuring that the College campus is a place where mutual respect is paramount, bias and hate of any kind are not condoned or tolerated. The College prohibits hate/bias activities, including employing language or behavior that is intended to cause harm towards or threaten a person based on race, religion, ethnicity, gender, sexual orientation, or disability. The FCC Student Code of Conduct and Non-Discrimination policies address bias/hate crimes.

How to Report a Crime

To report a crime, individuals are directed to contact the Security Department at (301) 846-2453 for non-threatening emergencies. For emergencies, individuals are directed to dial 911. Emergency telephones are located throughout the campus in addition to the emergency pole phones located in or near each of the parking lots. The emergency telephones have identifying numbers to assist campus security with locating an individual in need of assistance.

FCC is committed to ensuring that it has a safe and welcoming campus. The College community is urged to report any suspicious activity and/or person(s) seen in parking lots or loitering around vehicles or buildings to Campus Security. Campus Security advises individuals not to approach or attempt to apprehend person(s) deemed to be a threat.

For off-campus options, individuals are instructed to contact the local Frederick Police Department by dialing 911(emergency) or (301) 600-2100. Campus Security works in collaboration with local law enforcement to investigate and resolve issues and/or concerns.

In addition to reporting information to Campus Security and/or the local police department, individuals may report a crime to any College employee. All campus officials (staff, faculty, and administrators), serve as 'responsible employees' and are required to report crimes.

Conclusion

This has been a year of change and tremendous opportunities, which have sparked a renewed energy and commitment to diversity and inclusion. The Director for the Office of Diversity, Equity, and Inclusion and the President's Diversity Task Force will work in tandem to provide leadership and direction for diversity initiatives.

As FCC looks ahead, three significant events and/or processes will impact the future of diversity and inclusion. First, as a recipient of Perkins funding, FCC was required to

participate in a review by the Maryland State Department of Education (MSDE) Equity Assurance and Compliance Office. MSDE is required by the United States Department of Education Office of Civil Rights (OCR) to conduct reviews of local recipients. The purpose of the on-site review is to ensure that colleges are providing access to Career and Technology Education programs in compliance with the requirements of Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 and Section 504 of the Vocational Rehabilitation Act of 1973. The College learned a great deal in preparation for the review and from the visit on April 9, 2015. We anticipate that results and recommendations from the MSDE will provide some insights and opportunities for growth for FCC and will surely help shape some of the diversity goals and objectives.

Second, the College just adopted a new five year strategic plan called FCC 2020, which aligns with the Middle States Commission on Higher Education (MSCHE) Standards for Accreditation. The FCC Board of Trustees will use FCC 2020 to develop three to five annual strategic priorities to focus the operations of the College for FY 2016. The College strategic plan and the annual strategic priorities will become the platform on which the future Diversity Strategic Plan will be established.

Lastly, the outcomes of the MSCHE accreditation review will impact the role and depth of diversity processes and practices at FCC.

In the meantime, FCC continues to plan for and anticipate the needs of a diverse and changing population, as well as connecting diversity and academic excellence. Future activities and initiatives include, but are not limited to:

- Establishing a strategic diversity communication and marketing plan;
- Developing a campus-wide diversity reporting structure to capture diversity and equity initiatives in a timely manner;
- Creating cultural competence assessment modules (development, application, and measurement);
- Growing partnerships with local businesses and with the community to enhance diversity, inclusion, and participation with FCC;
- Expanding opportunities for training on inclusive excellence; and
- Continuing to review and refine hiring policies and practices that promote and enhance an equitable workforce.

We are excited by these opportunities and look forward to their implementation.