

**BOARD OF TRUSTEES  
FREDERICK COMMUNITY COLLEGE**

**May 13, 2020  
Regular Meeting**

The Board of Trustees of Frederick Community College met in regular session on Wednesday, May 13, 2020 via conference call due to the COVID-19 public health emergency. Trustees were considered in the determination of a quorum per the Board of Trustees Bylaws due to time-sensitive items on the agenda. Participating on the call were: Trustees Dr. John Molesworth, Chair; Tom Lynch, Vice Chair; Ellis Barber; Nick Diaz; Gary Fearnow; Carolyn Kimberlin; and Dr. April Miller. Also participating were President Elizabeth Burmaster, Secretary/Treasurer of the Board; Janice Spiegel, Director of Education and Special Initiatives; Kari Melvin, Recording Secretary; Pei Taverner, Vice Chair, Faculty Association (FA); Brian Holt, Chair, Support Staff Association (SSA); Administrative Staff Association (ASA) Executive Committee members Heather Hinkle and Danielle Stoffer; Mary Rolle, Chair, College Senate; Emma Wachter, Vice President (VP) of Administration, Student Government Association (SGA); Dr. Mary Jo Anderson, Interim VP for Finance; Melissa Bard, VP for Human Resources; Jerry Boyd, Special Assistant (SA) to the President for Institutional Effectiveness; Dr. Nora Clark, VP for Learning Support; Lewis Godwin, Chief of Operations (COO); Dr. Tony Hawkins, Provost/Executive Vice President (EVP) for Academic Affairs, Continuing Education, and Workforce Development (AACEWD); Joseph McCormick, Chief Information Officer (CIO); Deborah Powell, Executive Director for the Office of Institutional Advancement and the FCC Foundation; and Frederick News-Post Education Reporter Katryna Perera.

## **CALL TO ORDER**

The meeting was called to order by Board Chair Molesworth at 6:02 p.m. Ms. Melvin conducted a roll call of those participating on the call.

## **APPROVAL OF MINUTES**

The Chair called for approval of the minutes of the April 22, 2020 regular meeting of the board.

*On a motion made by Trustee Kimberlin and seconded by Trustee Miller, the Board unanimously approved the minutes, as presented.*

## **PRESIDENT'S MONTHLY REPORT**

Board members received the President's written report in their meeting packet. Also included in the President's written report was the CIP Construction Projects Update.

President Burmaster commented that this pandemic has caused hardship, pain, and daunting challenges. Faculty, staff, students, and Trustees have all risen to the challenge and brought innovation and creativity in problem-solving. She continued that she feels very fortunate to work at FCC and to live in a county and state using a cautious approach to this unprecedented crisis. President Burmaster, VP Clark, and Associate Vice President/Dean of Students Jerry Haynes participated in a call with SGA Officers yesterday. The optimism, leadership, and compassion of our students is inspiring. It was a great chance to hear from them and they reminded us that we can and will get through this. President Burmaster closed with a spirit of gratitude, noting that we are blessed to have strong education, non-profit, and business partnerships in Frederick County.

## **INFORMATION/DISCUSSION ITEMS**

**Strategic Advisory Team Progress Reports** – President Burmaster introduced the Strategic Advisory Team (SAT) Workgroup Progress Reports. The SAT is a volunteer,

**cross-functional team of workgroups open to all College employees. Its purpose is to support the implementation of the annual strategic priorities set by the Board of Trustees.**

**SAT workgroups provided a written progress update on each of the 2019-2020 annual strategic priorities established by the Board of Trustees. The Senior Leader assigned to each workgroup overviewed their report and answered questions from the Trustees.**

**Annual Strategic Priority A was presented by Provost/EVP Hawkins – Implement the goals and priorities of the AACEWD Master Plan with a focus on enhancing student success and retention through high impact practices in teaching and learning.**

**Annual Strategic Priority B was presented by VP Bard – Enhance communication and employee relations through the implementation of recommendations from the 2018-2019 internal Task Force, external review report, ombudsman feasibility study, and climate survey.**

**Annual Strategic Priority C was presented by SA Boyd – Use a comprehensive, inclusive, and participatory process with representatives from the College and the Frederick County community to develop a new five-year Strategic Plan which will serve the College from July 1, 2020 through June 30, 2025.**

**Annual Strategic Priority D was presented by VP Clark – Increase student access through the implementation of best practices in recruitment, persistence, retention, advising, scheduling, and affordability.**

**Annual Strategic Priority E was presented by COO Godwin – Create a safer and healthier workplace through the development and implementation of an Environmental & Health Safety Plan which ensures compliance with all state and federal regulatory bodies**

that oversee higher education. The plan will address ongoing training, education, employee development, compliance documentation, and record retention.

Annual Strategic Priority F was presented by CIO McCormick – Research, analyze, communicate, and implement needed network infrastructure upgrades in order to provide improved services, resiliency, and availability for critical IT systems.

The SAT Workgroup Summaries are attached hereto and incorporated herein.

*This item was presented for information only – no action was taken or requested.*

FCC Foundation, Inc. Annual Report – Executive Director Powell presented the FCC Foundation, Inc. Annual Report for FY 2020, which the Board members received in their meeting packet. She highlighted that approximately \$904,872 in scholarships and Student Success Funds have been awarded to 1,015 students to-date.

For the period ending February 28, 2020, the market value of the FCC Foundation, Inc. endowment was \$16,600,005.63. Total Foundation gifts raised and received to date for FY 2020 is \$502,831.81 from 443 donors. Despite event cancellations and postponements, this is greater than what was received last year. The biggest impact on fundraising this spring is the postponement of the 25<sup>th</sup> Annual FCC Golf Tournament until fall.

Sixteen student applications were approved for Student Success Fund emergency grants after the move to alternative modes of instruction began. At the beginning of the COVID-19 Pandemic, the Foundation staff concentrated on assisting students who had lost their jobs and had outstanding spring tuition balances. Applications for Student Success Funds are expected to rise as the pandemic continues, and bills for rent, utilities and other necessities begin to come due. Regular announcements promoting Student Success Funds and the fall scholarship application period are published in the FCC Weekly News Blast for students and posted on the FCC and Foundation websites in visible places.

**Grants applied for and received total \$61,000 and include: a Delaplaine Foundation grant for childcare scholarships for students participating in the Parents Lead Program; a Northrop Grumman Foundation grant to provide full tuition and fee scholarships to three students beginning this spring, renewable for students who maintain a 3.0 GPA; an M&T Bank Foundation grant for the Business Plan Contest scholarship awards for first, second, and third place winners; The Maryland Bar Association grant covering program supplies and stipends for FCC Paralegal Program students working in the Frederick County Circuit Court Self-Help Center to ensure access to justice for clients needing assistance with family law issues, and who are unable to afford an attorney; a Rotary Club of Carroll Creek grant for Project Forward Step, supporting single parent scholarships; Women's Giving Circle grants for Allied Health Academy, Parents Lead, and Project Forward Step; United Way and Delaplaine Foundation grants from the COVID-19 Emergency Relief Fund.**

**Two major stock gifts were received from December through January, totaling over \$153,000 and were added to existing, endowed scholarships. The "Joyce Guyton Nursing Scholarship" was established by Mr. Gail Guyton to honor his wife, Joyce, and her exemplary nursing career. This amendment will provide two \$4,400.00 annual scholarships covering tuition and fees for two FCC Nursing Students. It is the intention of the donor to increase the dollar value of this endowment as necessary to keep pace with inflation, and adequately cover the cost of two scholarships. The "June A. Mitchell Endowed Scholarship" This scholarship was created by Allen H. Mitchell in loving memory of his wife June A. Mitchell, an alumna of Frederick Community College. Mr. Mitchell contributed additional funds this year.**

**New scholarships created in FY 2020 include The “Battelle National Biodefense Institute STEM Scholarship” created by The Battelle National Biodefense Institute for to two students each year, renewable for two full years; The “MWF Iqra Scholarship” created by the Muslim Women of Frederick, which supports a student with financial need who is ineligible for financial aid; and The “Parker Killian Gives Moore Scholarship” created by Gail Bensten in loving memory of her grandson Parker Killian, which is awarded to a student majoring in History.**

**Additional program support includes \$1,500 for the Anne Lynn Gross Breast Cancer Resource Center Supplies, \$34,600 for music faculty stipends supported through the George Shields Music Scholarship, \$39,000 to enhance the Institute for Learning in Retirement (ILR) Program, and \$50,000 budgeted for the Faculty Innovation Fund, Faculty Institutes, and approved Faculty Professional Conferences and Travel.**

**Events and engagement this fiscal year included the FCC Foundation Visit Day; FAFSA Finish Event; #GivingTuesday; Frederick City Day at the Statehouse in Annapolis; the Hospitality, Culinary & Tourism Institute (HCTI) Dinner to raise funds for HCTI students; and the American Association of University Women (AAUW) Annual Tea. The following events were postponed due to the COVID-19 pandemic: the FCC Foundation Donor & Scholar Event; the Seventh Annual Hall of Fame Banquet and Induction Ceremony; and the President’s Business Appreciation Awards Breakfast. The 25<sup>th</sup> FCC Scholarship Golf Tournament was rescheduled for September 14, 2020 at Maryland National Golf Club. New this spring, the FCC Foundation, Inc. collaborated with Career Services and Student Activities Directors to plan an etiquette dinner for SGA members, honors students, and other student leaders expected to graduate in May. The event had to be cancelled and was going to be held at Dutch’s Daughter restaurant, led by an expert**

etiquette instructor to teach graduating seniors about career networking, and to engage community business alumni to serve as table hosts to assist with networking conversations. Woodsboro Bank and the Rotary Club of Frederick were committed sponsors for this event.

A copy of the report is available from the President's Office.

*This item was presented for information only – no action was taken or requested.*

### **ACTION ITEMS**

**Appointment of Board Nominating Committee** – Board Chair Molesworth appointed Trustees Carolyn Kimberlin, Nick Diaz, and Gary Fearnow to serve as the Nominating Committee for the FY 2021 slate of officers. The Nominating Committee will present its report at the June 10, 2020 Board meeting.

**Approval of Substantive Revision to the Leave Benefits Policy and Procedures** – VP Bard presented this item. The College offers a competitive benefits package to recruit, retain, and reward employees. This Policy and Procedures was reviewed during the annual policy review process this spring and one substantive change was recommended by the review team. The substantive change was distributed to all affinity groups and members of the Supervisors and Department Chairs Forum for rough and final draft input. It was approved by the Senior Leadership Team and Cabinet.

Regular employees are eligible for various paid leave types including annual leave, personal leave, sick leave, and paid holidays/breaks depending upon their position classification. Additionally, regular employees may also be granted up to 35 hours of unpaid leave per fiscal year.

These leave benefits meet the needs of our employees, except in situations where granting more than 35 hours of additional unpaid leave may be warranted. Some examples

include an extended leave of absence for personal reasons including study, or an ongoing medical condition which requires the employee to exhaust their available leave balances. Employees who are new to the College have a particular need as they have not had an opportunity to accrue many leave hours and are also ineligible for other options including Family Medical Leave and the Sick Leave Bank.

The review team benchmarked the leave of absence policies at other community colleges, as well as Frederick County Public Schools, and Frederick County Government. It is recommended that the College expand its available unpaid leave options from 35 hours per year up to one year under the criteria outlined in the revised Policy draft.

VP Bard recommended approval of the substantive revision to the Leave Benefits Policy and Procedures, to be effective July 1, 2020.

*Trustee Diaz moved for approval. Vice Chair Lynch seconded with an amendment to add a comma after the word “held” in this sentence: “If during an unpaid leave of absence, the supervisor and senior leader determine that the employee’s former position can no longer be held the employee shall be notified in writing and shall have the right to return to work within fifteen (15) working days from receipt of the notice.” The Chair called for approval of the motion, as amended. The Board unanimously approved the substantive revision to the Leave Benefits Policy and Procedures, as amended, effective July 1, 2020.*

**Approval of Emergency Resolution Related to Non-Exempt Essential Personnel Extra Compensation** – VP Bard presented this item. Essential personnel are required to report to work and stay at work during periods of closure or emergency as determined by their supervisor to provide services necessary for the resumption of normal operations. The College provides extra compensation at the rate of 2 ½ times the hourly rate for non-exempt staff deemed essential in accordance with the 2019-2020 Employee Handbook with



**Faculty Addendum. Due to the financial impact of the COVID-19 pandemic, the College must explore cost savings and reduce operating budgets, where possible. As we prepare to resume onsite operations in accordance with Governor Hogan’s *Maryland Strong: Roadmap to Recovery*, the cost of extra compensation is not sustainable.**

**VP Bard recommended approval of the following Emergency Resolution Related to Non-Exempt Essential Personnel Extra Compensation:**

**During the COVID-19 pandemic from March 16, 2020 through May 13, 2020, non-exempt essential personnel required to work on the main campus or at the Monroe Center received compensation at the rate of two and one-half (2½) times their hourly base pay. Due to the financial impact of the COVID-19 pandemic, effective May 14, 2020, non-exempt personnel required to work on the main campus or at the Monroe Center will no longer receive 2½ times their hourly base pay, but will be compensated at their regular hourly base pay.**

*On a motion made by Trustee Barber and seconded by Trustee Kimberlin, the Board unanimously approved the Emergency Resolution Related to Non-Exempt Essential Personnel Extra Compensation, as presented.*

**Approval of Emergency Resolution Related to FY 2021 Right to Furlough – VP**

**Bard presented this item. Given the financial uncertainty related to COVID-19, community colleges throughout the state are recognizing that Maryland state aid through the John Cade funding formula could be reduced through a Budget Reconciliation and Financing Act (BRFA) at any time throughout the fiscal year. We do not know what that reduction might be, however we need to be prepared in case of a reduction in revenue.**

**Due to the financial impact of the COVID-19 pandemic and the uncertainty of the FY 2020-21 budget, the College is actively exploring cost savings opportunities where possible, including: delaying the filling of vacant positions; reducing operating budgets by delaying or eliminating expenditures; and limiting the use of Part-Time Variable Schedule (PTVS) employees and Limited Term Employees (LTE). While these actions will have a**

positive impact on the FY 2020 and FY 2021 budgets, additional action may be necessary. As a last resort, the use of furlough for all regular full and part-time benefited employees and all auxiliary employees may be necessary.

VP Bard recommended approval of the following Emergency Resolution Related to FY 2021 Right to Furlough:

Due to the financial impact of the COVID-19 pandemic, FCC reserves the right during Fiscal Year 2021 to furlough\* all regular full and part-time benefited employees and auxiliary employees for a total not to exceed ten (10) days (at the employee's regular daily rate; pro-rated for part-time) during the period of an employee's contract or letter of assignment. During the period of furlough for benefited positions, the employer share of benefits will continue to be paid and the employee shall be responsible for the employee share. Employees on furlough will still accrue leave.

\*Furlough shall be defined as a temporary suspension of work and compensation

Trustee Fearnow asked if most community colleges are instituting a policy like this. President Burmaster answered that furlough is a tool used by higher education institutions across the country and it is a collective approach so you do not have to resort to layoffs. Vice Chair Lynch commented he sees no alternative given the economic reality. He continued that he thinks it is responsible of us to have a policy like this in place, not that we ever hope to use it. Chair Molesworth agreed and called for a motion.

*On a motion made by Vice Chair Lynch and seconded by Trustee Barber, the Board unanimously approved the Emergency Resolution Related to FY 2021 Right to Furlough, as presented.*

**Approval of Building Automation System (BAS) Replacement Project – Proposed Change Order #6R5 in the amount not to exceed \$49,203.23** – COO Godwin presented this item. As provided in the Financial Procedures Manual, individual change requests greater than \$25,000, and any change requests that exceed the approved change order contingency budget for a project, require approval of the Board of Trustees. At the time of approval,

**the Board will be given a cumulative tabulation of all project change orders listed individually, and shown against the change order contingency budget.**

**This request is for proposed change order (PCO) #6R5 for the Building Automation System (BAS) Replacement project. The original scope for this project limited building level pneumatic control replacement to air handler units only. As a result of this project we have determined that there are pneumatic valves that control the primary flow of heating and cooling water in buildings A, C, D, F, and L. Buildings B and H have direct digital controls (DDC) due to their relative age. Buildings G, J, and P are not served by the central plant so they do not have building valves. With the replacement/conversion of the pneumatic valves in A, C, D, F and L to DDC valves the BAS system will have full control over balancing of water flow across all aspects of the heating and cooling systems. In addition, it will allow us to remove the air compressors from four of those buildings (C will still need compressed air for the Science labs).**

**If approved by the Board, Control Sources will furnish and install new DDC actuators and retrofit kit/linkages to replace existing pneumatic actuators for the valves listed in the material breakout for Buildings A, C, D, F and L. Control Sources shall also complete wiring to each valve and demolition of pneumatic tubing. Buildings F and L will also require replacement loop differential pressure sensors as they are currently pneumatically controlled. By completing this upgrade, the College will ensure comfort and maximize energy savings.**

**Proposed change order #6R5 is a “not to exceed” estimate for the improvements. There are funds in the CIP Systemics budget to cover this PCO. The project is approaching its final phases and is currently scheduled to be complete by mid-July, 2020.**

COO Godwin recommended approval of PCO #6R5 for the BAS Replacement project in the amount not to exceed \$49,203.23.

*On a motion made by Trustee Miller and seconded by Trustee Kimberlin, the Board unanimously approved PCO #6R5, as presented.*

**Approval of Piggyback Contract with Dell Inc. for Instructional Computers in the amount of \$37,104.32; Piggyback of the Maryland Education Enterprise Consortium (MEEC) Contract #UMD-972016** – CIO McCormick presented this item. IT requested and received special pricing from Dell Inc. in addition to discounts provided through the Maryland Education Enterprise Consortium (MEEC) agreement #UMD-972016. This purchase is for 22 computers that are scheduled for replacement in our E building CAD lab. The cost of this purchase is \$37,104.32 and funds are available in the CIP budget (85-800125-8000300). The quoted price includes a 45.6% discount off retail cost.

CIO McCormick recommended approval of the use of the Maryland Education Enterprise Consortium (MEEC) agreement #UMD-972016 with Dell, Inc. for instructional computers in the amount of \$37,104.32.

*On a motion made by Vice Chair Lynch and seconded by Trustee Barber, the Board unanimously approved the piggyback contract with Dell, Inc., as presented.*

**Approval of Sole Source Procurement from Apple Inc. for Instructional Computers in the amount of \$64,865.00** – CIO McCormick presented this item. IT requested and received sole source pricing from Apple Inc. for 31 computers that are scheduled for replacement in our labs in the L and F buildings for video and audio production courses. Apple Inc. resells their technology directly to higher education institutions as a sole source provider. The cost of this purchase is \$64,865.00 and funds are available in the CIP budget (85-800125-8000300).

**CIO McCormick recommended approval of the sole source procurement from Apple Inc. for instructional computers in the amount of \$64,865.00.**

*On a motion made by Trustee Miller and seconded by Trustee Kimberlin, the Board unanimously approved the sole source procurement from Apple Inc., as presented.*

**Approval of Piggyback Contract with CAS Severn for administrative server replacements in the amount of \$132,460.00; Piggyback of the Maryland Education Enterprise Consortium (MEEC) Contract #UMD-972016 – CIO McCormick presented this item. IT requested and received special pricing from CAS Severn in addition to discounts provided through the Maryland Education Enterprise Consortium (MEEC) agreement #UMD-972016. This purchase is for administrative server hardware as part of our lifecycle replacement plan. The hardware supports 72 virtual servers providing support for a variety of critical College applications and services. The cost of this purchase is \$132,460.00 and funds are available in the CIP budget (85-800125-8000300). The quoted price includes a 49.69% discount off retail cost.**

**CIO McCormick recommended approval of the use of the Maryland Education Enterprise Consortium (MEEC) agreement #UMD-972016 with CAS Severn for administrative server hardware in the amount of \$132,460.00.**

*On a motion made by Trustee Barber and seconded by Trustee Miller, the Board unanimously approved the piggyback contract with CAS Severn, as presented.*

#### **TRUSTEE COMMENTS**

**Trustee Miller thanked everyone for all they are doing to meet the needs of students.**

## **ADJOURNMENT TO CLOSED SESSION**

*The motion was made by Vice Chair Lynch to convene in closed session via teleconference. The motion was seconded by Trustee Diaz and unanimously approved by the Board. The regular meeting adjourned at 7:20 p.m.*

## **CLOSED SESSION SUMMARY**

**The Board of Trustees of Frederick Community College met in Closed Session immediately following the May 13, 2020 regular meeting. This action was taken in accordance with Maryland's Open Meetings Act, Section 3-305(b)(1) to discuss the appointment, employment, assignment, promotion, discipline, demotion, compensation, removal, resignation, or performance evaluation of an appointee, employee, or official over whom this public body has jurisdiction; or any other personnel matter that affects one or more specific individuals; and Section 3-305(b)(13) to comply with a specific constitutional, statutory, or judicially imposed requirement that prevents public disclosures about a particular proceeding or matter. Participating on the call were: Trustees Dr. John Molesworth, Chair; Tom Lynch, Vice Chair; Ellis Barber; Nick Diaz; Gary Fearnow; Carolyn Kimberlin; and Dr. April Miller. Kari Melvin, Recording Secretary, participated for a portion of the meeting. The following items were discussed:**

**The Board reviewed closed session minutes from May 15, 2019 pursuant to Section 3-306(c)(3)(ii) of the General Provisions Article of the Maryland Annotated Code. The Chair called for approval of the closed session minutes.**

*On a motion made by Vice Chair Lynch and seconded by Trustee Diaz, the Board approved the May 15, 2019 closed session minutes as presented 6-0-1, with Trustee Miller abstaining.*

**Ms. Melvin left the meeting.**

**The Board discussed the FY 2020 Performance Evaluation for the President.**

*Action was taken to properly document the evaluation in the personnel file. The Board offered a contribution to President Burmaster's supplemental retirement account as outlined in her Employment Agreement. However, President Burmaster had indicated she would be declining the supplemental retirement contribution this year.*

*The closed session adjourned at 7:52 p.m.*

**NEXT MEETING**

**The next regular meeting of the Board will be held on Wednesday, June 10, 2020.**

**Elizabeth Burmaster  
Secretary/Treasurer**

**Prepared by Kari Melvin  
Office of the President  
Frederick Community College**

**Strategic Advisory Team 2019-2020  
Workgroup A Final Summary**

<p><b>Chair:</b> Dr. Sandy McCombe Waller &amp; Patricia Meyer</p>	<p><b>Committee Members</b>  Robin Abell, Dr. Chad Adero, Dr. Jacob Ashby, Tina Berry, Cynthia Baush, Dr. Darrin Berkley, Tina Berry, Dr. Sarah Bighman, Dr. Kathy Brooks, Dr. Molly Carlson, Dr. Ivy Chevers, Dr. Nora Clark, Teresa Clark, Natasha Cleveland, Dr. Amy Coldren, Marty Crabbs, Dr. Renee Davis, Elizabeth DeRose, Carrie Dorman, Kathy Francis, Ann Geyer, Kathy Green, Pamela Grzybowski, Jamie Harris, James Hatch, Jeff Hawk, Lisa Hawkins, Gary Hull, Dr. Kate Kramer Jefferson, Enid Kreiner, Marie Lalor, Jennifer McAninley, Dr. Susan McMaster, Laura Mears, Aliva Merhi, Patricia Meyer, Jennifer Moore, Sandy Moorman, Debra Morlier, Christine Rai, Alesha Rosen, Dr. Sandy McCombe Waller, Anne Scholl-Fiedler, Julie Shattuck, Patricia Sheppard, Jan Sholes, Courtney Sloan, Shela Stewart, Dr. Brian Stipelman, Danielle Stoffer, Dr. Bruce Thompson, Christian Thompson, Dr. Kelly Trigger, Dr. Rohini Vanchiswaran, Edward Wangler, Deirdre Weilminster, Dr. Perry Wood, Jessica Young, Betsey Zwing</p>
<p><b>Senior Leader:</b> Dr. Tony Hawkins</p>	

<p align="center"><b><i>Annual Strategic Priority A</i></b></p>		
<p>Implement the goals and priorities of the AACEWD Master Plan with a focus on enhancing student success and retention through high impact practices in teaching and learning.</p>		
<p align="center"><b>Desired Outcomes</b></p>	<p align="center"><b>Outcome Leaders</b></p>	<p align="center"><b>Progress</b></p>
<p>Identify, share, and promote high impact practices in teaching and learning, including online learning.</p>	<p>Dr. Sandy McCombe Waller and Dr. Renee Davis</p>	<p>Identified clear and agreed upon definitions of four types of teaching practices.</p> <ul style="list-style-type: none"> <li>● Defined High Impact Practices (HIP) and reviewed literature related to HIP. Key practices include: First-year seminars, common intellectual experience, learning communities, writing intensive courses, collaborative assignments/projects, research, diversity/global learning, ePortfolio, service learning, internships, and capstone courses/projects.</li> <li>● Collected examples from faculty about teaching practices and categorized into HIP versus innovative practices.</li> <li>● Developed definitions for different types of educational practices including Organizational, Foundational, Innovative, and High Impact Practices</li> </ul>



**Annual Strategic Priority A**

Implement the goals and priorities of the AACEWD Master Plan with a focus on enhancing student success and retention through high impact practices in teaching and learning.

and shared these at the Learning Leadership Conference and Combined HBTS/Liberal Arts Division meeting.

Explored Service Learning and Internship/Apprenticeships as College level and College supported High Impact Practices.

- Examined where there are opportunities to introduce HIP across the College.
- Held several presentations to various college audiences: 1) Learning Leadership Conference, where three HIP were prioritized by this group for consideration - Service Learning/Community-based Learning, Learning Communities, and Internship/Apprenticeships; 2) Learning Retreat, where additional feedback and ideas were provided by faculty in attendance; 3) Division meeting for Liberal Arts and HBTS; 4) Online presentation to a broader audience of faculty, which included a three-minute movie, access to the HIP literature, and a Socrative poll to collect faculty input on High Impact Practices. Collected 35 responses with Service Learning and Diversity/Global Learning identified as leading practices.
- A presentation by Jennifer Moxley on Service Learning with the Committee was scheduled but delayed due to COVID-19.
- Carla Milan provided a presentation to the committee on Internship and Apprenticeships programs in development and currently at FCC.
- Carla Milan completed a presentation to SLT regarding a plan for coordinating FCC Apprenticeships.
- An MSDE STEM Pathways to Apprenticeship grant was received to develop an FCC Apprenticeship website.

Received validation from faculty to pursue Diversity/Global Learning initiatives. This initiative will be addressed in Closing the Achievement Gap (SAT A-3 below) versus the High Impact practice initiative.

Next steps: Taking the two focus areas for High Impact Practice, Service Learning and Internships/Apprenticeships, to other teams for planning next steps.

**Annual Strategic Priority A**

Implement the goals and priorities of the AACEWD Master Plan with a focus on enhancing student success and retention through high impact practices in teaching and learning.

Expand the use of communication tools such as Blackboard Grade Center and the Student Success Alert to inform students of their progress throughout a course.

Jeff Hawk

Increased faculty awareness and usage of Student Success Alert (SSA).

- Worked on directly linking to the SSA from Blackboard, streamlining SSA-Peoplesoft Class Roster interface, revised alert messaging, and improved routing capabilities to more advisors who can support student intervention.
- Developed draft of SSA Guide for faculty to include:
  - How to prioritize which courses need SSAs.
  - Best practices and expectations for when to send alerts, how often, and under what circumstances for each of the different categories of alerts.
  - Expand intervention by clarifying steps taken after alerts are sent on the part of faculty, advisors, and students.
  - Establish expectations for departments to set success benchmarks and use the SSA process to help meet them.
- Created a dashboard for monitoring and tracking Student Success Alerts across courses and programs- as of this report there is an increase in duplicated alerts by 101%.

Identified strategies to increase student awareness of their performance in class including the following recommendations:

- Blackboard (Bb) Grade Center – Increase congruency between Syllabus and Grade Center for all courses, offer targeted training around the Course Copy function and its impact on Grade Center, emphasize that changes to Syllabus require changes to Grade Center; Set expectation for Syllabus & Grade Center congruence in all courses, consider limited time access to course by “super users” for Syllabus and Grade Center review. Timeline: Summer training for Fall course starts.
- Bb Retention Center - Automate identifying at-risk students for faculty and offer training to faculty for Retention Center. Timeline: Ongoing training.
- Bb Course Navigation - Introduce navigation standard for all online courses in order to provide students with a more consistent Bb experience and reduce confusion when navigating their courses. From the Student Voice Committee, one of the main issues identified by students was "classroom organization and professor

**Annual Strategic Priority A**

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		<p>use of Blackboard", including the organization of information on Blackboard. A college-wide, more standard left hand navigation menu for all online courses would be a starting point to address this issue. A default navigation is now deployed as of Spring 2020 with course creation; Targeted training of Course Copy function for faculty will address the impact of this function on course navigation. Timeline: Summer for Fall courses.</p> <ul style="list-style-type: none"> <li>• <u>Bb Collaborate</u> - Align with high-impact practice of student collaboration; Promote use of Blackboard Collaborate as a means for remote collaboration/study-tool for learners; Offer training to faculty for creation of Collaborate sessions whereby students have moderator access to student study sessions. Timeline: Ongoing training.</li> </ul> <p>Piloted these recommendations in Spring 2020. Responses attached.</p>
<p>Develop strategies/initiatives for Closing the Achievement Gap for students of color.</p>	<p>Dr. Beth Douthirt-Cohen and Dr. Susan McMaster</p>	<p>Developed an action plan to address the current Achievement Gap at FCC.</p> <p>Conducted extensive review of institutional data using the Grade Distribution Dashboard and determined specific areas of intervention to close the achievement gap and address opportunity gaps for African American and Latino/a/x students.</p> <ul style="list-style-type: none"> <li>• Drafted specific interventions and an action plan to impact the achievement gap including courses where students specifically seem to get “caught” and are not able to progress in their pathway.</li> <li>• Included in the interventions is the development of pilots within Math and English focusing on reforming placement of students in developmental courses.</li> <li>• Incorporated nationally acknowledged factors contributing to the achievement gap in Achievement Gap plan. These factors include addressing seven (7) main areas: a) concerns with curriculum, b) financial factors, c) institutional belonging/friendship factors, d) classroom/faculty factors to include culturally responsive teaching, e) freedom to learn from failure, f) functional factors such as student leadership, engagement, and orientation, and g) fondness factors that assist students in being able to see themselves in</li> </ul>

**Annual Strategic Priority A**

Implement the goals and priorities of the AACEWD Master Plan with a focus on enhancing student success and retention through high impact practices in teaching and learning.

		<p>that field of study, treating students as essential, and celebrating student success and culture.</p> <p>Reviewed Best Practices from other institutions to determine which practices FCC should adopt.</p> <ul style="list-style-type: none"> <li>• Reviewed national data on the Achievement Gap and FCC data reflecting similar concerns.</li> <li>• Reviewed FCC data in terms of age, gender, and modality when appropriate. For example, in terms of a gateway English course (ENGL101) the success rate (A,B,C,D) for all students ages 18-29 is 80.4%, compared to 67.9% for African American and Latino students, and when the course is fully online the success rate drops to 55.4%. Given the data and a deeply dedicated faculty who are excited to receive support in directly addressing these gaps, the Math and English departments are in the process of developing pilot interventions based on success in closing these gaps in other institutions.</li> </ul> <p>Identified gaps where opportunities exist at FCC to assist targeted student groups to more successfully persist and graduate/transfer.</p> <ul style="list-style-type: none"> <li>• Reviewed some of the programs designed to increase underrepresented minorities opportunities at the College - Big 6, Elite 8, the Pass Program, Parents Lead.</li> <li>• Met with Counseling &amp; Advising, Multicultural Student Services, and committee chairs for SAT D to begin developing the action plan addressing students' academic progress and success as supported by all areas of the College.</li> </ul> <p>Timeline: Develop a plan by May 2020 to close the gap by June 2024.</p>
<p>Develop a faculty-advising model to support guided pathways.</p>	<p>Dr. Brian Stipelman</p>	<p>Developed collaborative workgroup consisting of representation across faculty, AACEWD administration, and Learning Support to recommend strategies.</p> <ul style="list-style-type: none"> <li>• Created an inventory of existing practices to identify gaps between ideal experience and current capabilities.</li> <li>• Held panels focused on faculty and student advising experiences, needs, and expectations.</li> <li>• Solicited feedback from relevant college stakeholders</li> <li>• Researched best practices.</li> </ul>

*Annual Strategic Priority A*

Implement the goals and priorities of the AACEWD Master Plan with a focus on enhancing student success and retention through high impact practices in teaching and learning.

		<ul style="list-style-type: none"><li>● Recommended solutions to the Vice President of Learning Support for an integrated advising model featuring professional case management advisors working in tandem with faculty mentors to best leverage the expertise and strengths of each to provide a consistent advising experience for all students.</li><li>● Launched a preliminary case management advising model-19, in broad alignment with the recommendations made by the SAT workgroup.</li></ul> <p>Next steps include clarifying the relationship between case management advisors and faculty mentors, and addressing other logistical questions related to a more comprehensive implementation.</p>
<p>Enhance the adjunct faculty experience through improved communication and connection with the institution.</p>	<p>Dr. Kelly Trigger</p>	<p>Created onboarding checklists for Credit Adjunct Faculty hiring.</p> <ul style="list-style-type: none"><li>● Academic Office Managers and Departments chairs created comprehensive adjunct faculty onboarding checklists to ensure that new adjunct faculty hires are thoroughly oriented. The final versions are being reviewed and will be implemented in the coming months.</li></ul> <p>Redesigned Credit Adjunct Faculty orientation.</p> <ul style="list-style-type: none"><li>● The Center for Teaching and Learning redesigned adjunct faculty orientation by developing and piloting an online orientation for new adjunct faculty.</li><li>● Feedback from the spring pilot is currently under review. The online orientation for adjunct faculty will be finalized over the summer and prepared for implementation beginning August 2020.</li></ul> <p>Assessed Credit Adjunct Faculty experience.</p> <ul style="list-style-type: none"><li>● The Center for Teaching and Learning conducted adjunct faculty interviews and focus groups to gather information about individuals' adjunct faculty experience.</li><li>● Two focus groups and 15+ individuals taped interviews were completed. Focus group and interview themes indicate that adjunct faculty thoroughly enjoy teaching and working at FCC. Their primary observations were how supportive the College is and how wonderful their students and colleagues are. Timeline: The production of the interview video was interrupted by the pandemic. The</li></ul>

***Annual Strategic Priority A***

Implement the goals and priorities of the AACEWD Master Plan with a focus on enhancing student success and retention through high impact practices in teaching and learning.

final version should be completed by mid-summer and will be shared with the College community.

- The Center for Teaching and Learning conducted its five-year faculty professional development survey this spring. Over 150 full-time and adjunct faculty responded. The responses will be analyzed over the summer. The survey results, accompanied by the emerging needs of faculty that have arisen from remote instruction, will inform faculty training and professional development short-term and long-term programming.

## SAT A-2 Addendum

Expand the use of communication tools such as Blackboard Grade Center and the Student Success Alert to inform students of their progress throughout a course.

### I. Nursing Pilot Data for Faculty: 7/12 faculty responded as of April 30, 2020

Q1: Faculty Level of Satisfaction with Blackboard Navigation prior to Spring 2020

- 3/7 Neutral or Unsatisfied or Very Unsatisfied
- 4/7 Satisfied & Very Satisfied

Q2: Faculty Level of Satisfaction with Blackboard Navigation during pilot of Spring 2020

- 7/7 Satisfied or Very Satisfied

Q3: Faculty Level of Satisfaction with ease of locating course information in pilot of Spring 2020

- 7/7 Satisfied or Very Satisfied

Q4: Faculty Level of Satisfaction with Retention Center to help determine at-risk students for grade performance & missed deadlines in order to send SSAs

- 3/7 Neutral
- 4/7 Satisfied or Very Satisfied

Q5: Faculty Level of Satisfaction being able to track real-time student performance with congruent Syllabus and Grade Center Day 1 of course

- 7/7 Satisfied or Very Satisfied

Q6: Faculty Level of Agreement with how useful Blackboard Collaborate is as a tool for Student Study Sessions

- 6/7 Useful or Very Useful (1 Neutral)

### II. Nursing Pilot Data for Students: 72/154 students responded as of April 30, 2020

- NURS 101 (23/32 students responded)
- NURS 211 (25/53 students responded)
- NURS 212 (10/29 students responded)
- NURS 231 (14/40 students responded)

**Total Response Rate: 46.8 %**

Q1: Student Level of Satisfaction with Left Hand Navigation Structure in NURSING Program courses prior to Spring 2020

#### Totals:

N/As 1st year NURS students (18.1%)

Unsatisfied (1.3%)

Neutral (16.7%)

Satisfied (31.9%)

Very Satisfied (31.9%)

Q2: Student level of satisfaction with regard to the common left-hand navigation menu that was implemented in all NURSING program courses for spring 2020

#### Totals:

Neutral (8.3%)

Satisfied (45.8%)

Very Satisfied (45.8%)

Q3: Student level of satisfaction with the ease of which they could locate course information readily as a result of the common left-hand navigation menu utilized in all NURSING program courses

**Totals:**

No answer (1.3%)  
Unsatisfied (1.3%)  
Neutral (13.8%)  
Satisfied (37.5%)  
Very Satisfied (45.8%)

Q4: Student level of satisfaction with having the course syllabus and grade center match on Day 1 of the course in all NURSING program courses.

**Totals:**

No answer (2.7%)  
Unsatisfied (1.3%)  
Neutral (9.7%)  
Satisfied (26.4%)  
Very Satisfied (59.7%)

Q5: Student level of satisfaction with being able to track their performance in the course (overall grade) in real-time through My Grades.

**Totals:**

No answer (1.3%)  
Neutral (8.3%)  
Satisfied (30.5%),  
Very Satisfied (59.7%)

Q6: Student level of satisfaction with being able to utilize the Blackboard Collaborate tool as a moderator in the student study sessions with fellow students.

**Totals:**

No answer (1.3%)  
Very Unsatisfied (1.3%)  
Neutral (26.4%)  
Satisfied (30.5%)  
Very Satisfied (40.3%)

Q7: Number of times that students utilized Blackboard Collaborate for Student Study Sessions throughout the semester.

**Totals:**

No answer (1.3%),  
0 times (34.7%)  
1-3 times (29.2%)  
4-6 times (16.7%)  
6-9 times (8.3%)  
more than 9 times (9.7%)

Q8: Student level of satisfaction with the training and/or resources that were provided for using the Blackboard Collaborate tool as a moderator for the student study sessions.

**Totals:**

No answer (1.3%)  
Unsatisfied (2.7%)  
Neutral (26.4%)



Satisfied (27.8%)  
Very Satisfied (41.7%)

**Strategic Advisory Team 2019-2020  
May 13, 2020 Workgroup B Summary**

<b>Chair:</b> Karen Freeman & Danielle Stoffer	<b>Committee Members</b> Evan Evans, Heather Hinkle, Brian Holt, Peter Lee, Peta Ann Long, Rebecca Montgomery, Rachel Nachlas, Irene Nemitsas, Caleb P. Rose, Frank Seidel, Laurie Younkins
<b>Senior Leader:</b> Melissa Bard	

***Annual Strategic Priority B***  
Enhance communication and employee relations through the implementation of recommendations from the 2018-2019 internal Task Force, external review report, ombudsman feasibility study, and climate survey

<b>Desired Outcomes</b>	<b>Outcome Leaders</b>	<b>Progress</b>
Policy and Procedure for creation/revision of Policy and Policies and Procedures, Employee Handbook with Faculty and Addendum	Danielle Stoffer Evan Evans	<ul style="list-style-type: none"> <li>The Policy for Developing Policy and Procedures is being written based on the outcomes from FY 19 SAT Group B, recommendations from the Church Report, Task Force Report, and PACE survey, and the updated Senate constitution, approved by Senate in April 2020.</li> <li>A draft of the Policy for Developing Policy and Procedures was distributed to college faculty, staff and stakeholders, as outlined in the draft policy. Feedback on Draft 1 is due May 8, 2020 via electronic feedback.</li> <li>SAT B will review feedback and either incorporate the feedback or include rationale if feedback was not incorporated. A second draft of the Policy will be distributed for feedback the week of May 18, 2020</li> <li>SAT B is ambitiously aiming for the Policy to be in its final version and ready for BoT approval at the June 2020 BoT meeting, with an effective date of July 1, 2020.</li> </ul>
Promoting Block Time: (3:30-4:30 pm Monday-Thursday) so that FT faculty are available to participate in college-wide committees, meetings and governance	Entire Group	<ul style="list-style-type: none"> <li>SAT B has put out regular communication to all college staff through Communication Central and larger college meetings (e.g., Senate, Affinity groups, Supervisors Forum) to promote the inclusion of Faculty in meetings and committees.</li> <li>The goal is to prioritize faculty inclusion and participation across campus committees, groups and meetings.</li> <li>Communication has promoted the use of Block Time as the preferred scheduled meeting time, or another time mutually convenient for faculty participation.</li> </ul>

**Annual Strategic Priority B**

Enhance communication and employee relations through the implementation of recommendations from the 2018-2019 internal Task Force, external review report, ombudsman feasibility study, and climate survey

		<ul style="list-style-type: none"> <li>• Additionally, the committee is recommending the wider use of SharePoint, OneDrive, Teams or other file-sharing options supported by FCC’s IT department as an additional way ensure all committee or group members are continuously connected to the work and communication of the group.</li> </ul>
<p>Conduct an analysis of the PACE climate survey to identify themes and develop recommendations for improving college climate</p>	<p>Karen Freeman Caleb Rose Danielle Stoffer</p>	<ul style="list-style-type: none"> <li>• While SAT B did not complete a separate report identifying key themes across the PACE climate survey, the group utilized recommendations from the PACE, Church Report and Task Force when developing the Policy for Developing Policy and Procedures, the HRAC charter, Affinity Group constitutions, ELAC, and Peer Mediation recommendations.</li> <li>• SAT B recommends the PACE climate survey continues to serve as a reference and guide for developing future SAT initiatives and outcomes.</li> </ul>
<p>Enhance the role of the College Senate and affinity groups in participatory governance by updating and approving new charters or constitutions which define their role in college governance</p>	<p>Evan Evans Heather Hinkle Brian Holt Danielle Stoffer</p>	<ul style="list-style-type: none"> <li>• Senate, Support Staff Association (SSA), Administrative Staff Association, (ASA) and Faculty Association (FA) leadership collaborated (along with their respective Association sub-committees) to finalize drafts and define pathways for charter (constitution and by-laws) approval.</li> <li>• At the submission of this report, the SSA (formerly SPA), and FA have updated and approved constitutions. ASA’s constitution was passed by its membership via electronic vote on May 3 and will be presented to Cabinet for approval on May 6, 2020. Senate’s constitution and by-laws were passed by the Senate in April 2020 and will be presented to Cabinet on May 6, 2020.</li> </ul>
<p>Create an Employee Leadership Advisory Council (ELAC) comprised of Senate, ASA, SPA, FA, and the senior leadership team for the purpose of free exchange of</p>	<p>Entire Group</p>	<ul style="list-style-type: none"> <li>• In lieu of proposing an entirely new ELAC group, SAT B recognizes the evolving composition and role of Cabinet as representative of the employee groups identified in the original ELAC concept.</li> <li>• To achieve and realize the recommendation for “free exchange of ideas, inquiry and discussion regarding</li> </ul>

**Annual Strategic Priority B**

Enhance communication and employee relations through the implementation of recommendations from the 2018-2019 internal Task Force, external review report, ombudsman feasibility study, and climate survey

<p>ideas, inquiry and discussion regarding campus climate, governance, decision-making and strategic priorities</p>		<p>campus climate, governance, decision-making and strategic priorities,” <b>SAT B requests that Cabinet establish a charter with a clearly defined mission, structure, and formalized decision-making processes during the 2020-21 academic year.</b></p> <ul style="list-style-type: none"> <li>• As an initial step, the Cabinet participated in a facilitated discussion on the Cabinet’s mission in January 2020. A summary of the discussion was presented during the February Cabinet meeting. The content from this discussion and follow-up can be utilized as a foundation for developing additional context and details during the 2020-2021 academic year.</li> </ul>
<p>Create a Human Resources Advisory Council (HRAC) with college-wide representation to provide leadership and decision-making transparency related to compensation, benefits and other related employee welfare matters.</p>	<p>Melissa Bard</p>	<ul style="list-style-type: none"> <li>• Charter for HRAC has been finalized. Refer to the document below titled: <b>Human Resources Advisory Committee Charter</b></li> </ul>
<p>Provide opportunities for faculty and staff to serve as peer mediators and/or participate in conflict resolution training. Engage professional third –party mediation for complex and potentially litigious complaints</p>	<p>Frank Seidel Rachel Nachlas Laurie Younkins  Melissa Bard</p>	<ul style="list-style-type: none"> <li>• Environmental scans and recommendations for next steps completed. Refer to the document below titled: <b>Peer Mediation Report.</b></li> </ul>

# Peer Mediation Report

## Background:

The subcommittee completed an environmental scan of mediation methodologies used at a variety of education institutions and professional organizations. The subcommittee determined that these three mediation practices were more conducive than an on-staff Ombudsman to the needs of Frederick Community College (FCC):

1. Peer Mediation
2. Conflict Coaching
3. Conflict Resolution Training

## Definitions:

1. Peer Mediation: A process in which the parties in conflict interact to find a mutually satisfying solution to their disagreement using a trained, neutral third party to facilitate the resolution process.  
(<https://psychology.jrank.org/pages/478/Peer-Mediation.html>)

Peer mediation is often effective in the following situations:

1. Perception of non-collegiality
  2. Conflict between peers
  3. Conflict between staff and managers / supervisors
  4. Poor communication
2. Conflict coaching: “A set of skills and strategies used to support peoples' ability to engage in, manage, or productively resolve conflict. In this process, the conflict coach works one-on-one with [the party seeking coaching] experiencing conflict with another person.”  
(<https://www.mediate.com/articles/AmadeiR1.cfm>)
3. Conflict Resolution Training: Professional development to develop the skills to manage workplace conflict. Adequate conflict resolution training may reduce complaints and improve workplace morale. Conflict resolution training will be conducted as professional development training.

## Recommendations:

The subcommittee recommends the following:

1. Review of the budget Human Resources line item for professional mediation.
2. Research to determine if FCC has in-house expertise or will need to hire external expertise in the areas of peer mediation, conflict coaching, and conflict resolution. This research will be required to estimate the costs associated with these elements of any mediation process.
3. Development of a budget for professional development to train peer mediators.
4. Development of a budget for professional development to train all interested FCC employees on conflict resolution.
5. Development of a budget for professional development to train FCC employees in conflict coaching.
6. Any new policies and procedures will be developed using the Policy on Policy and Procedures and the committee recommends that the Vice President for Human Resources be assigned as the Senior Leader for development or revision of any related policies and procedures.
7. The newly formed Human Resources Advisory Committee should act as a review committee for the implementation of these recommendations.

8. The subcommittee recommends that the complaint resolution procedure be revised to include the implementation of conflict coaching and peer mediation. These suggested revisions of the following section of the related procedure would allow for implementation of conflict coaching and peer mediation:

### **III. Informal Resolution (Suggested Procedure Modifications)**

Employees are expected to first attempt to resolve issues covered under this Policy and Procedures informally by communicating directly with their supervisor and/or the employee with whom the issue originated. *The employee initiating the complaint may utilize conflict coaching to assist with the informal resolution process. The employee should contact Human Resources to initiate the conflict coaching process.* The employee should notify their direct supervisor regarding the issue. The supervisor should provide guidance and/or meet with the parties involved within ten (10) workdays to discuss the issue and discuss potential solutions. If the complaint is between the employee and the direct supervisor, then the employee has the option to informally resolve the complaint with the next level supervisor. Once an employee has attempted to informally resolve the complaint and the complaint has not been resolved, the employee *may request peer mediation before moving to the formal complaint procedure. If all parties do not agree to participate in peer mediation or the peer mediation process does not resolve the employee's concerns, the employee can move to the formal complaint procedure at any time.*

9. A new section may need to be developed to determine when formal professional mediation is needed. That will need to be studied by the Vice President for Human Resources and the Human Resources Advisory Committee.

#### **References:**

<https://psychology.jrank.org/pages/478/Peer-Mediation.html>  
<https://www.lamission.edu/asc/docs/evidence/Peer%20Mediation%20Policy.pdf>  
<https://www.lamission.edu/facstaff/docs/PeerMediationHandbook.pdf>  
<https://www.mediate.com/articles/AmadeiR1.cfm>  
<https://stockton.edu/care-cs/meditation-problem-solving.html>  
<https://www.jmu.edu/osarp/restorative/conflict-coaching.shtml>

# Human Resources Advisory Committee Charter

## Purpose and Scope

The Office of Human Resources (HR) serves two primary functions. From an organizational perspective, HR protects the functional integrity of the College's human capital and personnel practices, and minimizes potential risk for the institution. From an employee welfare perspective, HR supports faculty and staff, and as such, it is important that employees have an opportunity to consult and advise Human Resources in the development, revision, and/or dissolution of services, programs, policies, and procedures. HRAC exists to collaborate with and provide feedback to Human Resources for continued improvement in service and program offerings, and to improve communication between Human Resources and the employees it serves.

## Responsibilities

- Identify areas and issues of concern for discussion, response, and/or action by Human Resources;
- Provide input on new policy/procedure development policy/procedure revisions, and policy/procedure repeals;
- Provide input on process development and/or revision; and
- Consult and advise on Human Resources services and programs, to include:
  - Services and programs to be provided
  - Review of RFPs for Human Resources services and programs
  - Satisfaction with services and programs provided
  - Effectiveness of HR communications

## Membership

- Chair - Vice President for Human Resources
- Vice President for Finance
- Director of Human Resources
- Total Rewards Manager
- Representatives – College Senate (3)
- Representatives - Faculty Association (FA) (2)
- Representatives - Administrative Staff Association (ASA) (2)
- Representatives - Support Staff Association (SSA) (2)

The Vice President for Human Resources, Vice President for Finance, Director of Human Resources, and Total Rewards Manager serve as standing members of the Committee. The College Senate, Faculty Association, Administrative Staff Association, and Support Staff Association appoint members who serve two (2) year terms.

*The Chair may invite additional, ex-officio participants depending upon topics addressed at a particular meeting or on a given project*

## **Meeting Schedule**

HRAC will meet a minimum of three (3) times per year, including one meeting during the fall semester, spring semester, and summer months.

## **Campus Communication**

The College Senate, FA, ASA, and SSA will share information with, and solicit input from, their respective memberships at regularly scheduled meetings and/or via email as appropriate.

## **Sub-Committees**

The Health and Welfare Sub-Committee is charged with providing recommendations and advice regarding health, wellness, and medical care for the FCC community, including retirees.

The Retirement Oversight Sub-Committee is charged with providing recommendations and advice regarding the supplemental retirement plans offered, ensuring appropriate plan administration, and reviewing plan competitiveness.

The FCC POWER Wellness Sub-Committee is charged with providing recommendations and advice regarding wellness benefits provided, such as alternative work schedules, child care, tuition assistance, employee assistance plan, and wellness initiatives.

The Employee Training and Development Committee (EDAT) is charged with providing recommendations and advice regarding training and development opportunities made available for FCC employees.



**Strategic Advisory Team 2019-2020  
May 13, 2020 Workgroup C Summary**

<b>Chair:</b> Dr. Kelly Trigger	<b>Committee Members</b> <i>This annual strategic priority is being addressed by the College Strategic Planning Steering Committee.</i>  See the attached list of members.
<b>Senior Leader:</b> Gerald Boyd	

<i>Annual Strategic Priority C</i>		
Use a comprehensive, inclusive, and participatory process with representatives from the College and the Frederick County community to develop a new five-year Strategic Plan, which will serve the College from July 1, 2020 through June 30, 2025.		
<b>Desired Outcomes</b>	<b>Outcome Leaders</b>	<b>Progress</b>
Facilitate a transparent, organized, and inclusive strategic planning process.	Dr. Kelly Trigger	In fall 2019, creating a new strategic plan was announced as an annual strategic priority. Campus Labs was contracted to provide strategic planning consulting services. Dr. Kelly Trigger was named the chair of the Strategic Planning Steering Committee. After issuing an open call to for participation, the chair convened the twenty-seven members of the Steering Committee. The committee included college-wide and community representation (list attached). The chair collaborated with consultant Dr. Kelli Rainey of Campus labs to create the planning framework and timeline, Steering Committee charge, and communication plan. The communication plan has included regular updates to the College community via Communication Central and email; monthly updates at Cabinet meetings; affinity group and Senate presentations; and live and virtual opportunities for feedback.
Lead the development of the College strategic plan, ensuring an equitable, inclusive, and comprehensive planning process that provides College and regional stakeholders the opportunity to participate and contribute.	FCC Strategic Planning Steering Committee	The Steering Committee has met five times to engage in the planning process. <ul style="list-style-type: none"> <li>• Activities have included reviewing the committee’s charge, the appreciative inquiry framework, and internal and external environmental scan; assessing planning readiness; analyzing College strengths, opportunities, aspirations, and results; drafting and providing feedback on multiple drafts of the proposed plan; and reviewing the College mission and values.</li> <li>• FCC students have been actively engaged in the process. The Committee’s student government</li> </ul>

*Annual Strategic Priority C*

Use a comprehensive, inclusive, and participatory process with representatives from the College and the Frederick County community to develop a new five-year Strategic Plan, which will serve the College from July 1, 2020 through June 30, 2025.

		<p>representative collaborated with other students to form the Student Voices Committee (SVC). The SVC interviewed students about their FCC experience, held an open forum, hosted think-tank sessions, and provided a summation of their findings and recommendations to the Steering Committee at its February meeting.</p> <ul style="list-style-type: none"><li>• Strategic planning consultant, Dr. Rainey of Campus Labs, assisted with facilitating the process and meetings, conducted a comprehensive environmental scan, and provided a national perspective on the community college strategic planning. She continues to work with the committee and will co-author a final report with Dr. Kelly Trigger that delineates the College planning process and outcomes.</li></ul> <p>To ensure college-wide participation and opportunities for input, the following activities occurred:</p> <ul style="list-style-type: none"><li>• In addition to monthly updates at Cabinet, the chair has presented the process and pertinent information to each affinity group, the Senate, and the AACEWD leadership team.</li><li>• On March 5, 2020, the Strategic Plan Steering Committee hosted the Future Summit Gallery Walk from 9:30 a.m. to 3:00 p.m. in H111. The purpose of the Gallery Walk was to share the work of the Committee, including internal and external environmental scanning data; engage participants in the process; and gather input on priorities for the College over the next five years and beyond. Over 160 people participated, including 100 staff, 30+ faculty, and 30+ students. Gallery Walk input has been infused into the Strategic Plan draft.</li><li>• After the Steering Committee provided detailed feedback on a working draft of the plan, the Chair distributed a draft to the College community via the affinity group, Senate, and SGA leadership and Communication Central. The draft included a link to provide direct feedback.</li></ul> <p>In April, the Steering Committee reviewed the latest version of the plan and input from the College constituents. In mid-May, they will meet to review and endorse the final draft.</p>
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*Annual Strategic Priority C*

Use a comprehensive, inclusive, and participatory process with representatives from the College and the Frederick County community to develop a new five-year Strategic Plan, which will serve the College from July 1, 2020 through June 30, 2025.

<p>Provide internal data, environmental scanning information, and best practices community college education to inform the FCC Strategic Plan.</p>	<p>Dr. Gohar Farahani, Dr. Kelly Trigger</p>	<p>A dedicated College Strategic Planning intranet site has served as the central repository for internal and external data and documents, as well as best practices. The repository has been used throughout the process and is available to the Steering Committee, the Campus Labs consultant, and College employees and students. In addition to the repository, major presentations (e.g., the environmental scan, the Student Voices Committee report, strategic plan drafts) have been shared with the College community via email, Communication Central and Cabinet meetings.</p>
<p>Deliver the final FCC Strategic Plan to the Board of Trustees for review and approval at the June 2020 meeting.</p>	<p>FCC Strategic Planning Steering Committee, Dr. Kelly Trigger</p>	<p>The Steering Committee is scheduled to complete its work by May 31, 2020. The final FCC Strategic Plan, accompanied by a comprehensive report, will be presented to the Board of Trustees for review and approval in June 2020.</p>

## Strategic Planning Steering Committee Members

Dr. Kelly Trigger, Chair  
Associate Vice President, Center for Teaching  
and Learning

Dr. Gohar Farahani, Ex Officio  
Executive Director, Planning and Institutional  
Effectiveness

Dr. John Molesworth  
Chair, Board of Trustees, Frederick  
Community College

Gary Fearnow  
Board of Trustees, Frederick Community  
College

Elizabeth (Libby) Burmaster  
President, Frederick Community College

Dr. Jacob Ashby  
Assistant Dean, Assessment and Articulation

Melissa Bard  
Vice President, Human Resources

Caitlin Brandenburg  
Manager, Business Solutions/Strategic  
Initiatives

Dr. Nora Clark  
Vice President, Learning Support

Dr. Molly Carlson  
Assistant Dean, Liberal Arts

Ramenta Cottrell  
Director of Workforce Development, Goodwill  
Industries of Monocacy Valley, Inc.

Michelle Day  
Director of Workforce Services, Frederick  
County

Elizabeth Duffy  
Executive Director, Dual Enrollment

Pati Hoyt  
Executive Director, Finance

Dr. Sandy McCombe Waller  
Associate Vice President and Dean, Health,  
Business, Technology, and Science

Joseph McCormick  
Chief Information Officer

Colleen McKnight  
Director, Library Services

Dr. Susan McMaster  
Professor, Economics

Laura Mears  
Associate Vice President, Enrollment Services

Patricia Meyer  
Associate Vice President, Continuing  
Education and Workforce Development

Dominique Perry  
Student Government Association

Deborah Powell  
Executive Director, Institutional Advancement  
and FCC Foundation

Mary Rolle  
Assistant Professor, Criminal Justice; Chair,  
Senate

Dr. George Seaton  
Director of Curriculum, Instruction, and  
Innovation, Frederick County Public Schools

Brenda Steele  
Assistant Director of Operations, Continuing  
Education and Workforce Development

Rick Weldon  
President and CEO, Frederick County Chamber  
of Commerce

Dr. Karen Wilson  
Department Chair and Professor, Computing  
and Business Technology

**Strategic Advisory Team 2019-2020  
May 13, 2020 Workgroup D Summary**

<b>Chairs:</b> Dr. Molly Carlson & Pamela Dubitsky	<b>Committee Members</b> Ivania Amador, Dr. Jacob Ashby, Michael Baisey, Jane Beatty, Tina Berry, Dr. Amy Coldren, Dr. Renee Davis, Brenda Dayhoff, Elizabeth DeRose, Carrie Dorman, Pamela Dubitsky, Kim Duncan, Marie Fischer, Lisa Freel, Kathy Green, Jerry Haynes, Megan Lehman, Joceyln Hirai, Chuck LoSchiavo, Jennifer McAninley, Laura Mears, Jennifer Moxley, Jonathan Orellana, Dr. Caleb Rose, Anne Scholl-Fiedler, Amanda Schrider, Jennifer Sealy, Arth Sharma, Dr. Brian Stipelman, Michael Thornton, Kristi Waters, Deirdre Weilminster
<b>Senior Leader:</b> Dr. Nora Clark	

**Annual Strategic Priority D**  
 Increase student access through the implementation of best practices in recruitment, persistence, retention, advising, scheduling, and affordability

<b>Desired Outcomes</b>	<b>Outcome Leaders</b>	<b>Progress</b>
Develop a transparent student life cycle process which eliminates barriers in the intake process and offers a seamless transition through each phase of the student experience.	Dr. Molly Carlson	<ul style="list-style-type: none"> <li>Staff panelists representing unique student populations identified barriers and opportunities within the student life cycle; panelists included Jessica Young (all-online students), Deirdre Weilminster (Courses of Interest and Readmitted students), Janice Brown &amp; Anne Hoffman (Adult students), Kathy Green &amp; Ivania Amador (English Language Learners), Andrew McClain &amp; Beth Duffy (Dual Enrollment), Angel Marshall (ABE/GED), Edward Wangler (LGBTQIA+), Amy Coldren (Veterans/Military), Dr. Kate Kramer-Jefferson (Students with Disabilities)</li> <li>Aligned FCCs student lifecycle map with the four pillars of national Guided Pathways work: Clarify the Path, Get Students on the Path, Help Students Stay on the Path, and Ensure Students are Learning</li> </ul> <p><b>In response to identified barriers and opportunities, the group:</b></p> <ul style="list-style-type: none"> <li>Developed a one-page lifecycle overview (Appendix A) and an expanded lifecycle aligned with Guided Pathways principles</li> <li>Changed language on the college application to recognize gender non-binary students and those transitioning from Dual Enrollment; removed requirement for Social Security number</li> <li>Advocated for Digital Signage on campus during the budget process; developed a detailed list of digital signage messaging to support the student life cycle</li> <li>Recognized FCC staff as they remove barriers for students with undocumented status; changed the IT password reset process so a Social Security Number is no longer required</li> <li>Reviewed new data about students taking all-online classes to inform marketing and advising (top online majors are General Studies, Business Administration, Pre-Health-Nursing)</li> <li>Launched a student &amp; parent orientation web community, adapted orientation materials for students transitioning from Dual Enrollment; developing an orientation video specific to Dual Enrollment for Spring 2021</li> <li>Expanded New Student Convocation to include a faculty-led academic program orientation</li> </ul>

**Annual Strategic Priority D**

Increase student access through the implementation of best practices in recruitment, persistence, retention, advising, scheduling, and affordability

		<ul style="list-style-type: none"> <li>• Increased the visibility of virtual advising requests on the web; advisors are using Skype, Zoom, and Microsoft Teams to hold virtual advising appointments; expanded capacity for virtual advising upon return to campus with cameras and headsets available in advising offices</li> <li>• Expanded development of transfer pathways</li> <li>• Enhanced the online course schedule; further integrated web-based curriculum and scheduling to make course and program selection more intuitive</li> <li>• Implemented new placement testing procedures for a more seamless transition between testing and advisement, including pre-test questions, post-testing receipts, and one-on-one student consultation with a test proctor</li> <li>• Employed more technology to support student academic success; faculty increased use of Student Success Alerts by 33% before the transition to remote learning and by nearly 200% following the transition; expanded use of Success Alerts as well as Blackboard Gradebook and Analytics will continue</li> <li>• Planned for electronic counseling to provide students with just-in-time information about the potential negative implications of a course withdrawal</li> </ul>
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<b>Desired Outcomes</b>	<b>Outcome Leaders</b>	<b>Progress</b>
Refine student outreach efforts, emphasizing traditionally underserved students with a focus on areas of Frederick County experiencing population growth.	Marci Dean, Lisa Freel	<ul style="list-style-type: none"> <li>• Addressed in collaboration with SAT Group A (working on the Diversity, Equity, &amp; Inclusion Plan) and the Supporting Undocumented Students ODEI group</li> <li>• Planned for expanded use of the existing PeopleSoft modules “ICAP” and “Advising Notes” to support nontraditional students’ entry into the college and to smooth student transitions between ABE/GED/ESL, noncredit, and credit programs</li> <li>• Conducted research, implemented surveys, and developed plans for “FCC Express on the Road Days” to provide admissions and enrollment services through planned targeted outreach at Asian American Center, Housing Authority and Centro Hispano; virtual alternatives are also being explored</li> </ul>
Develop the advising pathway for all credit students to include utilization of program managers and faculty advisors.	Dr. Chad Adero, Dr. Brian Stipelman, Dr. Renee Davis	<ul style="list-style-type: none"> <li>• A cross-campus team including members of SAT Group A, faculty, and staff – in consultation with FCC students and informed by national research – developed and implemented a caseload advising model</li> <li>• FCC professional academic advisors now provide consistent and ongoing support to a “caseload” of students based on their major, maintaining the advisor/student relationship through students’ time at FCC; the goal is to help</li> </ul>

		<p>students identify long term academic and career goals and ensure that decisions made at FCC are in service of those goals</p> <ul style="list-style-type: none"> <li>• Faculty will continue to serve as career and academic mentors to leverage discipline and content area expertise</li> </ul>
<p>Implement systems to increase opportunities for students to gain financial literacy skills to fuel their completion goals.</p>	<p>Pamela Dubitsky</p>	<ul style="list-style-type: none"> <li>• A group of key FCC staff and Business faculty met to discuss financial literacy reference materials and programming</li> <li>• FCC staff and Business faculty reviewed products to develop a financial literacy bibliography with student resources, a rubric for reviewing literacy products, and standards, concepts &amp; best practices</li> <li>• Developed calendar of financial literacy events for Spring 2020; the first event, featuring the BB&amp;T Financial Wellness representative, was held on February 5 (subsequent events have been cancelled due to COVID-19)</li> <li>• Achieved consensus around moving to a college-wide use of the term “Financial Wellness” instead of “Financial Literacy”</li> <li>• Renamed “financial literacy” webpage, updated the content, and included a link to CashCourse.org</li> <li>• Registered FCC with CashCourse, a free online financial education resource designed specifically for college students; registration lets students select FCC as their school when they create a free CashCourse account and gives faculty and administrators access to financial education materials that can be integrated into courses or other activities</li> </ul>
<p>Develop a caseload management model in Office of Adult Services to assign GED exam and National External Diploma Program (NEDP) completers to STARS (Student Transition Assistance, Resources, and Support) to an advisor, and in Multicultural Student Services to assign Targeted ESL completers to an advisor to support transition of students to degree programs.</p>	<p>N/A</p>	<ul style="list-style-type: none"> <li>• Determined that other SAT D initiatives will provide the needed support for this population, including: identifying noncredit students in a PeopleSoft Plan, utilizing PeopleSoft Advising notes, holding transitions events, capturing information from transitions counseling interviews, and caseload advising</li> </ul>



Clarify the Path.	Help Students Get on a Path.	Help Students Stay on Their Path.	Ensure Students are Learning.	Acknowledge factors outside of FCC that affect learning.
understand the big picture (why college)?	prepare for success on placement tests (if needed)	receive instruction in foundational college success skills	understand classroom expectations	locate and maintain affordable housing
understand their strengths, abilities, interests, and life goals	choose a program of study that aligns with their skills, interests, strengths, and life goals	receive pathway information in multiple formats (visually, aurally, email, text) at the time it is needed	get motivated to learn	access and maintain a regular supply of healthy food
determine what placement testing may be needed	take placement tests (if needed)	understand the consequences of dropping courses	find out when they are off track in a course	regularly and reliably get to campus
learn about FCC's programs and majors	develop a term-by-term academic plan for completing their credential that can be referred to by students and advisors on an ongoing basis	understand the consequences of withdrawing from courses	are supported when they are on academic probation	access physical health resources off campus
meet program faculty	choose which classes to take in the upcoming term	receive feedback when they register for courses that do not align with their program or plan	are supported when returning from academic suspension or dismissal	access mental health care off campus; navigate high levels of stress and anxiety and lack of sleep; handling severe past or current trauma
explore transfer institutions and relationship to FCC choices	register for classes	receive feedback on their progress on academic plans	access tutoring and writing support	locate and maintain quality, affordable child care
access and utilize the academic catalog	have the option to choose a default academic plan; advisor consultation required if they defer from plan	see how far they have come and what they still need to do to complete their program	reflect on program-level learning (metacognition)	access the Internet via a device larger than their cell phone
access program curriculum, pathways, "15 to finish", milestones, and transfer pathways	understand which courses to take depending on their transfer plans	receive support when they cannot continue in their planned major due to academic or other circumstances	receive timely warnings and interventions when they are at risk of failing a critical course (gateway courses in main program areas)	obtain a job with good wages while they are in college
understand and navigate population-specific services (i.e. Veteran's benefits)	access technological support and training	access information about course scheduling	access mental health support on campus	successfully navigate and complete college with limited time due to essential obligations
understand the times they will need to be on campus to complete a program (and whether this changes significantly from semester to semester?)	are given accurate information as they make their way between campus offices	pay for school when personal or work circumstances change	search for jobs (if not transferring) and prepare for interviews	recognition of challenges faced by undocumented students that may affect all of the above
understand financial aid opportunities and how to apply for aid	understand exemptions to course placement	have access to a schedule that is responsive to their curricular and scheduling needs	take courses that utilize universal design principles	
understand scholarships opportunities and how to apply for scholarships	intentional advising and outreach for students with an intention to transfer	know who to go to when they have a question or problem		
understand what their bill will be and what is their estimated total cost of attendance	Have an established relationship with a campus advisor	develop academic relationships with program faculty		
access PeopleSoft	purchase or access required textbooks and OER	Financial Aid Impacts, SAP & Courses Not Used		
access FCC email	understand orientation / ROAR process	Create a customized degree plan outside of special pops		
have the opportunity to change their major with the new information they've acquired since applying	learn FCC Policies & Procedures (Title IX etc)	First Year experience course or comprehensive orientation		
understand whether their program is selective admission	learn about student organizations and athletics	feel connected to campus		
understand all of the above in a second language	when applicable, be supported by family or parents who also understand FCC processes	when applicable, be supported by family or parents who also understand FCC processes		
understand how their courses will transfer to institutions				



## Appendix B      SAT D 19-20      Recommendations for Future Work

- Continue to develop student life cycle so the college serves Adult Education, ESL, and workforce development students
- As necessary, adjust the Learning Support Plan, procedures and job descriptions to support lifecycle processes
- Implement an opt-in “Direct Path” program for degree-seeking credit students; mandates 10 classes each academic year, required advising, developing a financial plan. May include peer mentorship
- Determine appropriate course modalities by program, promote accordingly
- Determine and communicate program prerequisites to students
- Develop and require ongoing Learning Support professional development around working with all student populations including LGBTQ+, Immigrant Students, Students with Undocumented Status, Student Parents, Students with an accent or for whom English is not their first language, Students experiencing job loss or seeking retraining, Underrepresented Racial & Ethnic Minorities, Students with housing insecurity, and more
- Develop print, online, and in-person campus resource for assistance related to student needs including housing, food, transportation, physical health, mental health, childcare, technology access, and employment while in college; Dean of Students Office becomes hub
- Pair caseload advisors with a Financial Aid counselor who supports the same student caseload and develops student relationships
- Set up process by which a hold is put student registration when they need to come in for regular advising check-in because of a deficiency (in GPA, in alignment of courses with major, missed milestone etc.)
- Develop a process by which caseload advisors receive information about potential problems with student registration on a daily basis, using queries such “FCC\_SR\_ENROLLMENT\_MESSAGES” and “FCC\_SR\_WAIT\_LIST\_STDNTS”
- Support the implementation of a wait list for all credit courses
- Embed responsibility for Financial Wellness programming and web updates in a campus office
- Identify a multilingual student support person cross-trained in financial aid, advising, transitions concepts and who is a member of the “Transition Team” and is available to have in-person meetings and phone conversations with stakeholders who are more likely to understand critical admissions, financial aid, advising, concepts in Spanish and possibly French
- Develop an annual admissions outreach calendar for events at which a team of FCC staff can offer transition counseling to underserved students including FCPS Title I schools, FCC ABE/ESL students, minority-serving community organizations
- Develop customer-service, student-centered processes and expectations for all Learning Support staff. Train current employees, set expectations for new employees, provide ongoing professional development, and periodically assess customer service performance
- Pilot transition counseling checklist at transitions events; update as needed
- Require ACCE 110 Academic Engagement Seminar for degree-seeking developmental students with fewer than 15 college credits
- Prepare students to access and successfully use technology by offering basic IT training for students in Word, Excel, PowerPoint, Blackboard, PeopleSoft; include Tech Training links in default Blackboard course shell [IT, OLII]

- Develop an annual series of in-person and virtual “Supporting FCC Students” programs for families to focus on key concepts like full-time enrollment, financial aid, getting academic and emotional support, career and transfer preparation
- Financial Aid, Foundation, Finance collaborate to develop cohesive and easy to understand materials around paying for college and cross-train front line staff in all areas
- Propose and implement a more military-friendly residency policy; update materials and processes accordingly
- Expand opportunities for noncredit internships
- Expand faculty professional development on universal design principles
- Change the name of “Special Populations”
- Develop and implement a targeted marketing plan for FCC’s online degree programs, of which the college has many; include opportunities for virtual advising and online tutoring in marketing materials
- Consider a “universal” application to all college programs except Lifelong Learning (credit, CEWD, ABE, etc.) and/or adjust the application to recognize those students transitioning to credit from other FCC programs
- Implement bookstore textbook vouchers to enable students with pending financial aid to access textbooks earlier

**Strategic Advisory Team 2019-2020  
Workgroup E Summary - for BoT 5/2020**

<b>Chairs:</b> Chris Sasse & Kristi Yowell As of 1/1/20, Robin Shusko	<b>Committee Members</b> John Anzinger, Steve Carter, Kim Duncan, Dr. Kathi Groover, Jerry Haynes, Edith Hillard, Peter Lee, Chuck LoSchiavo, Dana McDonald, Sue Johnson, Doree Lynn Miles, Sarah Radinsky, Linda Seek, Robin Shusko, Chad Smith, Greg Solberg, Dr. Sandy McCombe Waller
<b>Senior Leader:</b> Ray Barnes As of 3/1/20, Lewis Godwin	

***Annual Strategic Priority E***

Create a safer and healthier workplace through the development and implementation of an Environmental & Health Safety Plan, which ensures compliance with all state and federal regulatory bodies that oversee higher education. The plan will address ongoing training, education, employee development, compliance documentation, and record retention.

<b>Desired Outcomes</b>	<b>Outcome Leaders</b>	<b>Progress</b>
Complete a Maryland Occupational Safety and Health (MOSH) consultation.	Chris Sasse, Kristi Yowell	<ul style="list-style-type: none"> <li>• A MOSH Safety consultant and Industrial Hygienist completed on-site assessments of the main campus and Monroe Center in July 2019.</li> <li>• The consultants noted 14 minor safety deficiencies and 11 industrial hygiene deficiencies, all of which have been corrected.</li> </ul>
Post required OSHA Industrial Hygiene Standards on Communication Central.	Chris Sasse, Kristi Yowell	<ul style="list-style-type: none"> <li>• OSHA Standards 1910.1030 Bloodborne Pathogens, 1910.1450 for Toxic and Hazardous Substances and OSHA Guide for Respiratory Protection have been posted on Communication Central under Safety &amp; Emergency Preparedness.</li> </ul>
Create and post required College Safety & Industrial Hygiene plans on Communication Central.	Chris Sasse, Kristi Yowell	<ul style="list-style-type: none"> <li>• The following plans have been created and posted on Communication Central under Safety &amp; Emergency Preparedness: Exposure Control Plan, Hazard Communication Plan, Voluntary Respiratory Program, and Chemical Hygiene Plan.</li> <li>• Regarding the exposure control plan for employees, the Clinical and CPR Coordinator from Monroe reviewed FCC's plan against the MOSH template and other institutions. There are several areas which can be improved, and clarification is needed on a few items to determine if it is an HR or Safety responsibility (i.e. who is responsible for Hep B vaccinations; safety training?). Additionally, should</li> </ul>

**Annual Strategic Priority E**

Create a safer and healthier workplace through the development and implementation of an Environmental & Health Safety Plan, which ensures compliance with all state and federal regulatory bodies that oversee higher education. The plan will address ongoing training, education, employee development, compliance documentation, and record retention.

		<p>this be mirrored in a student exposure plan? The listed questions and concerns will need to be addressed by the workgroup and new Director of College Safety, Security, and Emergency Preparedness.</p>
<p>Develop and implement an Environmental Health &amp; Safety Plan which ensures compliance with all state and federal regulatory bodies that oversee higher education.</p>	<p>Chris Sasse, Kristi Yowell</p>	<ul style="list-style-type: none"> <li>• The workgroup reviewed the terms and conditions attached to each College purchase order and confirmed recent review by College legal counsel in September 2019.</li> <li>• The workgroup initiated a preliminary needs assessment to review compliance with all applicable standards and developed a comprehensive needs assessment – this identifies additional standards that may be applicable as well as specific employee populations subject to required training.</li> <li>• Risk levels were identified: 1 - 3, with level 1 considered “high” and level 3 considered “low”</li> <li>• Kathi Groover, Steve Carter and Kristi Yowell visited campus areas/sites based on the priority ranking from the committee... this was to discuss and understand needs and identify gaps in training.</li> <li>• As of February 5, 2020, visits have been conducted with all high priority areas, to include Security, Plant, Cougar Grille, Children’s Center, Bookstore, Receiving, Automotive/Maker Space, Culinary, Healthcare/Medical, Athletics, and Trades (welding/HVAC/electrical).</li> <li>• The workgroup, along with the new Director of College Safety, Security, and Emergency Preparedness, will need to begin the process of identifying applicable standards and training for employees in areas rated as level 2 and/or 3.</li> </ul>
<p>Address ongoing training, education, employee development.</p>	<p>Chris Sasse, Kristi Yowell</p>	<ul style="list-style-type: none"> <li>• The workgroup started the process of identifying required training for various FCC populations – As the needs assessments are conducted and completed, this should continue under the direction of the new Director of College Safety, Security and Emergency Preparedness.</li> <li>• The workgroup and new Director of College Safety, Security and Emergency Preparedness will need to determine whether training/s are, or should be, written into job descriptions. For example, the</li> </ul>

**Annual Strategic Priority E**

Create a safer and healthier workplace through the development and implementation of an Environmental & Health Safety Plan, which ensures compliance with all state and federal regulatory bodies that oversee higher education. The plan will address ongoing training, education, employee development, compliance documentation, and record retention.

		<p>Clinical and CPR Coordinator at Monroe routinely handles sharps containers, yet there is nothing in the job description regarding bloodborne pathogens.</p> <ul style="list-style-type: none"> <li>• The workgroup recognizes that some departments may elect to offer additional training to their respective workforces, outside of required training.</li> <li>• The annual contracts state that employees are required to complete Title XI, Cybersecurity, IT, and “other identified training.” Given this, it can be surmised that trainings such as bloodborne pathogens should be required for certain populations.</li> <li>• Under the direction of the new Director of College Safety, Security and Emergency Preparedness, the required and optional training plans should be developed and identified on Communication Central.</li> <li>• The group leaders previously discussed establishing a “training matrix” to build into the onboarding process for FCC. This should be developed between the workgroup and new Director of College Safety, Security and Emergency Preparedness. An example of a compliance training matrix can be found <a href="#">here</a>.</li> <li>• Concerns surrounding the applicability and appropriateness of training for various areas (i.e. trades, healthcare) need to be addressed by the workgroup. SafeColleges may offer a training module, but this does not automatically make it appropriate for the specific area. For example, with bloodborne pathogens, attendees need to have the ability to ask questions; something that is not possible through SafeColleges training.</li> <li>• The workgroup and new Director of College Safety, Security and Emergency Preparedness will need to address and identify who will provide supervisors “train-the- trainer” training. (In several areas of the exposure control plan, it indicates training will be provided by a supervisor/director.)</li> </ul>
<p>Identify and develop compliance documentation and a record retention strategy.</p>	<p>Chris Sasse, Kristi Yowell</p>	<ul style="list-style-type: none"> <li>• There are now three folders in each of the Health Science Programs – Curtis Bay Disposal; Hepatitis B forms; and Sharps Injury log.</li> <li>• FCC is now in compliance for sharps containers; new sharps containers have been obtained – these either attach to a wall or if a table top box, they have resting trays for stabilization.</li> </ul>

*Annual Strategic Priority E*

Create a safer and healthier workplace through the development and implementation of an Environmental & Health Safety Plan, which ensures compliance with all state and federal regulatory bodies that oversee higher education. The plan will address ongoing training, education, employee development, compliance documentation, and record retention.

- Following the needs assessment and identification of applicable standards, a comprehensive listing of data to be recorded, retained, and stored will be compiled by the workgroup and the new Director of College Safety, Security and Emergency Preparedness.
- This workgroup will determine the best approach to track the required training for employees, allowing for documentation and retrieval as needed.
- Individual departments will continue to track their respective training/s until HR has the training module in PeopleSoft up and running. The workgroup and new Director of College Safety, Security and Emergency Preparedness will need to ensure compliance and assist with tracking as needed.
- This workgroup will review the current Record Retention Policy to determine if it meets the needs of the group or if modification is necessary.

**Strategic Advisory Team 2019-2020  
May 13, 2020 Workgroup F Summary**

<b>Chairs:</b> Jeff Hawk & Scott Reece	<b>Committee Members</b> Jennifer Kline, Jeanette Morris, Elizabeth Nichols, Erin Peterson, Joel Younkins
<b>Senior Leader:</b> Joseph McCormick	<b>Technology Advisory Committee (TAC) Members</b> Adam Reno, Brenda Dayhoff, Brenda Steele, Brian Stipelman, Bryan Valko, Caleb Rose, Carrie Dorman, Colleen McKnight, Deirdre Weilminster, Dina Yagodich, Elizabeth Nichols, Erin Peterson, Greg Solberg, James Hatch, Jane Beatty, Jeanette Morris, Jeffrey Hawk, Jennifer Kline, Jerry Haynes, Jessica Young, Joel Younkins, John Anzinger, Kathi Groover, Kristi Mills, Laura Cordova, Laura Mears, Lauren Standifer, Marcia Dean, Marie Staley, Matthew Miles, Michael Baisey, Michael Marshall, Sandra Marshall, Sandy McCombe Waller, Scott Reece, Taylor Smith

<p align="center"><b><i>Annual Strategic Priority F</i></b> Research, analyze, communicate, and implement needed network infrastructure upgrades in order to provide improved services, resiliency, and availability for critical IT systems.</p>		
<b>Desired Outcomes</b>	<b>Outcome Leaders</b>	<b>Progress</b>
Replacement of the student Virtual Desktop Infrastructure environment (VDI) servers/system	Network Infrastructure team (IT)	<ul style="list-style-type: none"> <li>The virtual desktop servers are installed and operational. Students now have a substantially improved environment for virtual workstations in Math, English, Learning Commons, and student lounges.</li> </ul>
Replacement of the PeopleSoft Campus Solutions, Finance, and Human Resources production and pre-production servers/system	Network Infrastructure team (IT)  Enterprise Applications team (IT)	<ul style="list-style-type: none"> <li>The servers that support the Peoplesoft environments (Campus Solutions, Finance, and Human Resources) are installed and operational. There have been substantial improvements in performance with the responsiveness of the environments from an end-users perspective as well as with scheduled system activities.</li> <li>A firewall was added to our production Peoplesoft systems as an additional layer of security at the server level.</li> <li>Consolidated preproduction and production onto same hardware.</li> <li>System is using less power and cooling approximately 35% less.</li> <li>58% decrease in loading federal financial aid records.</li> </ul>

**Annual Strategic Priority F**

Research, analyze, communicate, and implement needed network infrastructure upgrades in order to provide improved services, resiliency, and availability for critical IT systems.

		<ul style="list-style-type: none"><li>• 38% decrease in time to generate data for enrollment head count report.</li><li>• 33% decrease in extract process for academic works scholarship applications.</li></ul>
Replacement of other administrative servers/system	Network Infrastructure team (IT)	<ul style="list-style-type: none"><li>• The IT Network Infrastructure team is currently obtaining quotes and reviewing configurations. The CIO is expected to present to BOT in May for procurement. The deployment timeframe is not yet determined given the Covid-19 situation and needs further analysis.</li><li>• The administrative hardware supports both instructional/operational servers (72) that include critical applications like Ezproxy, file shares, NemoQ, building automation, Book Store, and the Cougar Grill.</li></ul>
Replacement of the College telephone system	Network Infrastructure team (IT)	<ul style="list-style-type: none"><li>• The first meeting was held on October 10, 2019 and attendees included Scott Reece, Jeff Hawk, James Hatch, Deidre Weilminster, Elizabeth Nichols, Dave Gibson, Sharon Woodfield, Chris Sasse, Joel Younkins, Jeanette Morris, Laura Mears, Brenda Steele. There was discussion on the requirements that should be included in the RFP for the new phone system.</li><li>• The CIO discussed the scope of the Phone System replacement project with the Technology Advisory Committee (TAC) and responded to questions and input.</li><li>• RFP 20-IT-01 was posted to Bid Board on 10/17.</li><li>• Potential bidders responded with questions and responses to the questions were posted on 11/1.</li><li>• The committee made recommendation for vendor selection.</li><li>• The CIO presented at March Board meeting and the purchase was approved.</li><li>• Due to Covid-19, the schedule to fully implement the phone system replacement project will be extended into the fall semester. The Network Infrastructure team is actively working with the awarded vendor to develop a project plan, finalize design details for solution, and build out infrastructure required for new system.</li></ul>