



**Maryland Higher Education Commission (MHEC)  
2018 Cultural Diversity Plan**

## I. INTRODUCTION

Frederick Community College (FCC) is a public community college located in the second largest city in Maryland. Since 1957, FCC has been preparing an increasingly diverse student body to complete their goals of workforce preparation, transfer, career development, and personal enrichment. FCC values learning, innovation, diversity, excellence, community, integrity, and as described in the College vision statement, *“seeks to transform individuals and communities through learning.”*

## II. DEFINING AND AFFIRMING DIVERSITY

Appreciation of diversity and inclusion empowers us to collectively acknowledge and celebrate the contributions of all members of the College community. Diversity is defined in the College strategic plan, FCC 2020, as *“visible and invisible human differences that affect the success of students, staff, and members of the community.”* Inclusion is involvement and empowerment, where the inherent worth and dignity of all people are recognized. As an institution, we are fully committed to the value of *inclusive excellence*; that to be excellent we must be inclusive. An inclusive institution promotes and sustains a sense of belonging. It values and practices respect for the talents, beliefs, backgrounds, and ways of living of the members of the College community.

FCC aspires to be a leader in fostering an environment that welcomes, supports, rewards, and challenges our community members to think big, be creative, and lead with authenticity. The College has made deliberate efforts to be intentional in its work of threading diversity and inclusion into the fabric of the culture of the College and its activities. Listed below are a few of the significant diversity, equity, and inclusion achievements of the institution this year:

- The College’s Academic Master Plan 2018-2023, discussed in more detail below, centered the development of cultural and global competencies in our faculty, staff, and students as essential for academic excellence.
- In 2017-2018, the College expanded our professional development offerings to faculty and staff around issues of equity, inclusion, and diversity including over 20 in-depth opportunities to engage all employees on difficult diversity topics including a summer institute for faculty focused on culturally responsive teaching.
- The President’s Diversity Advisory Council (PDAC), a College-wide diversity, equity, and inclusion (DEI) leadership group, focused on four main areas of leadership capacity building. These areas included reviewing the research on the value and meaning of DEI for higher education, building and benchmarking a climate of inclusion, and understanding the institutional, local, and national laws, policies, and history that frame promising practices in the area of DEI.
- The College developed a protocol for hate-bias incidents.
- The College received a *“Bridging Theory to Practice”* grant to expand capacities of faculty and staff to hold difficult dialogues about sensitive topics. In addition to three faculty/staff day-long trainings, we continued Campus Book programming with *Purple*

*Hibiscus* by Chimamanda Ngozi Adichie in the fall and *Hillbilly Elogy* by J.D. Vance in the spring. Both of these books allowed our students, faculty, and staff to discuss relevant and complex diversity-related topics across many disciplines including topics such as poverty, reimagining the American Dream, gender-based violence, and access to higher education by underrepresented populations, among others.

### III. INSTITUTIONAL PLAN TO IMPROVE CULTURAL DIVERSITY

The Frederick Community College 2020 Strategic Plan provides the framework for the Board of Trustees and Senior Leadership to develop Annual Strategic Priorities. The College identified multiple objectives for 2017-2018 in alignment with the College Board of Trustees Annual Strategic Priorities including the following, which all were explicitly about increasing the College's responsiveness to culturally diverse populations as well as the climate and capacity of all members of the FCC community:

Strategic Priority A- Develop a 5-year Academic Master Plan (AMP) that establishes Academic Affairs Team goals and priorities, guides program development and review, integrates facilities management, and identifies future initiatives.

- The Academic Affairs Team created a five-year AMP consisting of four themes, including educational excellence, academic support and infrastructure, academic affairs faculty/staff development and leadership, and modernization and impact, which each have corresponding diversity, equity, and inclusion goals and objectives that will drive academic planning and budgeting over the next five years.

Strategic Priority B- Implement a new Enrollment Services Center in Jefferson Hall which utilizes best practices in delivery of student services to maximize recruitment, access, affordability, and student success.

Strategic Priority C- Establish career and technical pathways for high school students to FCC certificates and industry credentials that lead to employment.

In addition to the College-wide Annual Strategic Priorities, the President's Diversity Advisory Committee, established in spring 2015, provides College-wide coordination and direction on diversity, equity, and inclusion initiatives. The Committee created objectives that align with the 2020 Strategic Plan Goals, the 2017-2018 Annual Strategic Priorities, Middle States Commission on Higher Education Standards, and the diversity Principles in 2017-2021 Maryland State Plan for Higher Education (State Plan).

The Board of Trustees identified the redesign of the Cultural Diversity Strategic Plan as part of the 2018-2019 Annual Strategic Priorities. The President's Diversity Advisory Committee will convene representatives of faculty, staff, and students to develop the Diversity Plan.

This report provides a summary of key goals and objectives accomplished this past year, and outlines future projects and recommendations.

**IV. EFFORTS TO INCREASE NUMERICAL REPRESENTATION OF TRADITIONALLY UNDERREPRESENTED GROUPS**

***Focus on Students***

FCC has devoted considerable time, attention, and effort to increasing and retaining the number of students of color. As Chart 1 illustrates about credit students, the percentage of students of color has increased 16.1% over the past five years. Currently, 35.6% of FCC credit students and 36.9% of continuing education students identify themselves as non-white students.

**Chart 1**

<b>CREDIT STUDENT PROFILE REPORT FREDERICK COMMUNITY COLLEGE Fall 2013-2017</b>							
	2013	2014	2015	2016	2017	Percent Change	
						2016-2017	2013-2017
<b>Total Credit Headcount (Unduplicated)</b>	<b>6,050</b>	<b>6,031</b>	<b>6,197</b>	<b>6,252</b>	<b>6,220</b>	<b>-0.5%</b>	<b>2.8%</b>
<b>African American/Black</b>	<b>783</b>	<b>777</b>	<b>785</b>	<b>777</b>	<b>787</b>	<b>1.3%</b>	<b>0.5%</b>
Percent of Total	12.9%	12.9%	12.7%	12.4%	12.7%		
<b>Native American</b>	<b>21</b>	<b>23</b>	<b>24</b>	<b>21</b>	<b>14</b>	<b>-33.3%</b>	<b>-33.3%</b>
Percent of Total	0.3%	0.4%	0.4%	0.3%	0.2%		
<b>Hispanic</b>	<b>507</b>	<b>583</b>	<b>662</b>	<b>683</b>	<b>726</b>	<b>6.3%</b>	<b>43.2%</b>
Percent of Total	8.4%	9.7%	10.7%	10.9%	11.7%		
<b>Asian</b>	<b>292</b>	<b>281</b>	<b>289</b>	<b>283</b>	<b>300</b>	<b>6.0%</b>	<b>2.7%</b>
Percent of Total	4.8%	4.7%	4.7%	4.5%	4.8%		
<b>White</b>	<b>4,140</b>	<b>4,116</b>	<b>4,150</b>	<b>4,152</b>	<b>4,003</b>	<b>-3.6%</b>	<b>-3.3%</b>
Percent of Total	68.4%	68.2%	67.0%	66.4%	64.4%		
<b>Other***</b>	<b>93</b>	<b>67</b>	<b>60</b>	<b>56</b>	<b>94</b>	<b>67.9%</b>	<b>1.1%</b>
Percent of Total	1.5%	1.1%	1.0%	0.9%	1.5%		
<b>Multiple Race***</b>	<b>214</b>	<b>184</b>	<b>227</b>	<b>280</b>	<b>296</b>	<b>5.7%</b>	<b>38.3%</b>
Percent of Total	3.5%	3.1%	3.7%	4.5%	4.8%		
<b>Total Students of Color****</b>	<b>1,910</b>	<b>1,915</b>	<b>2,047</b>	<b>2,100</b>	<b>2,217</b>	<b>5.6%</b>	<b>16.1%</b>
Percent of Total	31.6%	31.8%	33.0%	33.6%	35.6%		

FCC uses multiple promising efforts to recruit historically underrepresented populations including community-based outreach, bridge programs, pre-college programs, targeted social media outreach, economic-conscious scholarships, as well as English Language Learner (ELL) targeted outreach and scholarships. Additional specific recruitment and retention efforts include the following:

- Increasing access and opportunity for college-ready high school students; particularly first generation college students, students of color, and students who participate in the

Federal free and reduced meals (FARM) program through the College Dual Enrollment program. Because of a robust partnership with Frederick County Public schools (FCPS), FCC now offers college courses in all ten FCPS comprehensive high schools and its Career and Technology Center. During the 2017-2018 school year, local high schools offered 120 sections of dual enrollment courses. There were 191 FARM students who participated in dual enrollment in 2017-2018. This represents a four-year increase of participation by FARM students of 830%. The College is excited to see the growth of the program and the diversity of the students who are able to access college courses while still in high school.

- *Parents Lead* is a scholarship and degree-pathway program at FCC that provides students, who might not otherwise be able to attend classes due to the cost of childcare, the funding and academic support to pursue a degree. As it is acknowledged in the State Plan as “going beyond the nation of a traditional student,” this program focuses on adult learners and their specific needs and expectations for their higher education journey. The curriculum for this program is carefully designed to maximize working-parents’ scholarship dollars by offering hybrid coursework for the first 31 credits of their General Studies Associate Degree, while guaranteeing the schedule flexibility and course offering predictability for students with demanding domestic and work responsibilities. Additionally, the program mentors students in traditional and distance learning strategies to ensure success of future coursework in any format. Innovative faculty, administrators, and staff working in *Parents Lead* are carefully selected according to their commitment to adult learning and their understanding of the unique challenges parents face within higher education. Finally, the cohort-based nature of *Parents Lead* builds a learning community of adult students who may feel hesitant about returning to school or out of place in a more traditional higher education setting. *Parents Lead* launched its inaugural cohort of 10 students in spring 2018. So far, student data is anecdotal, but the program retention rate is 80% --a number that out-paces the enrollment and success rates for this population within traditional settings. FCC is committed to a new cohort of up to 15 students each fall and spring semester, with the hope of expansion to other College programming and partnership with our on-campus Child Development Center.
- Continuing Education and Workforce Development (CEWD) established an Outreach Committee to forge relationships with a range of community organizations and government agencies serving diverse populations in Frederick County. The goals of the Outreach Committee are to increase awareness of its programs and the job opportunities available, to communicate opportunities for financial support through FCC and other community organizations, and build upon existing programs in community organizations to offer affordable access and support to potential students. The Outreach Committee has connected with Family Partnership, Advocates for the Homeless, Heartly House, SHIP of Frederick County (Student Homelessness Initiative Partnership), FCPS LYNX program and Frederick County Workforce Services and will continue to expand outreach efforts annually.
- FCC hosted several events for targeted populations with social services agencies across the county to build connections between diverse underrepresented communities and the

College. Targeted organizations/agencies included the Department of Social Services, Division of Rehabilitation Services (DORS), Family Partnership, SHIP (Student Homelessness Initiative Partnership of Frederick County), Youthful Offender Program, Youth Summit, the Maryland School for the Deaf, Frederick Foster Care Services, Fort Detrick, and Senior Living. Additional specific targeted outreach to multicultural students included the Pathways to the Future Women's Conference, Kappa Alpha Psi event, International Student Festival, Asian Lunar New Year Festival, PASS visits to public high schools, Frederick Latino Festival, Cultural Arts Fair, and the Convoy of Hope event.

- The Targeted ESL program at FCC had a productive year that included gains in enrollments, curriculum development, and services for English language learners (ELLs) in addition to community outreach and staff development. Seventy-four (74) classes served over 700 ELL enrollments in fiscal year 2018. Another 10 classes provided preparation for the TOEFL. In an effort to better meet the unique needs of Frederick County ELLs, curricula were developed for seven unique courses. Four were piloted in FY 2018, and the remaining three will be piloted in FY 2019. Beyond new courses, ELLs were supported with new services including an ESL resource website, ESL lab, drop-in tutoring hours, and spring and fall Transitions Presentations, which help students to move beyond ELL courses to credit programs. As part of community outreach efforts, onsite testing was provided to Tuscarora High School seniors in cooperation with the Testing Center, and students from Frederick County Public Schools were hosted on a field trip to FCC. Along with providing quality programming and support to ELLs, the Targeted ESL program has supported staff development throughout the year. Instructors and staff attended institutional, local, and international trainings. The program created two additional administrative positions, Adult Ed and ESL Coordinator and Adult Ed and ESL Transition Specialist in order to streamline processes and provide one-to-one case management support for all ELLs. Students in the Targeted ESL program benefit from strong programming, personalized guidance, and staff with their best interests in mind. Furthermore, FCC joined the Maryland DC Campus Compact (now the Campus Compact Mid-Atlantic) and secured an AmeriCorps VISTA position. The AmeriCorps VISTA member supported the English Language Learner Transition and Completion Initiative (ELLTCI). The AmeriCorps VISTA member developed suggested programming for outreach, transition, and support with the goal of engaging English Language Learners (ELLs) and their families in Frederick County.

Student retention, success, and graduation is critical to the success of Frederick Community College. In addition to the Academic Master Plan's focus on inclusion and cultural responsiveness, a few of the ongoing and new retention and success initiatives include the following:

- The Office of Multicultural Student Services (MSS) provides interested students with academic and personal support, advising, and a series of activities that focus on enhancing or developing strategies for success. On average, students of color who are

engaged in MSS have higher persistence and graduation rates than those who are not engaged. Students who are involved with MSS are 13.5% more likely to be retained than all other students. The purpose of the office is to help ensure a smooth transition to the college and to increase the probability of success for each participant. The office provides identity development and education beyond the classroom experience by hosting cultural engagement programming, including (but not limited to) critical thinking discussions, cultural field trips, study skills workshops, goal setting initiatives, and leadership development retreats. In addition, the program offers academic support through personal counseling, intrusive advising, comprehensive student success alert intervention, academic action plans, and student advocacy by establishing strong mentoring relationships between students and faculty/staff. In addition, MSS provides specialized support and outreach to men and women of color in its Big 6 and Elite 8 programs, to high school students with its College Prep program, and to ESL students through a scholarship for ESL students who are enrolled in career programs. MSS has increased its intentional outreach efforts in partnership with other units at the College, including the Office of Diversity Equity and Inclusion (ODEI), Center for Student Engagement (CSE), and in the classrooms through faculty. MSS effectively addresses access and retention for first year students of color through Partnership for Achieving Student Success (PASS) program and successfully created a partnership with the FCC Foundation to offer a scholarship to PASS participants to increase their retention from year one to two.

- The way in which FCC students earn required English and Math credits has changed significantly from AY 14-15 to AY 17-18. Developmental course reforms enable students to advance to credit courses more quickly and spend less time on developmental coursework. Streamlining the pathways for students to increase success and completion was a major focus of the past two years. The Developmental English program underwent a major redesign moving from two levels of independent reading and writing courses to a model that minimizes the time to prepare students for college-level classes. This initiative also reduced by four the number of credits taken by students testing into this “blended” course. The blended course was designed to close the achievement gap for minority and first generation students, further enabling them to graduate and/or transfer at a higher rate. Similarly, the College created more affordable options than before for students by combining an intermediate algebra course and a college-level credit math class into a single course. The course is designed to shorten the time it takes students to complete their degree and finish their college-level math requirement. This initiative helps students reduce their developmental credits from 6 credits to 2 credits and directly impacts minority and first-generation students, as FCC data and national trends indicate that these groups are often impacted by developmental education. The latest analysis of a cohort revealed 24% of African American students who took the placement test were identified as College Ready students, as compared to 41% of all students.
- The Mid-Atlantic Center for Emergency Management (MACEM) at FCC serves as a national education and training center specializing in preparedness, planning, and partnerships. MACEM has incorporated topics of diversity, equity, and inclusion in the following ways: 1) Emergencies and disaster are known to disproportionately affect

vulnerable population groups, such as women and children, those with access and functional needs, as well as non-English speaking populations. In December of 2016, the MACEM began an emergency preparedness outreach program to FCC ESL teachers and their students. Since the launch of the program, the MACEM has trained nine ESL instructors in emergency preparedness train-the-trainer courses and 38 ESL students in preparedness content. 2) MACEM developed a gender diversity outreach program to encourage women to explore a non-traditional career field. The outreach program included the selection of a supplemental classroom book addressing issues women face during disaster, an instructor book summary, three accompanying lesson plans, and a poster depicting females excelling in public safety and technology programs. All of these materials will be used in Maryland’s 22 participating high schools and serving over 2,066 students. 3) MACEM developed and delivers one three-credit course entitled the “Social Impact of Disaster” which addresses the local cultural impact of a major disaster. 4) MACEM offers workshops to local communities in all ten FEMA regions nationwide. One of the recent workshops was held for the first time in Blue Lake, CA, at a Tribal Nation, the Blue Lake Rancheria Tribe.

***Focus on Faculty, Staff, and Administrators***

FCC strives to attract and employ talented and diverse faculty, staff, and administrators. Much of the work for the past six years has focused on improving the recruitment of diverse faculty and professional staff. As Chart 2 reflects, FCC has increased minority faculty representation from 14% in fall 2013 to 18.6% in fall 2017. The data also reflects the growth of minority full-time administrative and professional staff (from 14% to 21%) during the same time. The new College hiring process, which was implemented in 2014-2015, continues to focus on recruitment efforts to ensure a diverse pool of applicants.

**Chart 2**

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Benchmark Fall 2020
<b>Percent minorities (nonwhite) of full-time faculty</b>	14%	18.0%	19.0%	18.2%	18.6%	<b>21.0%</b>
<b>Percent minorities (nonwhite) of full-time administrative and support staff</b>	14%	17.0%	19.3%	19.0%	21.0%	<b>21.0%</b>

Improvements have been, and continue to be made, with respect to recruiting diverse faculty. Perhaps the clearest example of such efforts can be found in the College partnership with Howard University through the Preparing Future Faculty (PFF) Program. The FCC/PFF partnership provides underrepresented graduates the chance to work with and learn from seasoned faculty as well as engage in professional development activities.



In addition to this partnership, faculty are engaged and supported on campus, and value their experiences at FCC. The following initiatives are undertaken to grow and retain talented faculty.

- The Center for Teaching and Learning (CTL) has a robust professional development curriculum designed to inspire faculty to engage students and support their success through active learning, innovation, and scholarship. One of the four main areas for CTL Teaching and Learning Hours is Culturally Responsive Teaching.
- FCC offered a Cultural and Global Competency Summer Institute in 2018 for faculty focused on culturally responsive course transformations in terms of pedagogy, practice, curriculum and/or policy. The faculty who participated in the Summer Institute selected a course and did a course transformation focused on pedagogy, curriculum, and policy. In addition, they had in-depth professional development on culturally responsive teaching and supporting specific populations such as students with disabilities, English Language Learners, LGBTQIA students, first generation students among other populations.
- Faculty and staff attended Community College of Baltimore County Culturally Responsive Teaching Conference, the Washington Regional Task Force on Reducing Campus Prejudice's day-long summit (held this year at FCC), as well as the National Conference on Race and Ethnicity (NCORE) among other professional development opportunities.

#### V. EFFORTS TO DESIGN AND CREATE POSITIVE INTERACTIONS AND CULTURAL AWARENESS

The College, in coordination with faculty, academic leaders, and members of the President's Diversity Advisory Committee, launched the Campus Book Discussion Series. Open to students, faculty, staff, and the public, the initiative was designed to engage the community in conversations about the social upheaval experienced in Baltimore, MD (and around the nation) after the death of Freddie Gray. Focusing on one book per semester, a team of faculty and staff facilitated a multi-session series that invited participants to discuss social, political, and cultural themes that resonated with students. All these activities are in concert with the State Plan and its emphasis on the importance of the higher education leadership for inclusion and diversity as it is clearly stated in this statement, "This hallmark of higher education institutional success needs to be coupled with student learning regarding free speech, individual rights, individual accountability and responsibility through civic engagement."

- The ODEI offered 20 professional development opportunities for faculty and staff. These sessions, ranging from 2-3 hours to full day engagements, covered a range of topics from facilitating difficult conversations, to understanding language in relationship to inclusion, to interrupting unconscious bias, to community care after difficult world events, to understanding inclusion when discussing different aspects of identity such as religion, race, disability, or language.
- FCC faculty and staff created a Global Learning Committee (GLC) as part of a global engagement strategic plan to replace the International Education Committee. The GLC

will focus on global engagement, awareness, skills, and knowledge in the curriculum, in the classroom, and beyond, to build the capacity of students to be globally *and* culturally responsive. While the International Education Committee previously focused on international travel for a small number of students, the Global Learning Committee is infusing global engagement in the curriculum to build the capacity of more students to critically think about and engage with the world.

- FCC secured a grant from *Bringing Theory to Practice* that supported training faculty and staff in intercultural facilitation. Two day-long trainings served over 60 faculty and staff and built capacity, knowledge, and skills around facilitating and co-facilitating difficult diversity conversations in the classroom and beyond.
- The College continued the Campus Book series with *Purple Hibiscus* by Chimamanda Ngozi Adichie in the fall and *Hillbilly Elegy* by J.D. Vance in the spring to strengthen students' abilities to discuss difficult diversity topics across difference. The fall 2017 and spring 2018 book discussions were well attended with participation of 376 students, 93 faculty and staff, and nine community members. Series facilitators and planners gathered evaluative feedback, which suggested that the discussion sessions and the themes of the books provided an opportunity for participants to explore complex issues, voice concerns, exchange ideas, and reflect on the impacts of injustice in their lives in the local community, and beyond. In particular, the results around building the following capacities were promising: “[the campus book discussion(s)] helped me to think about complex, controversial topics” and “helped me explore and challenge some stereotypes and biases.”

In addition to the above-mentioned activities, the Center for Student Engagement (CSE) collaborates with College constituents on initiatives involving students, faculty, staff, and community partners in the design and implementation of programs, events, activities, and experiences that support student learning, leadership, and service. Some CSE events that promote diversity and help students to identify and grow their identity of self and others include:

- Co-curricular programming including planned lectures, workshops, field trips, theater productions, movies and experiential opportunities that focus on social awareness, diversity, and cultural sensitivity and competency. These activities included on-campus voter registration, “Black in Latin America” discussion, The Laramie Project and discussion on LGBTQIA inclusion, Mental Health First Aid, Islamic Awareness Week among others.
- Student Food Pantry for those students who are in need of food and do not have the means to purchase sustenance on campus. The purpose of the pantry is to alleviate hunger so that students are able to focus on their studies. Students are allowed to visit the pantry once a day and take two items per visit. All food in the pantry is donated by employees of the College. The pantry was visited 2,979 times during the 2017-2018 academic year, which is an increase over previous years.

## VI. STATEMENT REGARDING CAMPUS PROCESS FOR THE REPORTING OF HATE-BASED CRIMES

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

The first level of responding to incidents or behaviors that disrupt learning is through the use of the College “Student Behavior Incident Report Form,” which is available to all faculty and staff on the College public website, on Communication Central, and the College employee intranet site. This form covers a broad range of incidents and behaviors that warrant immediate attention, including discrimination and harassment. In addition to the Student Behavior Incident Report Form, the College Security website is available to the public and it provides guidance, support, and resources related to College security and emergency response, as well as relevant reports and campus crime statistics. The Annual Campus Security Report is accessible on the website and it provides the information needed as part of the Title II Crime Awareness Campus Security Act of 1990 policy (<http://www.frederick.edu/faculty-staff/campus-security.aspx>).

### **Bias/Hate Crime at Frederick Community College**

In spring and summer 2018, FCC documented, reviewed, and formalized protocols for hate-bias incidents to strengthen how we prevent, report, and respond to incidents of hate/bias. The College prohibits hate/bias activities, including employing language or behavior that is intended to cause harm or threat towards a person based on age, ancestry, citizenship status, color, creed, ethnicity, gender identity and expression, genetic information, marital status, mental or physical disability, national origin, race, religious affiliation, sex, sexual orientation, or veteran status.

### **How to Report a Crime**

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

In addition to reporting information to College Security and/or the local police department, individuals may report a crime to College officials such as the Associate Vice President/Dean of Students and the Title IX Coordinator, to name a few. All College officials (staff, faculty, and administrators), serve as “responsible employees” and are required to report crimes.

## VII. FUTURE FOCUS

FCC is proud of the work accomplished this year, and will continue building and sustaining a diverse and engaged college campus through multiple innovative activities and initiatives. A few of the future priorities include:

- Developing a comprehensive College-wide Cultural Diversity Strategic Plan
- Reviewing the faculty hiring process and strengthening opportunities to recruit diverse applicants and hire and retain the most talented faculty who are responsive to our diverse students.
- Continuing to expand activities and initiatives for students, faculty, and staff to engage in dialogues on topics of diversity and difference.
- Evaluating diversity-related programs, services, and events.
- Assessing cultural competence within our general education curriculum.
- Strengthening global awareness, engagement, and skills of our students, faculty, and staff.
- Continuing to assess and comprehensively address persistence gaps in achievement by student groups to determine successful practices and opportunities for innovation.
- Continuing to enhance the employee development framework, and expand resources for faculty and staff development.

Efforts continue to ensure that all program areas and curriculum are culturally responsive, and that all faculty and staff are demonstrating the cultural competency that ensures success for all students.