



**BOARD OF TRUSTEES  
Regular Monthly Meeting**

**Wednesday, August 21, 2024 – 4:30 p.m.  
Conference Center (E126AB)**

**Zoom Option:**

<https://frederick-edu.zoom.us/j/84516211405?pwd=qhP7wqjSQS11EgizB618hdpA0E0jL6.1>

**Call-in Option:**

**Phone Number: 301-715-8592 | Meeting ID: 845 1621 1405 | Passcode: 047634**

- 1. Call to Order**
- 2. Approval of Minutes\***   **June 4, 2024 (Regular Meeting)**  
  **June 18, 2024 (Special Meeting)**  
  **July 9, 2024 (Board Retreat)**
- 3. Board & CEO Comments**
- 4. Consent Agenda**
  - A. Approval of Piggyback Contract with BSN Sports LLC for Athletic Equipment and Supplies and Team Uniforms in the not to exceed amount of \$120,000; Piggyback of Omnia/National IPA Region 4 Education Service Center Contract R201101\*
  - B. Approval of 2024 Frederick Community College Cultural Diversity Plan – Annual Progress Report for submission to the Maryland Higher Education Commission\*
  - C. Approval of 2024-2025 Diversity, Equity, Inclusion, and Belonging Plan as required by the Maryland Higher Education Commission\*
- 5. Items for Discussion**
  - A. Review of Draft Interpretation of EL-1 Treatment of Students (Monitoring CEO Performance)\*
  - B. Review of Draft Interpretation of EL-2 Treatment of Employees (Monitoring CEO Performance)\*
  - C. Review of BCD-3 Delegation to the President (Monitoring Board Performance)\*
  - D. Review of BCD-4 Monitoring President Performance (Monitoring Board Performance)\*

\*Backup documentation is available for this agenda item in the meeting packet.

## 6. Meeting Content Review (GP-8 Governing Style)\*

*Consideration of areas for meeting content improvement: This item on the agenda provides the Board the opportunity to give the Board Chairman and the President feedback on the quality of the content provided during this Board Meeting. We would appreciate receiving suggestions wherein you would like to see changes made to future Board meetings.*

## 7. Closed Session

The Board of Trustees will hold a public vote to meet in closed session in accordance with the Maryland Open Meetings Act, Section 3-305(b)(1) to discuss (i) 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 (ii) any other personnel matter that affects one or more specific individuals; Section 3-305(b)(7) to consult with counsel to obtain legal advice; Section 3-305(b)(9) to conduct collective bargaining negotiations or consider matters that relate to the negotiations; 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. The topics are: to discuss the evaluation of the President; to obtain legal advice related to collective bargaining strategy and potential positions; and review and approval of closed session minutes from June 4, 2024 and June 18, 2024 pursuant to Section 3-306(c)(3)(ii) of the General Provisions Article of the Maryland Annotated Code.

## 8. Adjournment

**NEXT MEETING:**            **Wednesday – September 18, 2024**  
                                      **▪ 4:30 p.m. – Regular Monthly FCC Board Meeting**

*Under the ADA and Section 504, Frederick Community College (FCC) makes every effort to accommodate individuals with disabilities for College-sponsored events and programs. For FCC employees needing accommodations, including interpreting, please email [humanresources@frederick.edu](mailto:humanresources@frederick.edu). For students and others with accommodation needs or questions, please call 301-846-2408, or to request sign language interpreter services, please email [Interpreting@frederick.edu](mailto:Interpreting@frederick.edu). Sign language interpreters will not be automatically provided for College-sponsored events without a request for services. Requests must be made at least five workdays before a scheduled event to guarantee accommodations.*

\*Backup documentation is available for this agenda item in the meeting packet.

**BOARD OF TRUSTEES  
FREDERICK COMMUNITY COLLEGE**

**June 4, 2024  
Regular Meeting**

The Board of Trustees of Frederick Community College met in **regular session** on Tuesday, June 4, 2024 in the Conference Center (E126AB). A virtual option to participate was provided. Participating in person were: Trustees Carolyn Kimberlin, Chair; Tom Lynch, Vice Chair; Theodore Luck; Tracey McPherson; Dr. William Reid; and Myrna Whitworth. Trustee Dr. John Molesworth was unable to attend. Also attending in person were President Dr. Annesa Payne Cheek, Secretary/ Treasurer of the Board; Janice Spiegel, Special Projects Manager/Budget Office Frederick County Government; and Edmund O’Meally, PK Law, College legal counsel.

Participating virtually was Dr. Daniel Phelan, Consultant.

**CALL TO ORDER**

The meeting was called to order by Chair Kimberlin at 4:30 p.m.

**APPROVAL OF MINUTES**

Chair Kimberlin called for approval of the minutes of the May 11, 2024 board retreat.

*On a motion made by Trustee Whitworth, the Board approved the May 11, 2024 board retreat minutes 6-0-1, as presented, with Trustee Molesworth absent.*

Chair Kimberlin called for approval of the minutes of the May 22, 2024 regular meeting.

*On a motion made by Trustee McPherson, the Board approved the May 22, 2024 regular meeting minutes 6-0-1, as presented, with Trustee Molesworth absent.*

## **BOARD & CEO COMMENTS**

Chair Kimberlin congratulated the FCC Marketing Department for receiving two gold Collegiate Advertising Awards for a magazine ad and a newspaper ad. President Cheek provided further details on the ads while visuals of them were displayed on screen.

President Cheek recognized Chair Kimberlin for her two years of service as Chair and presented her with a crystal trophy. She then recognized each member of the Board of Trustees for their leadership and contributions in establishing the legacy of Policy Governance® and presented each Trustee with a commemorative plaque.

Chair Kimberlin reflected on her experience as Chair and the implementation of Policy Governance®. She thanked Dr. Phelan for assisting the Board through this process.

## **CONSENT AGENDA**

*On a motion made by Trustee Luck, the Board approved the following items 6-0-1, as presented, with Trustee Molesworth absent:*

- Piggyback Contract with Audio Video Group for turnkey services including procurement and installation of AV equipment at the Monroe Center in the amount of \$268,775; Piggyback of the Maryland Education Enterprise Consortium (MEEC) Contract #TU-1901
- Recommendation to Award - RFB 24-CPPM-08 Construction Services for Central Plant Optimization to M&M Welding and Fabricators, Inc. for \$1,843,000, plus a 10% contingency fee of \$184,300 for a total award of \$2,027,300

## **INFORMATION/DISCUSSION ITEMS**

**FCC Foundation, Inc. Annual Report** – Deborah Powell, Executive Director for the Office of Institutional Advancement and the FCC Foundation, reviewed the annual report in detail with the Board. FCC Foundation funds invested with the University System of Maryland totaled \$19,942,633.13 for the period ending February 31, 2024. The FCC Foundation has raised \$795,959 for FY 2024 to-date, and is projected to raise \$1,024,159 by June 30, 2024. FY 2024 scholarship awards total \$1,083,091 to-date.

President Cheek announced that this will be Executive Director Powell's last Board meeting as she is retiring at the end of the month. President Cheek thanked her for her service, highlighted milestones during her tenure, and presented her with a money tree plant. Trustee Whitworth and Chair Kimberlin shared their enjoyment from having served as the Board of Trustees liaison to the FCC Foundation Board of Directors. Vice Chair Lynch thanked Executive Director Powell and expressed that she will be missed.

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

## **ACTION ITEMS**

**Board Nominating Committee Report and Election of Board Officers** – The Board Nominating Committee, comprised of Trustees McPherson and Molesworth, submitted the following slate of officers for the FCC Board of Trustees for FY 2025: Theodore Luck, Chair, and Tom Lynch, Vice Chair. The Nominating Committee members contacted the nominees and each expressed a willingness to serve in these positions, if elected. President Cheek asked if there were additional nominations from the floor. There being none, she declared that nominations were closed and called for a motion.

*On a motion made by Trustee Whitworth, the Board approved 6-0-1 the election of Theodore Luck as Chair and Tom Lynch as Vice Chair of the Board of Trustees of Frederick Community College for FY 2025, with Trustee Molesworth absent.*

**Approval of Board-CEO Delegation Policy – Global Statement** – The Board considered this policy.

*On a motion made by Trustee Reid, the Board approved the Board-CEO Delegation Policy – Global Statement 6-0-1, as presented, with Trustee Molesworth absent.*

**Approval of Board-CEO Delegation Policy – President Succession** – The Board considered this policy. There was discussion clarifying the difference between Interim and Acting.

*On a motion made by Trustee Luck, the Board approved the Board-CEO Delegation Policy – President Succession 6-0-1, as presented, with Trustee Molesworth absent.*

**Approval of Board-CEO Delegation Policy – President Compensation** – The Board considered this policy.

*On a motion made by Trustee Reid, the Board approved the Board-CEO Delegation Policy – President Compensation 6-0-1, as presented, with Trustee Molesworth absent.*

**Approval of Executive Limitations Policy – Asset Protection** – The Board considered this policy.

*Trustee Whitworth moved for approval of the Executive Limitations Policy – Asset Protection, as presented. Vice Chair Lynch moved to amend approval with the revision to add “, in any of the following ways:” at the end of item 10. The Board accepted the*

*amendment and approved the Executive Limitations Policy – Asset Protection 6-0-1, as revised, with Trustee Molesworth absent.*

**Approval of Executive Limitations Policy – Investments** – The Board considered this policy.

*On a motion made by Vice Chair Lynch, the Board approved the Executive Limitations Policy – Investments 6-0-1, as presented, with Trustee Molesworth absent.*

**Approval of Executive Limitations Policy – Compensation and Benefits** – The Board considered this policy.

*On a motion made by Trustee Whitworth, the Board approved the Executive Limitations Policy – Compensation and Benefits 6-0-1, as presented, with Trustee Molesworth absent.*

**Approval of Governance Process Policy – Handling Alleged Policy Violations** – The Board considered this policy.

*On a motion made by Vice Chair Lynch, the Board approved the Governance Process Policy – Handling Alleged Policy Violations 6-0-1, as presented, with Trustee Molesworth absent.*

**Approval of Schedule of Board Meetings for 2025** – The following schedule of regular meetings for 2025 were submitted for approval: January 15, February 19, March 19, April 23, June 11, August 20, September 17, October 15, and November 19. The Board Retreat will be scheduled at a later date.

*On a motion made by Trustee Whitworth, the Board approved the 2025 regular meeting dates 6-0-1, as presented, with Trustee Molesworth absent.*

**Approval of Renewal Premiums for Fiscal Year 2025** – Dr. Barbara Larson, Interim Vice President (VP) for Finance and Administration, presented the request to award property coverage to Affiliated FM for an estimated cost of \$132,715, casualty insurance (to include liability, auto, workers compensation and umbrella) to Utica National for an estimated cost of \$210,272, cyber insurance to Tokio Marine for \$11,626, and international insurance to ACE for \$2,500, totaling \$357,113.

*On a motion made by Vice Chair Lynch, the Board approved the FY 2025 renewal premiums 6-0-1, as presented, with Trustee Molesworth absent.*

**Approval of Proposed Agreement for Legal Services for FY 2025 with Pessin Katz Law, P.A.** – President Cheek reviewed the terms of the proposed agreement in detail with the Board. The annual retainer of \$95,000 for FY 2025 is an increase of \$5,000 over last fiscal year. The hourly rate is increasing from \$320 per hour to \$335 per hour. Any fees in excess of the retainer are billed at the end of June at 80% (a 20% discount). All ordinary out-of-pocket expenses will also be billed at the end of June. Any extraordinary expenses (e.g., expert witness fees, transcription services, etc.) will be billed as they are incurred.

*On a motion made by Trustee Luck, the Board approved the Agreement for Legal Services for FY 2025 with Pessin Katz Law, P.A. 6-0-1, as presented, with Trustee Molesworth absent.*

**Approval of FY 2025 Operating Budget, Capital Budget, and Salary/Wage Scales** – Interim VP Larson reviewed the FY 2025 budget proposal in detail with the Board. The FY 2025 operating budget is \$74,857,603 and includes the use of \$2,442,000 of strategic reserves for one-time projects. The FY 2025 capital budget is \$3,167,875. The



salary/wage scales have been updated to reflect a 3% cost-of-living adjustment for most employee classifications. Full-time faculty salaries will be determined following the conclusion of negotiations and a final collective bargaining agreement.

It was noted that Frederick County provides a contribution to FCC for the cost of services of the Interagency Internal Audit Authority.

*On a motion made by Vice Chair Lynch, the Board approved the FY 2025 Operating Budget, Capital Budget, and Salary/Wage Scales 6-0-1, as presented, with Trustee Molesworth absent.*

### **CLOSED SESSION**

*At 5:25 p.m., the motion was made by Vice Chair Lynch to convene in closed session and approved by the Board 6-0-1, with Trustee Molesworth absent.*

This action was taken in accordance with Maryland's Open Meetings Act, Section 3-305(b)(1) to discuss (i) 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 (ii) any other personnel matter that affects one or more specific individuals; Section 3-305(b)(7) to consult with counsel to obtain legal advice; 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. Attending in person were: Trustees Carolyn Kimberlin, Chair; Tom Lynch, Vice Chair; Theodore Luck; Tracey McPherson; Dr. William Reid; and Myrna Whitworth. Trustee Dr. John Molesworth was unable to attend. Also attending in person were President Dr. Annesa Payne Cheek, Secretary/Treasurer of

the Board; Avis Boyd, Chief of Staff to the President; Edmund O’Meally, PK Law, College legal counsel; and Kari Melvin, Recording Secretary.

The Board reviewed closed session minutes from May 22, 2024.

*On a motion made by Trustee Luck, the Board approved the May 22, 2024 closed session minutes 6-0-1, with Trustee Molesworth absent.*

*President Cheek, Chief of Staff Boyd, and Ms. Melvin left the meeting.*

The Board discussed the evaluation and contract of the president.

*A motion was made by Vice Chair Lynch to increase the President’s housing allowance and to provide a discretionary contribution to her supplemental retirement plan.*

*The Board approved the motion 6-0-1, with Trustee Molesworth absent.*

*The meeting adjourned at 6:25 p.m.*

#### **NEXT MEETING**

The next regular meeting of the Board will be held on Wednesday, August 21, 2024.

Dr. Annesa Payne Cheek

Secretary/Treasurer

Prepared by Kari Melvin  
Office of the President  
Frederick Community College

**BOARD OF TRUSTEES  
FREDERICK COMMUNITY COLLEGE**

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**June 18, 2024  
Special Meeting**

Attending In Person:

Trustees Carolyn Kimberlin, Chair; Tom Lynch, Vice Chair; Theodore Luck; Tracey McPherson; Dr. William Reid; Dr. John Molesworth, and Myrna Whitworth. President Dr. Annesa Payne Cheek, Secretary/Treasurer of the Board, participated for a portion of the meeting.

Participating Virtually:

Edmund O'Meally, PK Law, College legal counsel and Recording Secretary.

Board Chair Kimberlin called the meeting to order at 4:31 p.m. in the Chris T. Matthews Board Room (A201).

*At 4:32 p.m., the motion was made by Vice Chair Lynch to convene in closed session and unanimously approved by the Board.*

This action was taken in accordance with the Maryland Open Meetings Act, Section 3-305(b)(1) to discuss (i) 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 (ii) any other personnel matter that affects one or more specific individuals.

The Board discussed the evaluation of the President.

*On a motion made by Vice Chair Lynch, the Board unanimously approved the President's written evaluation.*

The Board discussed the proposed second amendment to the President's Employment Agreement.

*On a motion made by Trustee Molesworth, the Board unanimously approved the second amendment to the President's Employment Agreement.*

President Cheek joined the meeting for a discussion of her evaluation and amended Employment Agreement, which was then executed by President Cheek and Chair Kimberlin.

*The meeting adjourned at 7:00 p.m.*

Carolyn Kimberlin  
Chair, Board of Trustees

**BOARD OF TRUSTEES  
FREDERICK COMMUNITY COLLEGE**

**July 9, 2024  
Board Retreat  
Homewood Suites by Hilton Frederick  
4950 Westview Drive, Frederick, MD 21703**

In Attendance:

Trustees Theodore Luck, Chair; Tom Lynch, Vice Chair; Carolyn Kimberlin; Tracey McPherson; Dr. John Molesworth; Dr. William Reid; and Myrna Whitworth. Also present was President Dr. Annesa Payne Cheek, Secretary/Treasurer of the Board.

Board Chair Luck convened the retreat at 9:00 a.m.

**Board & CEO Comments** – All in attendance congratulated Trustee Luck on his election to Chair. Chair Luck then led a teambuilding exercise.

**Self-Study/Reaccreditation** – President Cheek reviewed the reaccreditation process and timeline with Trustees, as well as the purpose of the Self-Study.

**Review of FY 2025 Board of Trustees Budget** – President Cheek reviewed the FY 2025 Board of Trustees Budget with Trustees.

**Development of Policy Review & Monitoring Schedule** – President Cheek reviewed the steps the Board has taken to implement Policy Governance, as well as the steps to be taken in FY 2025. A draft FY 2025 Board Policy Review & Monitoring Schedule was provided to Trustees. There was discussion regarding the use of baseline insight reports instead of monitoring reports for the President’s evaluation during this transition year. The Board will meet in closed session on August 21, 2024 to further discuss the FY 2025 process for the President’s evaluation.

*The Board recessed for lunch at 11:55 a.m. and reconvened at 12:33 p.m. Trustee Molesworth joined virtually.*

**Board Self-Evaluation Process** – Chair Luck provided an article from *Trusteeship* magazine titled “Better and Better: Leveraging Assessment for Ongoing Board Development.” President Cheek then reviewed the Board self-evaluation process with Trustees.

The retreat adjourned at 2:11 p.m.

Dr. Annesa Payne Cheek  
Secretary/Treasurer



**To:** Frederick Community College Board of Trustees  
**From:** Dr. Annesa Payne Cheek, President  
**Date:** August 21, 2024  
**Subject:** **Consent Item**  
Approval of Piggyback Contract with BSN Sports LLC for Athletic Equipment and Supplies and Team Uniforms in the not to exceed amount of \$120,000; Piggyback of Omnia/National IPA Region 4 Education Service Center Contract R201101

**Board Policy:** E-1 Ends and EL-9 Asset Protection

### **OVERVIEW**

BSN Sports, LLC serves as the primary vendor for the FCC Athletics Department, providing essential equipment, supplies, and team uniforms for the College's seven sports programs. This contractual agreement guarantees the College a direct point of contact with a designated sales representative, ensuring the timely and efficient receipt of orders in preparation for the sports seasons. The partnership with BSN Sports, LLC ensures that FCC's athletic programs are adequately supported and equipped to achieve optimal performance.

### **ANALYSIS**

- This one-year contract will allow the College to access discounted pricing on athletic equipment, supplies, and team uniforms.
- The negotiated contract pricing includes the following discounts: 18% off Athletic Equipment Products, 35% off Nike and Under Armour uniforms and apparel, and 30% off Nike and Under Armour footwear.
- Additional discounts are available in other product areas. Shipping is free regardless of order size, with no minimums.
- This expense has been accounted for in the FY 2025 Athletics Department Budget.

### **RECOMMENDATION**

It is recommended that the Board of Trustees approve the use of Omnia/National IPA Region 4 Education Service Center Contract R201101 for the procurement of Athletic Equipment and Supplies and Team Uniforms in the not to exceed amount of \$120,000 for FY 2025.

### **ATTACHMENT(S)**

None



**To:** Frederick Community College Board of Trustees

**From:** Dr. Annesa Payne Cheek, President

**Date:** August 21, 2024

**Subject: Consent Item**  
Approval of 2024 Frederick Community College Cultural Diversity Plan – Annual Progress Report for submission to the Maryland Higher Education Commission

**Board Policy:** E-1 Ends, EL-1 Treatment of Students, EL-2 Treatment of Employees, and EL-8 Access to Education

## OVERVIEW

Frederick Community College (FCC) is required, in accordance with §11-406 of the Education Article, to submit a report to the Maryland Higher Education Commission (MHEC) summarizing institutional progress toward the goals of its cultural diversity plan. The College has been operating under a multi-year plan from 2019 through 2024.

## ANALYSIS

- The College’s commitment to fostering an inclusive environment and promoting a sense of belonging across multiple dimensions of difference is reflected in the *2019-2024 Diversity, Equity, and Inclusion (DEI) Strategic Plan*.
- The major goals of the DEI Strategic Plan are (1) to increase access and success for traditionally underrepresented students; (2) to increase recruitment and retention of a diverse workforce; (3) to prepare students for an increasingly diverse community, workforce, and world; and (4) to ensure a more welcoming and inclusive learning and workplace environment for students.
- The College has a diverse student body representing 50 countries. Of these students, 25% are first-generation credit-seeking students, and 43% students of color, exceeding the racial and ethnic diversity of Frederick County (35%).
- Notable accomplishments in the report include the development of a culturally responsive syllabus, implementation of a comprehensive student support communication and tracking system (EAB Navigate), tutoring availability via an online platform, and embedded tutoring for English and math gateway courses.
- The MOSAIC Center, which serves as a physical space and vital hub for promoting cultural understanding and inclusivity, sponsored a series of *Courageous Conversations* on topics such as cannabis, intimate partner violence, and issues impacting trans, intersex, and drag communities. Discussions on the

Israel/Palestine conflict, writing campaigns for Hispanic Heritage Month, and Banned Books Week celebrations were also hosted by the MOSAIC Center.

- Organizations across the country continue to struggle with measuring the impact of DEIB efforts. And while there has been great enthusiasm among faculty and staff for implementing DEIB initiatives at FCC, to date, there is limited evidence demonstrating the impact of our efforts. As the College continues its equity work, and leverages the support of the Achieving the Dream network (a national network of community colleges focused on achieving equitable student outcomes) we expect to enhance our ability to address persistent opportunity gaps and produce better student outcomes overall.

### **RECOMMENDATION**

Recommend board approval of the *2024 FCC Cultural Diversity Plan – Annual Progress Report* for submission to the MHEC

### **ATTACHMENT(S)**

*2024 FCC Cultural Diversity Plan – Annual Progress Report*



## Annual Progress Report on Cultural Diversity Plan July 2024

As required by §11-406 of the Education Article, this document is the Frederick Community College (FCC) annual progress report for its programs related to cultural diversity. This report summarizes institutional progress toward implementing FCC's Diversity, Equity & Inclusion (DEI) Strategic Plan. The Plan is a multi-year action plan that the College has implemented over a period of five fiscal years from 2019 through 2024. Following Maryland Higher Education Commission (MHEC) requirements for the 2023-2024 fiscal year, FCC's annual progress report responds to the following questions.

- 1. A summary of the institution's plan to improve cultural diversity as required by Education Article §11-406. Include all major goals, areas of emphasis, strategy for implementation and progress on those goals. Also, provide an explanation of how progress is being evaluated. Please indicate where progress has been achieved, and some best practices identified that aided the institution in making progress. If there is no formal plan approved by the institutional governing board, describe how the institution intends to come into compliance by July 1, 2025.**

### Introduction

Frederick Community College (FCC), located in Frederick, Maryland, is dedicated to preparing an increasingly diverse student body for workforce preparation, transfer education, career development, and personal enrichment. FCC prides itself on its core values of learning, innovation, diversity, excellence, community, and integrity. The College's mission statement reflects its commitment to diversity: "Focused on teaching and learning, Frederick Community College provides affordable, flexible access to lifelong education that responds to the needs of diverse learners and the community."

### Major Goals

FCC's commitment to diversity, equity, inclusion, and belonging (DEIB) is grounded in the *2019-2024 Diversity, Equity, and Inclusion (DEI) Strategic Plan* (see Appendix I). This framework for continuous improvement in DEIB reflects the College's commitment to fostering an inclusive environment and promoting a sense of belonging across multiple dimensions of difference. The plan is divided into four domains with the following major goals: (1) to increase access and success for traditionally underrepresented students; (2) to increase recruitment and retention of a diverse workforce; (3) to prepare students for an increasingly diverse community, workforce, and world; and (4) to ensure a more welcoming and inclusive learning and workplace environment for students, faculty, staff, and visitors. Within each domain, specific goals are outlined, such as increasing the representation of students, faculty, staff, and administration from underrepresented groups, enhancing support services for diverse populations, and promoting a campus culture of inclusivity and respect which all aim to achieve equitable success outcomes for all learners.

### Strategy for Implementation

As a mechanism for implementing the DEIB Plan, a Racial Equity Strategic Advisory Team (RESAT) was established in 2021. The focus of RESAT was on operationalizing the recommendations of the DEI Strategic Plan. Specifically, the RESAT worked to address sixteen board-approved Key Performance Indicators related to racial equity gaps in success, persistence, graduation, and course success. The RESAT developed targeted interventions and assigned specific tasks to individuals to make progress toward benchmarks related to high-impact teaching practices, access to dual enrollment, student experience, human resources and professional development. One





outcome and deliverable that emerged from the work of the RESAT group was the development and implementation of a Culturally Responsive syllabus that includes an equity statement (see Appendix II).

### **Tracking Progress**

To measure progress, FCC employs a variety of data metrics, including enrollment and retention rates of diverse student populations, diversity representation among faculty and staff accessible via Power BI Data dashboards. The College also gathers qualitative data through surveys and focus groups to capture the experiences and perceptions of its community members. These key performance indicators are inclusive of all students and disaggregated by race, gender, and age.

The use of disaggregated student data as well as student climate surveys has informed the need for and supported the development of multiple equity initiatives (described below). While there has been great enthusiasm among faculty and staff for implementing DEIB initiatives, to date, there is limited evidence demonstrating the impact of these efforts on addressing the opportunity gap. As the College continues its equity work through its relationship with Achieving the Dream (a national organization focused on achieving equitable student outcomes), we will build our capacity to track and use data to inform activities and decisions.

### **Areas of Emphasis and Success**

Professional Development. The plan includes robust professional development facilitated by FCC's Center for Teaching and Learning (CTL), including training for faculty and staff on equity, inclusion, and culturally responsive teaching and assessment (see Appendix III). An Equity Scholar Program was developed to build capacity among faculty. Equity Scholars participated in cohort professional learning workshops aligned with the DEIB Strategic Plan and implemented equity practices. In addition to implementing equity practices in their own courses, Equity Scholars were charged with supporting departmental equity initiatives.

For example, an Equity Scholar from the English department developed an English 101 online course shell using equity principles, first deployed in Fall 2023. Faculty utilizing this shell reported that it appeared to have had a positive effect on student success, and as of Fall 2024 this course shell will now be mandated for use in all English 101 courses. Once this occurs, a deeper longitudinal study will be used to determine if the impact of using this shell is, in fact, significant. While there have been pockets of course success (student receiving A, B, or C) and great energy, FCC has not yet achieved its equity benchmark of 74% for all students.

Faculty also undergo training in instructional and universal design, ensuring a consistent and accessible learning experience for all students. Key departments now benefit from dedicated student success coaches who offer proactive student outreach. These efforts collectively aim to cultivate a more supportive and inclusive environment where every member of our community can thrive.

In FY 2025, FCC will launch a new certification course for online teaching practices. This training aims to equip instructors with skills in creating inclusive online learning environments through best practices, instructional strategies, and technology. These efforts reflect FCC's commitment to DEIB, ensuring an enhanced educational experience for all stakeholders.

Student Support. The College has enhanced initiatives to help all learners succeed through efforts such as (1) EAB Navigate, which provides comprehensive student support through an early alert system; (2) success coordinators; (3) faculty advising training; (4) case management advising; (5) online tutoring via the ThinkingStorm platform; and (6) enhanced tutoring for English and math



gateway courses. To maintain a consistent student experience, FCC provides faculty training on using the Blackboard learning management system. Additionally, student clubs such as African Students Association, All Things Asian Affinity, Black Student Union, Gender Sexuality Alliance, ASL Club, Muslim Student Association, and Spanish Club serve as a safe space and as a source of cultural education to the larger community.

Other initiatives that enhance a culture of belonging for students include the Partnership for Achieving Student Success (PASS), Parents Lead, and Students of Excellence, which all focus on supporting underrepresented students and fostering inclusivity. The Adult Education and ESOL Program offers rigorous instruction to immigrants and refugees, facilitating their transition into credit courses. Continuing Education and Workforce Development also collaborates with local employers and community organizations to serve diverse populations.

FCC's Student Affairs team has begun using the Loss Momentum Framework (a national tool to support educators in designing every step of a student's pathway with the end goal of completion at the forefront) to address barriers to student success, while the Language Access Plan ensures effective communication for non-English-speaking populations. Additionally, FCC has established essential resources like Cougar Mart (a food pantry) and food lockers so students can access food at their convenience without having to make an in-person contact.

Student experiences are also being improved through curriculum reviews, co-curricular programming, and racial climate assessments. Additional efforts to address biases in teaching and the equitable distribution of institutional aid are ongoing.

Inclusive Spaces. Physical spaces are being updated to better reflect the cultural diversity of students, and efforts are underway to celebrate student cultures more visibly in collaboration with the community. The MOSAIC (Making Our Spaces an Inclusive Community) Center at FCC serves as a physical space and vital hub for promoting cultural understanding and inclusivity through diverse programming. Events like *Courageous Conversations* tackle significant topics including cannabis, intimate partner violence, and issues impacting trans, intersex, and drag communities. Discussions on the Israel/Palestine conflict, writing campaigns for Hispanic Heritage Month, and Banned Books Week celebrations further enrich campus life.

Additionally, initiatives like Beyond Strangers, Interfaith Dinners, and festivities such as Hispanic Heritage Month and Lunar New Year celebrations foster empathy and community cohesion across varied backgrounds. Collaborations with the Maryland School for the Blind, including Goal Ball games (a team sport designed specifically for athletes with a vision impairment), aim to deepen these connections.

Following up on findings from the National Assessment of Collegiate Campus Climates (NACCC) survey (a survey that assesses racial climate on campus), efforts are underway to improve accessibility of buildings and promote representation through art across campus. To support the mental health and wellbeing of students, FCC has Zen Den spaces where students can meditate and decompress, as well as a labyrinth for meditative walks.

Employee Recruitment and Evaluation. Employee performance reviews now include criteria for assessing the ability to interact with diverse populations, reflecting our commitment to fostering a truly inclusive campus culture. Additionally, hiring committees must now be comprised of a minimum of 25% diverse representation, bolstered by rigorous unconscious bias training for all hiring committee members. Professional development workshops such as "How inclusive are you, really?" and "Benevolent Prejudice," are designed to deepen awareness and understanding.



Efforts are also underway to improve diversity in staffing through an assessment of recruitment and hiring practices and over time, an informal employee network comprised of faculty and staff of color has emerged. Collectively, these efforts emphasize the College's commitment to creating an inclusive environment that embraces diversity at all levels.

Cultural Competency General Education Review. FCC is assessing and expanding courses to build capacity for interacting across differences. The College's General Education Committee evaluated and revised the definition of cultural competency and is facilitating a course audit to strengthen the Cultural Competency general education requirement and set high-impact goals for global engagement with support from the Global Learning Committee. Plans to enhance global engagement in classrooms are also underway, assessing interest and capacity to integrate global content effectively.

Policy Review. The College is reviewing its International Travel Policy to further support these goals. Moreover, FCC has introduced policies addressing pregnancy and parenting, and updated its Religious Accommodations Policy and Title IX Policies, ensuring equitable opportunities for all students. Additionally, since FCC recently became an Achieving the Dream (ATD) institution, there has been a commitment to review student focused policies using ATD's Equity Toolkit that focuses on principles to assess institutional policies, practices, and structures with a common focus on equitable student success. To date, the Code of Student Conduct policy has been reviewed using this process.

### **Focus on the Future**

As FCC reaches the end of its current DEIB plan and anticipates identifying a new leader for DEIB, the National Assessment of Collegiate Campus Climates (NACCC) survey was conducted and provided the College with useful insights about strategies to advance a more inclusive campus environment. Additionally, an external consultant was engaged to lead an assessment of current attitudes, mindset, and progress on DEIB initiatives to support a transition in leadership. The consultant facilitated focus groups with students, faculty, staff, and administration, alongside other data collection methods, to gather critical insights. This assessment sought to understand the strategic efforts required to maintain and enhance momentum around DEIB, with a particular focus on racial equity and justice during a pivotal period of transition for the institution.

Faculty, staff, and students alike embraced the potential to contribute to a more equitable campus culture, ensuring that DEIB principles permeated every facet of academic and administrative life at FCC, signaling a commitment to enhance DEIB across the College's infrastructure. As themes emerged from the consultant's assessment, a diagram was developed to support the next phase of the College's DEIB efforts (see Appendix IV).



- 2. A summary of how the 2023 Supreme Court’s decision to strike down race-conscious admissions practices has affected your campuses policies and practices. Specifically provide information on the following (no more than three pages):**
- a. Outreach and Support Programs: Are there any new initiatives or programs being implemented to support underrepresented minority groups or enhance access to higher education for historically marginalized communities?**
  - b. Community Engagement: How is your institution engaging with stakeholders, including students, faculty, alumni, and community partners, to navigate these policy changes and ensure ongoing commitment to diversity and equity?**
  - c. Equity and Access: In light of the ruling, how is your institution ensuring continued access and equity for historically underrepresented groups in higher education?**
  - d. Monitoring and Evaluation: What mechanisms are in place to monitor the impact of policy changes on student demographics, campus climate, and educational outcomes? How will your institution evaluate the effectiveness of these adjustments over time?**

### **Summary of Impact of Supreme Court’s Decision to Strike Down Race-Conscious Admissions**

As an open-enrollment institution, Frederick Community College accepts all students who meet the minimum admission criteria. The Supreme Court decision did not impact the admission process, outreach to the community, or require any changes to policy. FCC enrolls more students of color (43%) than the population of Frederick County (35%). Hence, the Supreme Court’s decision in 2023 has no measurable impact on our policy and practices as a college.

**Appendix I:**

Frederick Community College's [Diversity, Equity, and Inclusion Strategic Plan 2019-2024](#)

**Appendix II:****Culturally Responsive Syllabi Embedded in All Syllabi*****About FCC's Commitment to Equity:***

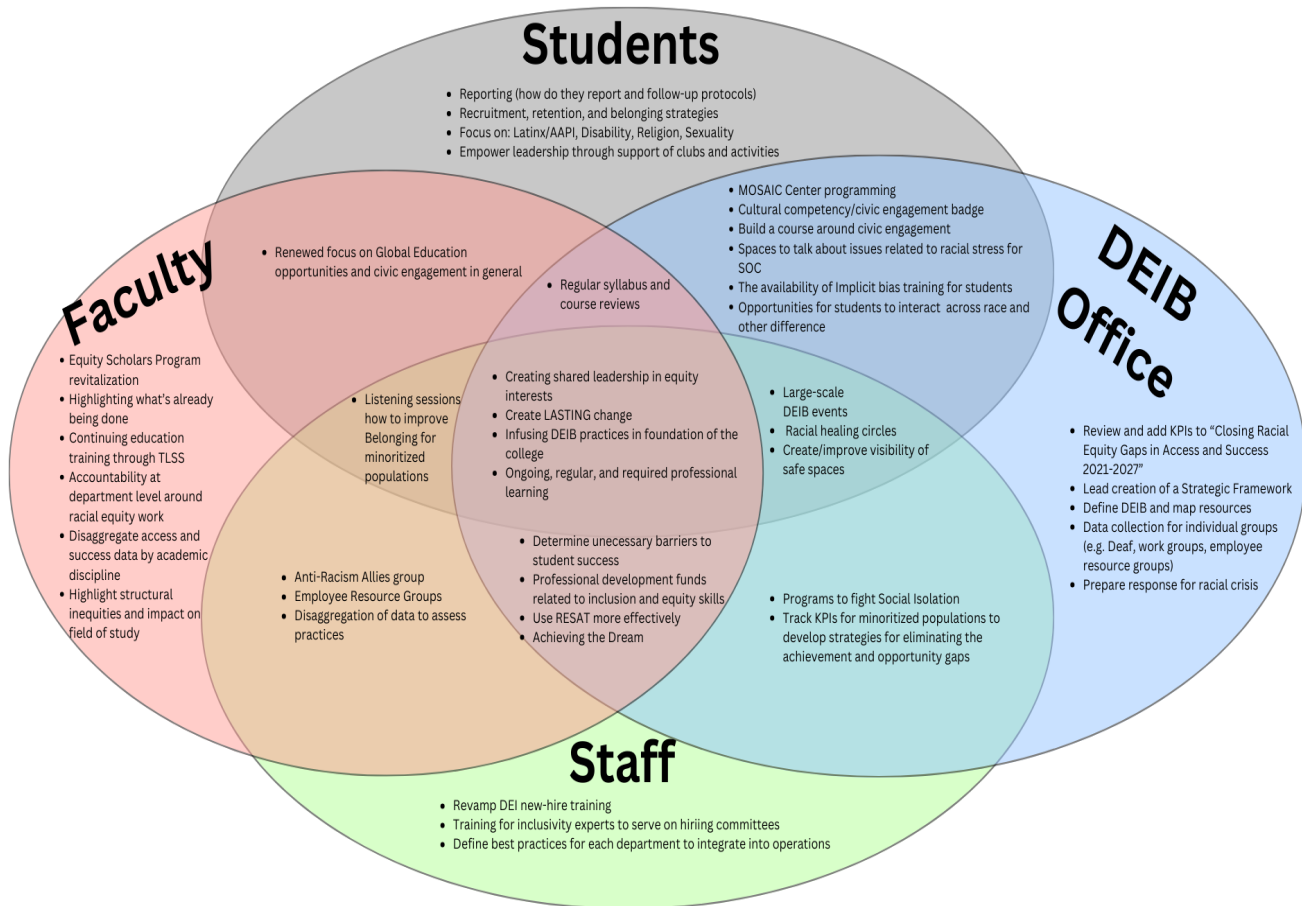
*It's FCC's mission to serve students from all diverse backgrounds and perspectives; to address students' learning needs; and to respect students' identities, inclusive of sexuality, gender identity and expression, disability, age, religion, socio-economic status, ethnicity, race, and culture.*

*While I will do my part to ensure that all students are seen, heard, and valued, your suggestions of how to make this class an inclusive space are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements.*

From: [Culturally Responsive Syllabus Example](#)

**Appendix III: [Professional Learning Assessment Plan CTL & DEIB](#)**

## Appendix IV: Emergent Themes for Future DEIB Planning





**To:** Frederick Community College Board of Trustees

**From:** Dr. Annesa Payne Cheek, President

**Date:** August 21, 2024

**Subject:** **Consent Item**  
Approval of 2024-2025 Diversity, Equity, Inclusion, and Belonging Plan as required by the Maryland Higher Education Commission

**Board Policy:** E-1 Ends, EL-1 Treatment of Students, EL-2 Treatment of Employees, and EL-8 Access to Education

## OVERVIEW

The College is required, in accordance with §11-406 of the Education Article, to develop and implement a plan for a program of cultural diversity. The College's current plan, *2019-2024 FCC Diversity, Equity & Inclusion (DEI) Strategic Plan*, expired in FY 2024. Thus, a new plan is required by Maryland Higher Education Commission (MHEC) to guide the College's cultural diversity work in FY 2025.

## ANALYSIS

- The College's commitment to fostering a diverse and inclusive environment where all students and employees thrive is central to the development of a new Diversity, Equity, Inclusion, and Belonging (DEIB) Plan.
- In anticipation of the *2019-2024 FCC DEI Strategic Plan* expiring, an external consultant was engaged to lead an in-depth assessment of the current attitudes, impressions, and progress on DEIB initiatives to guide future planning.
- In FY 2025, the College will launch a college-wide planning process to map its future direction. A one-year DEIB plan is proposed for FY 2025 to allow time for the development of a new multi-year plan aligned with the college's emerging priorities.
- While initiatives implemented under the prior DEI Strategic Plan will be ongoing, the FY 2025 DEIB plan will focus more intentionally on evaluating the impact of initiatives on student success. By systematically assessing DEIB efforts, the College will be poised to identify and integrate the most impactful initiatives into its operations and structures.

**RECOMMENDATION**

Recommend board approval of the *2024-2025 FCC Diversity, Equity, Inclusion, and Belonging Plan*

**ATTACHMENT(S)**

2024-2025 FCC Diversity, Equity, Inclusion, and Belonging Plan





**Frederick Community College  
Diversity, Equity, Inclusion and Belonging Plan  
FY 2024 – 2025**

Presented to the Board of Trustees of Frederick Community College  
August 21, 2024



**2024 – 2025  
Diversity, Equity, Inclusion and Belonging Plan**

**Introduction**

Frederick Community College (FCC) is committed to fostering an inclusive and equitable environment that celebrates cultural diversity. As an institution dedicated to the success and well-being of our students, faculty, and staff, FCC recognizes that embracing cultural diversity is essential to achieving the College's mission. FCC's strategic approach integrates cultural diversity into student support, employee recruitment and retention, and professional development, including learning for faculty and staff on equity, inclusion, and culturally responsive teaching and assessment.

Serving over 9,500 credit students and more than 6,100 continuing education and workforce development students annually, FCC is a mid-sized institution with a rich and diverse student body representing 50 countries. Of these students, 25% are first-generation credit-seeking students and 45% are students of color, exceeding the racial and ethnic diversity of Frederick County (35%).

The College is focused on ensuring that every student thrives academically, personally, and professionally, while also supporting faculty and staff. The College's commitment to fostering a diverse and inclusive environment that supports student success across difference is central to the development of the *2024-2025 Diversity, Equity, Inclusion, and Belonging (DEIB) Plan*.

**Fostering Cultural Diversity at FCC**

As FCC reaches the end of its current DEIB plan and anticipates identifying a new leader for DEIB, the National Assessment of Collegiate Campus Climates (NACCC) survey (a survey that assesses racial climate on campus) was conducted and provided the College with useful insights about strategies to advance a more inclusive campus environment. Additionally, an external consultant was engaged to lead an assessment of current attitudes, mindset, and progress on DEIB initiatives to support a transition in leadership. The consultant facilitated focus groups with students, faculty, staff, and administration, alongside other data collection methods, to gather critical insights. This assessment sought to understand the strategic efforts required to maintain and enhance momentum around DEIB, with a particular focus on racial equity and justice during a pivotal period of transition for the institution.

Faculty, staff, and students alike embraced the potential to contribute to a more equitable campus culture, ensuring that DEIB principles permeated every facet of academic and administrative life at FCC, signaling a commitment to enhance DEIB across the College's infrastructure. As themes emerged from the consultant's assessment, a diagram was developed to support the next phase of the College's DEIB efforts (see figure 1).

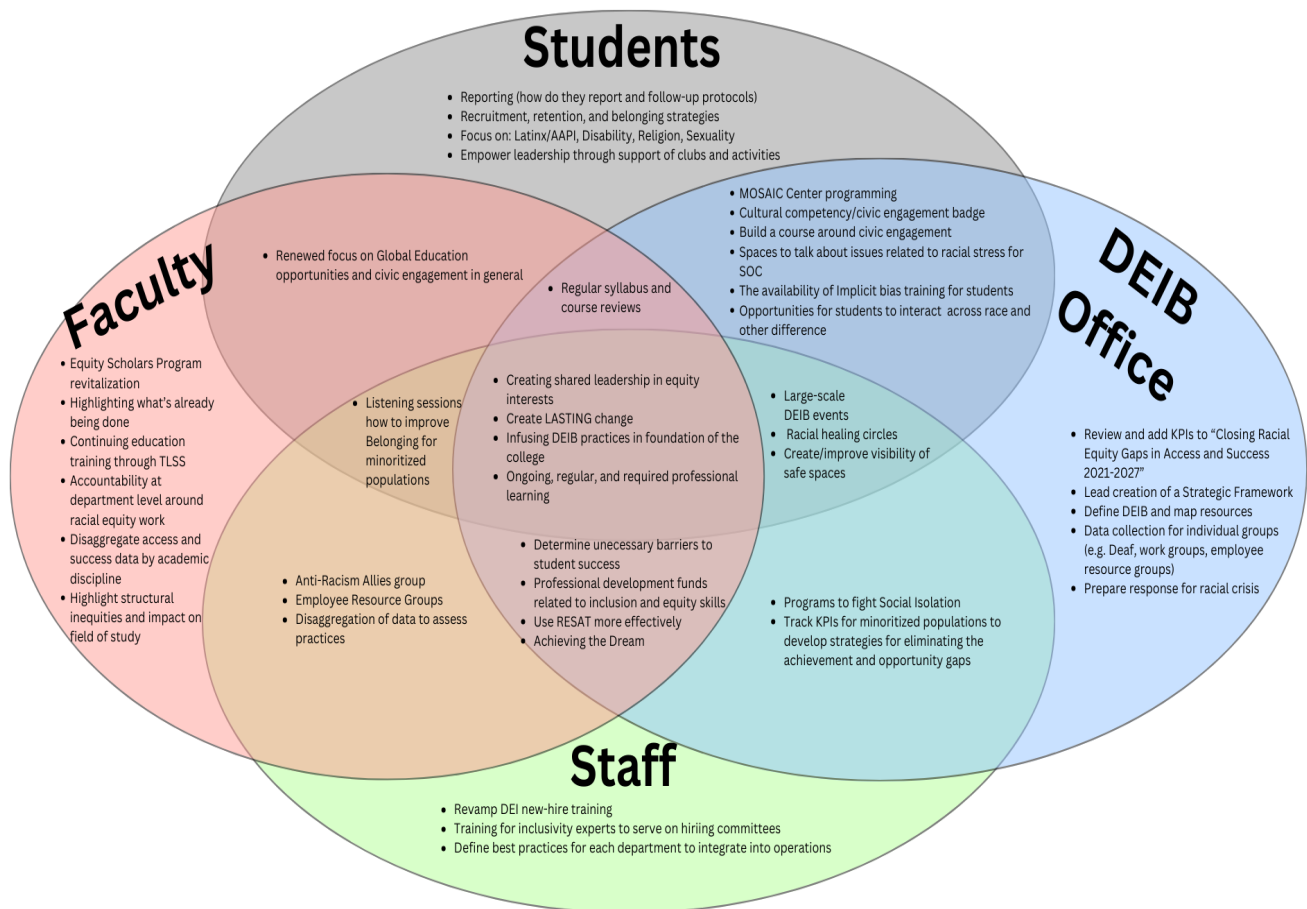


Figure 1. Emergent Themes for Future DEIB Planning

### Future Focus

The 2024-2025 DEIB Plan was guided by the assessment, builds upon the achievements of the 2019-2024 DEIB Strategic Plan, acknowledges the evolving needs of the institution, and focuses on continuing to improve DEIB initiatives at FCC.

This next year, the College will engage in a “year of discovery” with the aim being the development of a more data-informed culture that helps FCC better assess and strengthen its efforts to achieve equitable outcomes for all students. FCC understands that addressing racial equity is crucial to advancing this work. In keeping with a “discovery” mindset, the College developed a one-year plan to bridge the gap between the conclusion of the prior DEIB plan and the development of a new college-wide plan.

While initiatives included in the *2019-2024 DEIB Strategic Plan* are ongoing (including the prior work of the Racial Equity Strategic Advisory Team), the *2024-2025 Frederick*



*Community College Cultural Diversity Plan* (see table below) focuses more intently on evaluation to determine measurable impact on student success. By increasing our capacity to systematically assess DEIB efforts, the College will be poised to identify and retain the most impactful initiatives and integrate and align them with the future direction and strategies of the College.

Table 1: 2024-2025 Frederick Community College Diversity, Equity, Inclusion, and Belonging Plan

Goals*	Actions	Desired Outcome
<b>GOAL 1: Increase access and success for traditionally underrepresented students.</b>	A. Share, discuss, and analyze disaggregated student outcome data with campus teams to identify equity gaps, explore root causes, and inform student success work.	A. Identify student populations with greatest opportunity for advancing access and success and create an equity dashboard to monitor outcomes of these populations.
	B. Create an inventory of all student access and success initiatives, align them with student populations and evaluate each for consistency with student success priorities.	B. Identify student success initiatives with the most and least impact and/or that are duplicative and develop a plan to scale, continue, or stop initiatives based on impact and efficient use of resources.
<b>GOAL 2: Increase recruitment and retention of a diverse workforce.</b>	A. Launch a DEIB professional development series for mid-level leaders.	A. Enhance awareness of and provide tools and skills to mid-level managers to create more equitable and inclusive work environments.
	B. Launch a search advocacy program to ensure inclusive and equitable recruitment processes.	B. Train 30 employees as search advocates for service on search committees.
<b>GOAL 3: Prepare students for an increasingly diverse community, workforce, and world.</b>	A. Review courses with “Cultural Competency” designation against newly revised General Education criteria.	A. All courses with “Cultural Competency” designation will align with newly revised General Education criteria.
<b>GOAL 4: Ensure a more welcoming and inclusive learning and workplace environment for students, faculty, staff, and visitors.</b>	A. Evaluate College communications for compliance with federal accessibility standards.	A. All College communications (including FCC website and via email) will meet federal accessibility standards.
	B. Provide training to all faculty on creating and maintaining accessible instructional materials.	B. All course materials in learning management system will meet accessibility standards.
*All goals align with the 2019-2024 FCC DEIB Strategic Plan		



**Note: While not part of the 2024-2025 Diversity, Equity, Inclusion, and Belonging Plan described above, MHEC requires inclusion of the following information per these instructions:**

*Identify process for reporting campus-based hate crimes, as defined under Title 10, Subtitle 3 of the Criminal Law Article and consistent with federal requirements under 20 U.S.C. 1092(f), known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.*

The process for reporting campus-based hate crimes is outlined in the College's [Hate-Bias Incident Response Protocol](#).



# Frederick Community College Board of Trustees

## President’s Performance Monitoring Report

### EL 1 – Treatment of Students

Report Date: TBD  
Compliance Status: F/P/N Compliant



**Note: Board Policy is indicated in bold typeface throughout the report.**

I am submitting this monitoring report to the Frederick Community College Board of Trustees, focusing on the Board’s Executive Limitation Policy: “EL-1 Treatment of Students.” This report is submitted for your review. I confirm that the information provided is accurate and establishes a baseline for compliance with the policy as approved by the Board, unless noted otherwise.

\_\_\_\_\_  
Annesa Cheek, Ed.D.                      XX.XX.XX  
President                                      Date

**The President shall not cause or allow conditions, procedures, or decisions related to the treatment of students that are unsafe, unfair, disrespectful, or unnecessarily intrusive.**

**Further, without limiting the scope of the above statement by the following list, the President shall not:**

- 1. Allow a learning culture without equity, inclusion, collegiality, and a sense of belonging.**

INTERPRETATION:

Compliance will be demonstrated when:

- The College delivered or made available cultural training and ongoing professional development to all employees.
- The College evaluated the curriculum to ensure it is unbiased, inclusive and creates a sense of belonging.

- c. The College facilitated student focus groups to increase understanding, connection, and a sense of belonging.

This interpretation is reasonable because it supports the College's mission, vision, and values, and is consistent with practices employed by other higher education institutions.

**2. Permit students and others who use College property to be without reasonable protections against hazards or conditions that might threaten their health, safety, or well-being.**

INTERPRETATION:

Compliance will be demonstrated when:

- a. The College's Campus Safety Report is published annually.
- b. Operational policies are established to protect students and provide information about conditions that may impact their health, safety, and well-being.
- c. Safety signage is posted at building entry points which provides contact information to the Office of Public Safety.
- d. Classrooms have emergency reference guides posted for review and guidance.
- e. The Continuity of Operations Plan (COOP) is reviewed annually.
- f. Students were provided access to a text communication system that provides updates about campus closures and cancellations due to weather and emergencies.
- g. The College has a procedure for evaluating safety during weather emergencies.
- h. The College provided mental health services through licensed therapists at no cost to students.
- i. The College provided mental health first aid certification training at no cost to students.
- j. Safety Data Sheets (SDS) are current and accessible upon request to students, in compliance with OSHA standard 1910.1200(b)(4)(ii).
- k. Elevators, fire systems, and boiler inspections are conducted annually.
- l. Emergency and safety drills are conducted each semester.

This interpretation is reasonable because it ensures compliance with State of Maryland and nationally accepted safety and security practices for higher education institutions.

**2.1. Allow students to be without current, enforced policies that minimize the potential for exposure to harassment, provide remedy for harassment situations, and provide methods for dealing with individuals who harass.**

INTERPRETATION:

Compliance will be demonstrated when:

- a. The College has current Title IX and Non-Discrimination Policies available.
- b. The College's Campus Safety Report is published annually.

- c. The College has an Incident Reporting Form available.
- d. The College has identified a Title IX Coordinator and a Deputy Title IX Coordinator, whose contact information is accessible.
- e. All employees completed the required annual Title IX training.

This interpretation is reasonable because it complies with federal regulations outlined by the U.S. Department of Education.

### **3. Deliver programs in a manner that is insensitive to students' culture.**

#### INTERPRETATION:

Compliance will be demonstrated when:

- a. The College provided inclusive programming that allows students to learn more about different cultures.
- b. The College has dedicated space for celebrating the cultural diversity of students.
- c. The College delivered or made available cultural training and ongoing professional development to all employees.
- d. The College evaluated the curriculum to ensure it is unbiased, inclusive and creates a sense of belonging.
- e. The College facilitated student focus groups to increase understanding, connection, and a sense of belonging.

This interpretation is reasonable because it adheres to the Maryland Higher Education Commission regulations for cultural diversity and is consistent with practices employed by other higher education institutions.

### **4. Permit violation of student confidentiality and privacy, except where specific disclosure is required by legislation or regulation.**

#### INTERPRETATION:

Compliance will be demonstrated when:

- a. The College has current policies that ensure compliance with the Family Educational Rights and Privacy Act (FERPA), Gramm-Leach-Bliley Act (GLBA) and the Health Insurance Portability and Accountability Act (HIPAA).
- b. All College employees who handle student data have completed mandatory training to ensure student confidentiality and privacy.

This interpretation is reasonable because it is consistent with federal law.



**4.1. Use forms or procedures that elicit information for which there is no clear necessity.**

INTERPRETATION:

Compliance will be demonstrated when:

- a. No requests for data/information were approved without a necessary or legal reason.

The interpretation is reasonable because it ensures compliance with College policies and practices.

**4.2. Use methods of collecting, reviewing, storing, or transmitting student information that inadequately protect against improper access to personal information.**

INTERPRETATION:

Compliance will be demonstrated when:

- a. Student information is collected, stored, and transmitted in accordance with the Family Educational Rights & Privacy Act (FERPA), the Health Insurance Portability and Accountability Act (HIPAA), and the Gramm-Leach-Bliley Act (GLBA).
- b. Cybersecurity practices and safeguards are in place and functioning as designed.

The interpretation is reasonable because it is consistent with federal law.

**5. Permit admission, registration, evaluation, or recognition processes that treat students unfairly.**

INTERPRETATION:

Compliance will be demonstrated when:

- a. The College has policies and procedures to address incidents where students felt unfairly treated or graded.
- b. The College recognizes students' accomplishments, skills, and abilities.

The interpretation is reasonable because it is consistent with practices employed by other higher education institutions.

**6. Permit unfair, inconsistent, or untimely handling of student complaints.**

INTERPRETATION:

Compliance will be demonstrated when:

- a. The College has policies and procedures with clear timelines to address student complaints.

The interpretation is reasonable because it is consistent with practices employed by other higher education institutions.

**6.1. Permit students to be without a process for registering a complaint or concern, including an appeal process, or to be uninformed of the process.**

INTERPRETATION:

Compliance will be demonstrated when:

- a. The College has informed students about the process for registering a complaint or concern, including the appeal process.

The interpretation is reasonable because it is consistent with practices employed by other higher education institutions.

**7. Permit students to be uninformed of student rights and responsibilities, including expectations for student behavior and the consequences of failure to adhere to the expectations.**

INTERPRETATION:

Compliance will be demonstrated when:

- a. The College posted student rights and responsibilities on the website and communicated the information to students.

The interpretation is reasonable because it is consistent with practices employed by other higher education institutions.

**8. Retaliate against any student for non-disruptive expression of dissent.**

INTERPRETATION:

Compliance will be demonstrated when:

- a. The College has current policies and procedures in place that protect students when expressing their dissatisfaction or dissent in an appropriate and non-disruptive manner on campus.

The interpretation is reasonable because it is consistent with federal law and interpreted by legal counsel as a practical application.

**9. Permit decisions affecting students to be taken without appropriate notification to students.**

INTERPRETATION:

Compliance will be demonstrated when:

- a. The College used multiple communication methods to notify students about those College decisions affecting them.

The interpretation is reasonable because it is consistent with federal law and practices employed by other higher education institutions.

DRAFT



# Frederick Community College Board of Trustees

## President’s Performance Monitoring Report

### EL 2 – Treatment of Employees

Report Date: TBD  
Compliance Status: F/P/N Compliant



**Note: Board Policy is indicated in bold typeface throughout the report.**

I am submitting this monitoring report to the Frederick Community College Board of Trustees, focusing on the Board’s Executive Limitation Policy: “EL-2 Treatment of Employees.” This report is submitted for your review. I confirm that the information provided is accurate and establishes a baseline for compliance with the policy as approved by the Board, unless noted otherwise.

\_\_\_\_\_  
Annesa Cheek, Ed.D.                      XX.XX.XX  
President    Date

**The President shall not cause or allow a workplace environment that is unfair, disrespectful, abusive, unsafe, disorganized, or otherwise interferes with College employees’ ability to do their jobs.**

**Further, without limiting the scope of the above statement by the following list, the President shall not:**

- 1. Permit employees and others who use College property to be without reasonable protections against hazards or conditions that might threaten their health, safety or well-being.**
  - 1.1. Allow employees to be without current, enforced policies that minimize the potential for exposure to harassment, provide remedy for harassment situations, and provide methods for dealing with individuals who harass.**

**INTERPRETATION:**

Compliance will be demonstrated when:

- a. The College's Campus Safety Report is published annually.
- b. Operational policies are established to protect employees and provide information about conditions that may impact their health, safety, and well-being.
- c. Safety signage is posted at building entry points which provides contact information to the Office of Public Safety.
- d. Classrooms have emergency reference guides posted for review and guidance.
- e. The Continuity of Operations Plan (COOP) is reviewed annually.
- f. Employees were provided access to a text communication system that provides updates about campus closures and cancellations due to weather and emergencies.
- g. The College has a procedure for evaluating safety during weather emergencies.
- h. The College offered mental health services through wellness and benefit programs to employees.
- i. The College provided mental health first aid certification training at no cost to employees.
- j. Safety Data Sheets (SDS) are current and accessible upon request to employees, in compliance with OSHA standard 1910.1200(b)(4)(ii).
- k. Elevators, fire systems, and boiler inspections are conducted annually.
- l. Emergency and safety drills are conducted each semester.

This interpretation is reasonable because it ensures compliance with State of Maryland and nationally accepted safety and security practices for higher education institutions.

**2. Allow a workplace culture without diversity, equity, inclusion, collegiality, and a sense of belonging.**

**INTERPRETATION:**

Compliance will be demonstrated when:

- a. The College incorporates diversity, equity, inclusion and belonging within its mission and value statements.
- b. The College workplace supports and measures diversity, equity, inclusion and belonging efforts provided to employees.
- c. The College delivered or made available cultural training and ongoing professional development to all employees.

This interpretation is reasonable because it confirms the College is operationalizing its adopted values, adheres to the Maryland Higher Education Commission regulations for cultural diversity, and is consistent with practices employed by other higher education institutions.

- 3. Allow employees to be without current, enforced, written human resource policies that clarify expectations and working conditions, provide for effective handling of grievances, and protect against wrongful conditions.**
  - 3.1. Permit employees to be without adequate protection from harassment and bias.**
  - 3.2. Permit employees to be uninformed of the performance standards by which they will be assessed.**

**INTERPRETATION:**

Compliance will be demonstrated when:

- a. Current Human Resources policies, procedures, and employee handbook, describe expectations and working conditions, and they are available to all employees.
- b. There is a clear process for employees to present complaints and wrongful conditions, including harassment and bias.
- c. All employees have clear and measurable performance expectations each year.
- d. An easily accessible anonymous reporting system, independent of the College, is available to employees to report complaints.

The interpretation is reasonable because it is consistent with practices employed by other higher education institutions.

- 4. Retaliate against any employee member for non-disruptive expression of dissent.**

**INTERPRETATION:**

Compliance will be demonstrated when:

- a. There are no formal complaints of employee retaliation filed with the Office of Human Resources or the College Attorney, nor are there complaints of employee retaliation on the anonymous reporting system (that are deemed valid by legal counsel).

The interpretation is reasonable because it is consistent with federal law and interpreted by legal counsel as a practical application.

- 5. Allow employees to be unprepared to deal with emergency situations.**

**INTERPRETATION:**

Compliance will be demonstrated when:

- a. Written emergency management procedures were available to all employees.
- b. Annual safety and emergency-related training was provided to all employees.
- c. Fire and emergency response drills were conducted on a regular schedule

This interpretation is reasonable because it ensures compliance with State of Maryland and nationally accepted safety and security practices for higher education institutions.

**6. Permit employees to be without reasonable opportunity for professional growth and development.**


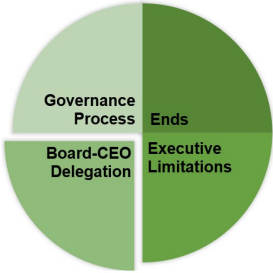
INTERPRETATION:

Compliance will be demonstrated when:

- a. All employees have access to appropriate professional development opportunities.
- b. Professional growth and development opportunities are included in the annual evaluation process.

This interpretation is reasonable because it is consistent with practices employed by other higher education institutions.

DRAFT

**FCC BOARD OF TRUSTEES POLICY**

**Policy Type:** Board-CEO Delegation

**Policy Title:** Delegation to the President

**Policy Number:** BCD-3

**Date Adopted:** 10.18.2023

**Version:** 1.0

**Date Last Reviewed:** 10.18.2023

**Responsible Party:** President's Office

**Reviewing Committee:** Board of Trustees

#### Global Board-President Delegation Statement:

The Board will instruct the President through written policies which prescribe the organizational Ends to be achieved, and describe organizational situations and actions to be avoided, i.e., Executive Limitations, allowing the President to use any reasonable interpretation of these policies.

1. The Board appoints the President as the Chief Executive Officer of the College, and delegates to the President the authority to develop and oversee administrative policies and procedures which advance the mission and day-to-day operations of the College. The President has all management rights in accordance with Board policies and applicable laws and regulations.
2. The Board will direct the President to achieve specified results, for specified recipients, at a specified worth through the establishment of Ends policies. Policies that do not address the subjects of results, recipients or worth will not be included in Ends, as they relate to means.
3. The Board will limit the latitude the President may exercise in practices, methods, conduct and other "means" to the ends through establishment of Executive Limitations policies.
  - 3.1 These limiting policies will describe those practices, activities, decisions and circumstances that would be unacceptable to the board, even if they were to be effective. These policies will be developed systematically from the broadest, most general level to more defined levels.
  - 3.2 The Board will never prescribe organizational means delegated to the President.



4. The Board may change the scope and content of its Ends and Executive Limitations policies, thereby changing the latitude of choice given to the President. But as long as any particular Ends or Executive Limitations policy delegation is in place, the Board will respect and support any reasonable President interpretation of the policies. This does not prevent the Board from obtaining information from the President about the delegated areas, except for data protected by privacy legislation.
5. Only decisions of the Board acting as a body are binding upon the President.
  - 5.1 Decisions or instructions of individual Board members are not binding on the President except in rare instances when the Board has specifically authorized such exercise of authority.
  - 5.2 In the case of Board members requesting information or assistance without Board authorization, the President can refuse such requests that require, in the President's judgment, a material amount of staff time or funds or are disruptive.
6. As long as the President utilizes the written interpretation deemed reasonable by the Board for Ends and Executive Limitations, the President is authorized to establish all further policies, make all decisions, take all actions, establish all practices and develop all activities. Such decisions of the President shall have full force and authority as if decided by the Board.

<b>Date Of Change</b>	<b>Version</b>	<b>Description of Change</b>	<b>Responsible Party</b>
10/18/2023	1.0	First release following Policy Governance consulting work.	President



## FCC BOARD OF TRUSTEES POLICY

**Policy Type:** Board-CEO Delegation

**Policy Title:** Monitoring President Performance

**Policy Number:** BCD-4

**Date Adopted:** 2.21.2024

**Version:** 1.0

**Date Last Reviewed:** 2.21.2024

**Responsible Party:** President's Office

**Reviewing Committee:** Board of Trustees

Monitoring CEO performance is synonymous with monitoring organizational performance against Board policies on Ends and on Executive Limitations. Any evaluation of the President's performance, formal or informal, may be derived only from these monitoring data. Systematic and rigorous monitoring of President job performance will be solely against the Board's required President job outputs: organizational accomplishment of the President's reasonable interpretation of Ends policies and organizational performance with the boundaries of the President's reasonable interpretation of Executive Limitations policies.

1. The purpose of monitoring is to determine the degree to which Board policies are being fulfilled. Only information which addresses this will be considered to be monitoring.
2. A given policy may be monitored in one or more of three ways:
  - 2.1. Internal report: Disclosure of compliance information by the President, along with his or her explicit interpretation of Board policy, and justification for the reasonableness of interpretation.
  - 2.2. External report: Discovery of compliance information by an external, disinterested third party, who has appropriate qualifications and a suitable level of independence from management, and who is selected by and reports directly to the Board. The President should be notified of this activity.
  - 2.3. Direct Board Inspection: Discovery of compliance information by a Board Member, a committee or the Board as a whole. This is a Board inspection of documents, activities or circumstances directed by the Board which allows a "reasonable/sound judgment" test of policy compliance. Such an inspection is only undertaken at the instruction of the Board and requires notification to the President.

3. Regardless of the method of monitoring, the standard for compliance shall be any reasonable President interpretation of the Board policy being monitored. The Board is the final arbiter of reasonableness, but will always judge with a “reasonable person” test rather than interpretations favored by Board members, the disinterested third party, or even the Board as a whole.
4. Upon the choice of the Board, any policy can be monitored by any of the above methods at any time. For regular monitoring, however, each Ends and Executive Limitations policy will be classified by the Board according to frequency and method.
5. A formal evaluation of the President by the Board will occur annually in June, based on the achievement of the Board’s Ends policies and non-violation of its Executive Limitations policies. This formal evaluation will be conducted by cumulating the regular monitoring data provided during the year and the Board’s recorded acceptance or non-acceptance of the reports, and identifying performance trends evidenced by that data.

<b>MONITORING SCHEDULE</b>				
<b>Number</b>	<b>Policy</b>	<b>Method</b>	<b>Frequency</b>	<b>Date FY 2025</b>
E-1	Ends	Internal Report	Annually	<del>TBD</del> <a href="#">August</a>
EL-0	Global Executive Constraint	Internal Report	Annually	<del>TBD</del> <a href="#">March</a>
EL-1	Treatment of Students	Internal Report	Annually	<del>TBD</del> <a href="#">October</a>
EL-2	Treatment of Employees	Internal Report	Annually	<del>TBD</del> <a href="#">October</a>
EL-3	Communication & Support to the Board	Internal Report	Annually	<del>TBD</del> <a href="#">June</a>
EL-4	Financial Conditions and Activities	Internal Report	Annually	<del>TBD</del> <a href="#">November</a>
EL-5	Organizational Culture	Internal Report	Annually	<del>TBD</del> <a href="#">March</a>
EL-6	Planning	Internal Report	Annually	<del>TBD</del> <a href="#">January</a>
EL-7	Land Use	Internal Report	Annually	<del>TBD</del> <a href="#">January</a>
<a href="#">EL-8</a>	Access to Education *	Internal Report	Annually	<del>TBD</del> <a href="#">August</a>
<a href="#">EL-9</a>	Asset Protection *	Internal Report	Annually	<del>TBD</del> <a href="#">February</a>
<a href="#">EL-10</a>	Investments *	Internal Report	Annually	<del>TBD</del> <a href="#">February</a>
<a href="#">EL-11</a>	Compensation and Benefits *	Internal Report	Annually	<del>TBD</del> <a href="#">April</a>

\* in development

<b>Date Of Change</b>	<b>Version</b>	<b>Description of Change</b>	<b>Responsible Party</b>
2/21/2024	1.0	First release following Policy Governance consulting work.	President



## FCC BOARD OF TRUSTEES POLICY

**Policy Type:** Governance Process

**Policy Title:** Governing Style

**Policy Number:** GP-8

**Date Adopted:** 5.22.2024

**Version:** 1.0

**Date Last Reviewed:** 5.22.2024

**Office Responsible:** President's Office

**Reviewing Committee:** Board of Trustees

The Frederick Community College Board of Trustees will govern lawfully, with an emphasis on outward vision, a commitment to obtaining Ownership input, the encouragement of diversity of viewpoints, strategic leadership, clear distinction of Board and President roles, collective decision-making, and a proactive, future-focus. This means the Board will not be preoccupied with the present or past, or with internal, administrative, or operational detail. The Board, however, should always remain cognizant of and educate new members about present and past milestones to ensure that lessons of the past are not lost as they may and should impact future planning and vision.

1. The Board will cultivate a sense of group responsibility. The Board shall be responsible for excellence in governing. The Board will initiate policy, not merely react to President initiatives. The Board will use the expertise of individual Trustees, and the President to enhance the ability of the Board, as a body, to make policy, rather than to substitute their individual judgments for the group's values.
2. The Board will direct, control, and inspire the organization through the careful establishment of broad written policies reflecting the Owners' values and perspectives. The Board's major policy focus will be on the intended long-term results to be produced for all stakeholders in the organization, including employees, students and the community the Board serves, and not on the administrative or operational means of attaining those results.
3. Each Trustee shall exercise self-discipline that is needed in order to govern with excellence. Self-discipline will apply to matters such as attendance, preparation for meetings, policy-making principles, respect of roles, Board behavior, regular self-evaluation, and ensuring the continuity of governance capability. Although the Board can change its governance process policies at any time, it will scrupulously observe those policies currently in force.

4. The Board will not allow any Trustee of the Board to hinder or be an excuse for not fulfilling Board obligations.

<b>Date Of Change</b>	<b>Version</b>	<b>Description of Change</b>	<b>Responsible Party</b>
5.22.2024	1.0	First release following Policy Governance consulting work.	President



# POLICY GOVERNANCE® SOURCE DOCUMENT

## Why a Source Document?

A “source” is a point of origin. A source document is a “fundamental document or record on which subsequent writings, compositions, opinions, beliefs, or practices are based.” (Websters)

Without a simply expressed clear point of source, interpretations, opinions, writings and implementations may intentionally or unintentionally diverge from the originating intent and ultimately be undifferentiated. The point of source (“authoritative source”) is John Carver, the creator of Policy Governance, with Miriam Carver his fellow master teacher.

Without a simply expressed clear source document, Policy Governance is not reliably grounded and not transferable as a paradigm of governance. It is left vulnerable to interpretation, adaptation and impotence. This document has been produced by the International Policy Governance Association and approved by John and Miriam Carver as being true to source.

## What is Policy Governance?

Policy Governance is a comprehensive set of integrated principles that, when consistently applied, allows governing boards to realize owner-accountable organizations.

Starting with recognition of the fundamental reasons that boards exist and the nature of board authority, Policy Governance integrates a number of unique principles designed to enable accountable board leadership.

## What Policy Governance is NOT!

1. Policy Governance is not a specific board structure. It does not dictate board size, specific officers, or require a CEO. While it gives rise to principles for committees, it does not prohibit committees nor require specific committees.
2. Policy Governance is not a set of individual “best practices” or tips for piecemeal improvement.
3. Policy Governance does not dictate what a board should do or say about group dynamics, methods of needs assessment, basic problem solving, fund raising, managing change.
4. Policy Governance does not limit human interaction or stifle collective or individual thinking.

## Principles of Policy Governance

1. **Ownership:** The board exists to act as the informed voice and agent of the owners, whether they are owners in a legal or moral sense. All owners are stakeholders, but not all stakeholders are owners, only those whose position in relation to an organization is equivalent to the position of shareholders in a for-profit corporation.
2. **Position of Board:** The board is accountable to owners that the organization is successful. As such it is not advisory to staff but an active link in the chain of command. All authority in the staff organization and in components of the board flows from the board.
3. **Board Holism:** The authority of the board is held and used as a body. The board speaks with one voice in that instructions are expressed by the board as a whole. Individual board members have no authority to instruct staff.
4. **Ends Policies:** The board defines in writing its expectations about the intended effects to be produced, the intended recipients of those effects, and the intended worth (cost-benefit or priority) of the effects. These are Ends policies. All decisions made about effects, recipients, and worth are Ends decisions. All decisions about issues that do not fit the definition of Ends are means decisions. Hence in Policy Governance, means are simply not Ends.
5. **Board Means Policies:** The board defines in writing the job results, practices, delegation style, and discipline that make up its own job. These are board means decisions, categorized as Governance Process policies and Board- Management Delegation policies.



# POLICY GOVERNANCE® SOURCE DOCUMENT

6. **Executive Limitations Policies:** The board defines in writing its expectations about the means of the operational organization. However, rather than prescribing board-chosen means -- which would enable the CEO to escape accountability for attaining Ends, these policies define limits on operational means, thereby placing boundaries on the authority granted to the CEO. In effect, the board describes those means that would be unacceptable even if they were to work. These are Executive Limitations policies.
7. **Policy Sizes:** The board decides its policies in each category first at the broadest, most inclusive level. It further defines each policy in descending levels of detail until reaching the level of detail at which it is willing to accept any reasonable interpretation by the applicable delegatee of its words thus far. Ends, Executive Limitations, Governance Process, and Board-Management Delegation policies are exhaustive in that they establish control over the entire organization, both board and staff. They replace, at the board level, more traditional documents such as mission statements, strategic plans and budgets.
8. **Clarity and Coherence of Delegation:** The identification of any delegatee must be unambiguous as to authority and responsibility. No subparts of the board, such as committees or officers, can be given jobs that interfere with, duplicate, or obscure the job given to the CEO.
9. **Any Reasonable interpretation:** More detailed decisions about Ends and operational means are delegated to the CEO if there is one. If there is no CEO, the board must delegate to two or more delegatees, avoiding overlapping expectations or causing confusion about the authority of various managers. In the case of board means, delegation is to the CGO unless part of the delegation is explicitly directed elsewhere, for example, to a committee. The delegatee has the right to use any reasonable interpretation of the applicable board policies.
10. **Monitoring:** The board must monitor organizational performance against previously stated Ends policies and Executive Limitations policies. Monitoring is for the purpose of discovering if the organization achieved a reasonable interpretation of these board policies. The board must therefore judge the CEO's interpretation for its reasonableness, and the data demonstrating the accomplishment of the interpretation. The ongoing monitoring of board's Ends and Executive Limitations policies constitutes the CEO's performance evaluation.

All other practices, documents, and disciplines must be consistent with the above principles. For example, if an outside authority demands board actions inconsistent with Policy Governance, the board should use a 'required approvals agenda' or other device to be lawful without compromising governance.

Policy Governance is a precision system that promises excellence in governance only if used with precision. These governance principles form a seamless paradigm or model. As with a clock, removing one wheel may not spoil its looks but will seriously damage its ability to tell time. So in Policy Governance, all the above pieces must be in place for Policy Governance to be effective. When all brought into play, they allow for a governing board to realize owner accountability. When they are not used completely, true owner accountability is not available.

***Policy Governance boards live these principles in everything they are, do and say.***

*Produced by GOVERN for IMPACT in consultation with John and Miriam Carver, 2005 – 2007 – 2011 – 2015 – Feb 2021.*

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*The model is available free to all with no royalties or licence fees for its use. The authoritative website for Policy Governance is [www.carvergovernance.com](http://www.carvergovernance.com).*

*Reference: Carver Guides, 2<sup>nd</sup> Edition, 2009*

