



DIVERSITY, EQUITY & INCLUSION STRATEGIC PLAN
2019-2024

Approved by the Board of Trustees of Frederick Community College on June 19, 2019.

STRATEGIC DOMAIN 1. Addressing access and success gaps for traditionally underrepresented* students.

GOAL: Increase access and success for traditionally underrepresented* students.

* The term “traditionally underrepresented students” indicates students who, historically, have been given less access to higher education based on de jure or de facto practices, including members of the following student groups: lower income students, racial/ethnic minority students, students with disabilities, LGBTQIA+ students, veterans, immigrants, non-traditionally aged students, parents, and first-generation students, among other groups.

TIMELINE	ACTION ITEM	OUTCOME LEADER(S) (* INDICATED CHAIR/S)	METRICS OF SUCCESS
FY 20-23	1. Develop a College-wide plan to close the opportunity and achievement gap in course success, retention, and completion rates for racial/ethnic minority students.	Provost EVP AACEWD*; VP Learning Support; Executive Director of Diversity, Equity, and Inclusion; AVP/Dean of Arts & Sciences; AVP/Dean of Career Programs; AVP of CEWD; Assistant Vice President for Enrollment Services; Director of Multicultural Student Services ; Executive Director of Planning and Institutional Effectiveness	Assess access and success rates for Credit students. Assess access and success rates for CE students. Develop an action plan by FY 2020, implement the plan between FY 21-23, to close the achievement gap by 2024.
FY 21-22	2. Assess the success rates of traditionally underrepresented students (including veterans, student parents, immigrant students, students with disabilities, gender minorities, non-traditionally aged students, etc.) and develop a plan to address when a success gap exists.	Executive Director of Planning and Institutional Effectiveness* & TBD	Report to AACEWD Leadership (2020). Develop a plan to collect key demographics as needed for each group (Dec 2020). Develop an action plan (December 2021). Assess access rates (June 2022).
FY 20	3. Strengthen access for immigrant students by addressing gaps in policies, practices, and success pathways.	Assistant Vice President for Enrollment Services, Executive Director, Welcome Center/Registrar, & Director of Admissions	Application review & adjustments (May 2020). Document and address issues in access (August 2020). Two or more focus group(s) with students and frontline staff (December 2020). 3-5 Recommendations to VPLS and EVP of AACEWD (Jan 2021).
FY 20-21	4. Expand student, faculty, and staff awareness of the student support resources at the College, including the food pantry, scholarships, emergency funds, and population specific supports.	Director of Adult Services Janice Brown* & Professor Anne Hofmann*	Develop a communication plan and easy reference guide (FY 20-21).
FY 20-22	5. Expand and strengthen culturally responsive practices of faculty and staff in classrooms and beyond. <ul style="list-style-type: none"> Assess the climate of our face-to-face and online courses using a validated student climate assessment such as UCLA’s DLE measures. Refine and expand faculty and staff professional development with a focus on being responsive to traditionally underrepresented students. Offer professional development around being culturally responsive in virtual online course environments. 	Executive Director of Diversity, Equity, and Inclusion, AVP Center for Teaching & Learning	Develop metrics for assessing progress (FY 20). Develop a list of key competencies for DEI success (FY 20). Develop checklists to build more inclusive courses (FY 21). Develop a DEI professional development plan (FY 21).
FY 20-21	6. Develop two protocols and/or policies to support classroom inclusion for students: 1) religious accommodations for students, and 2) disability accommodations.	Dr. Kate Kramer-Jefferson & Dr. Bruce Thompson	Submit proposals with suggestions for next steps to the EVP AACEWD, VPLS, Dean of Students, & ED of DEI (March 2020).

STRATEGIC DOMAIN 2. Increasing the diversity of FCC faculty and staff to reflect our students and Frederick County.

GOAL: Increase recruitment and retention of a diverse workforce.

TIMELINE	ACTION ITEM	OUTCOME LEADER(S) (* indicates chair)	METRICS OF SUCCESS
FY 20	1. Assess the strength and weaknesses of the current recruitment processes by race/ethnicity and job group (recruitment, screening, interviewing, hiring) and address the challenges.	AVP HR	Document review and adjustments to the process to meet current and future benchmarks. Recommendations to SLT, HR, & ED DEI (June 2020)
FY 20	2. Assess the effectiveness of the mandatory Unconscious Bias training for Search Chairs and Search Committee Members.	VP HR & ED DEI	Summary of evaluations. Evaluations after searches are completed; Review of outcomes of searches pre/post-trainings.
FY 20	3. Assess how diversity is represented on search committees. Address racial minority faculty/staff disproportionate labor associated with serving on search committees. Develop practical guidelines or system for the formation of diverse search committees.	VP HR * & ED DEI	Develop recommendations for Hiring Officials in developing search committees. Develop a system to formulate diverse search committees.
FY 20	4. Develop goals to strengthen the diversity climate for faculty/staff using Personal Assessment of the College Environment (PACE) 2019 Climate Survey Results.	VP HR & ED DEI	Develop goals and next steps by June 2020.
FY 20-21	5. Develop Faculty and Staff opportunities (such as groups or associations) to support retention of minority faculty and staff populations for People of Color and members of the LGBTQIA+ communities.	VP HR & ED DEI	One meeting/semester in FY 2021.
FY 21-22	6. Collect optional data from employees about veteran and disability status and discuss possible benchmarks. <ul style="list-style-type: none"> Review language for job postings around inclusiveness. Develop guidelines and training around assessing military experience for job readiness. 	AVP HR	Develop recommendations to SLT, HR, & ED DEI (December 2020).
FY 21-24	7. Implement two or more additional best practices to increase underrepresented racial/ethnic minority and multilingual faculty and staff recruitment and retention (e.g., possibly specific minority recruiters, pipeline programs, mentoring, cluster hires, etc.)	AVP HR*; AVP/Dean of Liberal Arts; AVP/Dean HSBT; AVP Enrollment Services	Develop recommendation of possible practices (December 2020) Exploration of CEWD needs.
FY 20-24	8. Offer professional development for employees on building an inclusive workplace.	VP HR & ED DEI	Continue to offer a minimum of three trainings <i>per year</i> with a focus on workplace inclusion for all staff and for supervisors.

STRATEGIC DOMAIN 3. Strengthening FCC’s Mission of “transforming individuals and communities through learning” focused on diversity and inclusion.

GOAL: Prepare students for an increasingly diverse community, workforce, and world.

TIMELINE	ACTION ITEM	OUTCOME LEADER(S) (* indicates chair/s)	METRICS OF SUCCESS
FY 20-24	1. Assess, strengthen, and expand credit courses that explicitly seek to build awareness and skills for interacting across difference. Strengthen the Cultural Competency (CC) General Education requirement for credit courses.	AVP/Dean Liberal Arts*, AVP/Dean HBST, ED DEI, Assistant Dean HBST, Assistant Dean Assessment, & Assistant Dean Liberal Arts	Review courses that meet the Cultural Competency General Education requirement (FY 20) Review CC Student Rubric (FY 20) Discussions with Department Chairs/Curriculum Committee about opportunities and struggles (FY 20-22) Focus groups to determine how to support the CC faculty in assessing and building their content, curriculum, and pedagogy. Support General Education Committee in reviewing courses for CC requirement & update rubric for review (FY 21) Develop recommendations & implement (FY 23-24)
FY 20-24	2. Assess the possibility of expanding CEWD programs and courses that explicitly seek to build awareness and skills for interacting across difference.	AVP CEWD	Discussions with the CEWD team about opportunities and struggles (FY 20-22) Develop recommendations & implement (FY 23-24)
FY 20-24	3. Strengthen global engagement in the classroom by determining curricular capacity and interest(s) of faculty to offer global content and global learning and support the expansion of global teaching & learning.	Co-Chairs of the Global Learning Committee (GLC) & AVP CTL	Survey all faculty to determine global engagement & barriers to global engagement in the classroom (FY 20). Expand global engagement through 3 course transformations per year (FY 20-22). Expand six professional development opportunities per year (FY 20-22).
FY 20-22	4. Build the capacity of the Global Learning Committee to expand global engagement at the College by creating high impact goals around curriculum, co-curricular offerings, and faculty professional development.	GLC & AVP CTL	Bi-Monthly PD opportunities for the GLC CEWD engagement plan (FY 21). Develop goals and document progress for each year (FY 20-22).
FY 20-21	5. Establish institutional expectations for cultural and global programming at the College.	EVP/Provost & VP Learning Support & ED DEI	TBD
FY 21	6. Strengthen understanding of how to evaluate and build capacity for DEI through the Employee Development Process.	EVP/Provost; VP Learning Support & ED DEI	Develop ways for supervisors to explain, evaluate, and build employees’ DEI capacity (FY 21).

STRATEGIC DOMAIN 4. Embodying FCC’s values of diversity, equity, and inclusion.

GOAL: Ensure a more welcoming and inclusive learning and workplace environment for students, faculty, staff, and visitors.

TIMELINE	TASK	OUTCOME LEADER(S)	METRICS OF SUCCESS
FY 20	1. Create a historical timeline/archive of diversity efforts and supports at FCC.	President’s Diversity Advisory Council (PDAC)	Post the historical timeline/archive on website and in institutional documentation (June 2020).
FY 21	2. Inventory/document all resources to strengthen inclusion for all populations and create communications which make these resources apparent across campus.	ED DEI & TBD	Inventory by December 2020. Materials by June 2021.
FY 20-24	3. Strengthen active, informed, apparent, and accountable leadership around diversity, equity, and inclusion throughout the College.	President’s Diversity Advisory Council (PDAC)	
FY 20-24	4. Strengthen culturally responsive service of staff and faculty.	ED DEI & VP HR	Trainings to develop skills of staff. Develop FCC-specific LGBTQIA+ inclusive zone training (FY 21). Strengthen religious pluralism and linguistic responsiveness at the College through education, awareness, programming
FY 21-23	5. Design and develop physical spaces to reflect the diversity of the student body through universal design principles, art, photography, and other methods.	Facilities Planning & Learning Support	Suggestions to VPs for high impact spaces (October 2020)
FY 20	6. Develop an accessibility map of the College, including single user restrooms, single user restrooms that are ADA compliant, lactation rooms, prayer rooms, accessible parking, accessible doors, and spaces for specific populations.	FPAC Accessibility	Map online & in print (Feb 2020); Plan for distribution (July 2020).
FY 20-21	7. Develop a “best practices” checklist for new buildings and renovations with a focus on parking, restrooms, and doors.	FPAC Accessibility	Checklist (July 2020). Checklist Piloted (June 2021).
FY 20-23	8. Strengthen our ability as a community to have difficult conversations across difference, specifically race and belief system. Expand engagement on the histories of Frederick and Frederick Community College and the diversity that exists today.	ED DEI & TBD	TBD
FY 20-24	9. Develop more awareness, knowledge, and skills in terms of the policies and protocols (for example, Hate-Bias Response Protocol, Non-Discrimination Policy, Title IX, ADA) that provide the foundation for inclusive excellence.	EVP/Provost & VP Learning Support	TBD