



**Maryland Higher Education Commission (MHEC)  
2019 Cultural Diversity Plan**

## I. INTRODUCTION

Frederick Community College (FCC) is a public community college located in the second largest city and the largest agricultural producing county in the state of 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.*” FCC is a mid-sized institution with close to 9,000 credit students and 7,000 Continuing Education and Workforce Development students per year. As the community college in Maryland with the highest graduation and/or transfer rates for students, FCC students come from 75 countries, are 36% students of Color, and 27% first-generation credit-seeking students.

## 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 “*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 the state and the nation fostering an environment that welcomes, supports, rewards, and challenges our community members to think big, be innovative, and lead with authenticity. Listed below are a few of the significant diversity, equity, and inclusion achievements of the institution this year:

- In 2018-2019, the College underwent a nine-month process of developing a Diversity, Equity, and Inclusion Strategic Plan for the next five years, 2019-2024. The plan was developed based on more than 20 stakeholder focus groups and was approved by the Board of Trustees on June 19, 2019. As is discussed more below, the plan focuses on four main domains of diversity, equity, and inclusion and involves 29 action items which will strengthen the College in terms of equity and inclusion.
- The College implemented a College-wide protocol for hate-bias incidents and began officially tracking incidents in February 2019.
- The College’s Academic Affairs, Continuing Education, and Workforce Development (ACEWD) Master Plan 2019-2024 also centered the development of cultural and global competencies in our faculty, staff, and students as essential for academic excellence.
- In 2018-2019, the College expanded the professional development offerings to faculty and staff around issues of equity, inclusion, and diversity including over 30 in-depth opportunities to engage all employees on difficult diversity topics (in 2017-2018, the

College offered 20 opportunities) including the second 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, met monthly and 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.

### III. INSTITUTIONAL PLAN TO IMPROVE CULTURAL DIVERSITY

As part of the priorities over this past year set by the FCC Board of Trustees, the College underwent a process of developing a Diversity, Equity, and Inclusion (DEI) Strategic Plan for the next five years. This plan seeks to focus the DEI efforts during the next five years toward four primary goals determined to be realistic, necessary, and in alignment with our values and aspirations as a College community. The goals include:

1. Increase access and success for traditionally underrepresented students.
2. Increase recruitment and retention of a diverse workforce.
3. Prepare students for an increasingly diverse community, workforce, and world.
4. Ensure a more welcoming and inclusive learning and workplace environment for students, faculty, staff, and visitors.

Under each of these goals, there are specific, measurable, and realistic action items for the next five years. The participatory process with students, faculty, staff, and community members helped the College community to reflect on how the College is living up to the values of diversity, equity, and inclusion, and where and how the College can be better. The plan is informed by those documented strengths and struggles, an internal environmental scan, a review of our regional peer institutions, as well as the empirically researched best practices in higher education, specifically at community colleges. The FCC **Diversity, Equity, and Inclusion Strategic Plan 2019-2024** builds on the strengths of the College and targets the highest impact changes that will strengthen FCC for all students, faculty, and staff. The Plan reemphasizes the institutional commitment to diversity, equity, and inclusion. The Timelines and Metrics of Success ensure that we continue to make progress toward creating a College culture of inclusion, which addresses our challenges and seizes opportunities for innovation.

Some of the planned action items include: implementing specific targeted interventions to close the gaps in access and success for racial/ethnic minority students, an evaluation of our hiring practices to make sure we are hiring the best candidates from the most diverse backgrounds, enhancing employee development, strengthening our employee retention efforts, and preparing our students to be successful in Frederick County and beyond.

**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 students of color. As Table 1 illustrates, the percentage of credit students of color has increased 11.4% during the past five years. However, headcount enrollment of this population has decreased by 3.8% from fall 2017-2018. This decline is slightly higher (3.5%) than the general population. Currently, 35.6% of FCC credit students and 36.9% of Continuing Education (non-credit) students identify themselves as non-white students.

**TABLE 1. CREDIT STUDENTS BY RACE/ETHNICITY FROM 2014-2018**

CREDIT STUDENT PROFILE REPORT Frederick Community College Fall 2014-2018							
	2014	2015	2016	2017	2018	% Change	% Change
<b>Total Credit Headcount (Unduplicated)</b>	6,031	6,197	6,252	6,220	6,000	-3.5%	-0.5%
<b>African American/Black</b>	777	785	777	787	738	-6.2%	-5.0%
<i>Percent of Total</i>	12.9%	12.7%	12.4%	12.7%	12.3%		
<b>Native American</b>	23	24	21	14	15	7.1%	-34.8%
<i>Percent of Total</i>	0.4%	0.4%	0.3%	0.2%	0.3%		
<b>Hispanic</b>	583	662	683	726	746	2.8%	28.0%
<i>Percent of Total</i>	9.7%	10.7%	10.9%	11.7%	12.4%		
<b>Asian</b>	281	289	283	300	268	-10.7%	-4.6%
<i>Percent of Total</i>	4.7%	4.7%	4.5%	4.8%	4.5%		
<b>White</b>	4,116	4,150	4,152	4,003	3,867	-3.4%	-6.0%
<i>Percent of Total</i>	68.2%	67.0%	66.4%	64.4%	64.5%		
<b>Other***</b>	67	60	56	94	71	-24.5%	6.0%
<i>Percent of Total</i>	1.1%	1.0%	0.9%	1.5%	1.2%		
<b>Multiple Race***</b>	184	227	280	296	295	-0.3%	60.3%
<i>Percent of Total</i>	3.1%	3.7%	4.5%	4.8%	4.9%		
<b>Total Students of Color***</b>	1,915	2,047	2,100	2,217	2,133	-3.8%	11.4%
<i>Percent of Total</i>	31.8%	33.0%	33.6%	35.6%	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:

- The Parents Lead program (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) continues to support a diverse student population. Since its inception in spring 2018, the cohort has served a

population made up of 100% student-parents, 96% women, and 56% students of color. The median reported household income of Parents Lead students is \$30,700; 43% above the Frederick County poverty line for a family of four and 63% below the Frederick County ALICE (Asset, Limited, Income Constrained, Employed) household survival threshold for a family of four. Students in this program passed 83% of their attempted credits, withdrew from 7%, and failed 10%. The program retention rate of 92% supersedes that of the average FCC student by 15%.

- Continuing Education and Workforce Development (CEWD) maintained 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.
- The Admissions Office coordinated events for targeted populations across the county, both on and off campus, to build connections between diverse underrepresented communities and Frederick Community 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), Centro Hispano, New Horizons, S2M2 (Science, Service, Mentoring and Medicine), Maryland School for the Deaf, Gale House, Frederick Foster Care Services, Fort Detrick, Senior Living, The Judy Center, Transition Fairs, Carroll Creek Montessori Public Charter School, and LYNX. Admissions collaborated with the English language learners (ELLs) office to provide community outreach to English Language Learners and their families in Frederick County at three targeted high schools. Specific targeted outreach to multicultural students also included the Pathways to the Future Women's Conference, Community Living, Student Athlete Orientation, Explore FCC Day and Bridge to FCC Pilot events, FCPS Community Resource Fair, 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. Admissions also participated in several large Frederick County Wide outreach events to include College Fairs, The Great Frederick Fair, Housing Fairs, and Community Education Fairs.
- FCC continues its strong partnership with Frederick County Public Schools (FCPS). To expand 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 program), the FCC Board of Trustees developed a 2018-2019 strategic directive to create an Early College. Starting in Fall 2020, the program will offer qualified high school students across the county, including students from groups historically underrepresented in postsecondary educational attainment, the opportunity to

earn an associate degree and high school diploma simultaneously by attending FCC full-time during their junior and senior years. Early College students receive a significant discount on tuition for all courses taken during the program: tuition is waived for students who are eligible for Free and Reduced Meals and other students pay 90% of 75% of the per credit hour rate. Applications from qualified students from underrepresented groups will be supported by FCPS counselors and FCC staff, who will work on a case-by-case basis to address students' challenges around food security and transportation to campus. The College hopes to see the Early College student cohort grow in diversity over time, as has happened with the successful Open Campus and High-School Dual Enrollment programs.

- The Targeted ESL program at FCC had a productive year that included gains in enrollments, curriculum development, and services for ELLs in addition to community outreach and staff development. Seventy-five (75) classes served students in fiscal year 2019. Additional 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 three were 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 FCPS were hosted on a field trip to FCC. Along with providing quality programming and support to ELLs, the Targeted ESL program supported staff development throughout the year. Instructors and staff attended institutional, local, and international trainings. The program created two additional administrative positions, Adult Education and ESL Coordinators and Adult Education and ESL Transition Specialist, 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 who have their best interests in mind.
- 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 disasters 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 ELL teachers and their students. Since the launch of the program, the MACEM has trained nine ELL instructors in emergency preparedness train-the-trainer courses and 38 ELL students in preparedness content.
- Student retention, success, and graduation is a critical part of the FCC mission. In addition to the focus on inclusion and cultural responsiveness in the Diversity, Equity, and Inclusion Strategic Plan, the following list includes a few of the ongoing and new retention and success initiatives:



- 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. 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. Also, MSS provides specialized supports and outreach to men and women of color in its Big 6 and Elite 8 programs and to high school students with its College Prep program. MSS has also worked to increase access and retention efforts through a targeted scholarship. The scholarship is available for career programs students for whom English is a second language and/or students have demonstrated a significant financial need. In three years (2016-2019) there was a 400% increase in the number of scholarships awarded, from 4 to 20. MSS 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 the Partnership for Achieving Student Success (PASS) program. With the success of the PASS program, the office worked in partnership with the FCC Foundation to offer a scholarship to successful PASS participants aimed to increase their persistence and retention rates from year one to two. Within two years of offering this additional scholarship, the retention rate of PASS participants increased from 67% to 70%.
- The Veteran and Military Services (VMS) department offers academic and support services for veterans and military-affiliated students enrolling at FCC. Forty two percent (42%) of the students served in VMS are racial/ethnic minority students. VMS provides a “One-Stop-Shop” where students receive information and assistance in one place, including processing of veterans educational benefits, academic/social/personal counseling and referrals, academic and social programming, workshops, and a Veterans Center.
- The Office of Adult Services (OAS) serves more than 57% racial/ethnic minority students through its Project Forward Step (PFS). The PFS provides intake interview and needs assessment, academic advising, career counseling, and support. PFS operates from an educational case management model, encouraging mid-semester contact and conduct outreach if needed, and provides referrals to College and community organizations and resources to address student financial and personal needs. OAS offers Success Seminars up to six times per year for new (or newer) students), in which students learn from faculty

and staff about time management strategies, study tips, and expectations in the classroom. The goal of OAS is to prepare students to succeed at FCC. Students involved in OAS had higher retention rates (73.3%) compared to the general student population (70%) as well as a slightly higher grade point average.

- The National Science Foundation (NSF) has awarded FCC more than \$635,000 in grant funding to support the Frederick Community College STEM Scholars program. Over the next three years, ninety STEM Scholars will receive funding to cover all or most of the cost of attendance, be mentored by STEM faculty, participate in three one-credit learning seminars, and join a campus learning community. STEM Scholars will be open to all low-income, academically talented students who meet the criteria identified for this program. Through admissions FCC aims to create diverse cohorts that exceed the college's overall population of first generation students and female students in STEM majors. The scholarship cohorts will increase the likelihood of low-income students completing a degree and entering the STEM workforce or advancing their academic career. Through community outreach and service work, current STEM Scholars will provide prospective students from similar backgrounds with evidence that a college STEM education is a viable option. A particularly promising STEM Scholars program partner is the Frederick County Public Schools Young Scholars program, which serves students with advanced learning potential from student groups traditionally underrepresented in Advanced Academics programming including racial/ethnic minority students. As a service activity, FCC STEM Scholars will serve as community ambassadors to the Young Scholars (and other FCPS STEM programs) to bridge the gap between high school and College and help this community fully realize the achievement of postsecondary STEM education.
- The FCC developmental Math and English programming has undergone considerable reform. This initiative directly affects minority and first-generation students, as FCC data and national trends indicate that these groups are often disproportionately impacted by developmental education. As of fall 2017, Developmental English courses were condensed from a four-course sequence to a single class of either 4 or 6 credits, enabling students to move into college level English in only one semester and for fewer credits. This was accompanied by a review of College pre and co-requisites with the goal of expanding the number of courses students can take while completing Developmental English. Developmental Math as a series of stand-alone developmental courses has been almost entirely eliminated. The overwhelming majority of FCC students testing into Developmental Math now take one of three college level math courses while simultaneously enrolled in a two credit developmental supplement.

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

FCC strives to attract, employ, and retain talented and diverse faculty, staff, and administrators. Much of the focus for the past six years has been on improving the recruitment of diverse faculty and professional staff. As Table Two reflects, FCC has increased minority faculty representation



from 14% in fall 2013 to 17.1% in fall 2018 but experienced 1.5% decline in fall 2018 compared to fall 2017. The data also show the growth of minority full-time administrative and professional staff (from 14% to 18%) during the same time, with a decline of 3% between fall 2017 and 2018. Our DEI Strategic Plan includes six action items which address recruitment, hiring, and retention of racial/ethnic minority faculty and staff. The new College hiring process, implemented in 2014-2015, continues to focus on recruitment efforts and training all Search Committee members in implicit bias to ensure a diverse and excellent pool of applicants and finalists.

**TABLE 2. Employees by Race/Ethnicity Fall 2013-Fall 2018**

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
<b>Percent minorities (nonwhite) of full- time faculty</b>	14.0%	18.0%	19.0%	18.2%	18.6%	17.1%	21.0%
<b>Percent minorities (nonwhite) of full- time administrative and support staff</b>	14.0%	17.0%	19.3%	19.0%	21.0%	18.0%	21.0%

Improvements have been, and continue to be made, with respect to recruiting diverse faculty. The following initiatives are undertaken to grow and retain talented faculty.

- All hiring is done by search committee with diverse representation. Search committee members are trained on the College’s structured recruitment process and unconscious bias, and Human Resources ensures consistent use of the recruitment process.
- Human Resources reviews search diversity beginning with applicants from the initial pool through first round screening, to ensure the minimum requirements do not adversely impact applicants.
- 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 and 2019 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 undertook 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 racial/ethnic minority students, students with disabilities, English Language Learners, LGBTQIA+ students, and first generation students, among other populations.
- Faculty and staff attended the Community College of Baltimore County Culturally Responsive Teaching Conference, the National Conference on Women of Color in the Academy, 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 is committed to building student, faculty, and staff capacity to interact effectively and ethically across difference, as evidenced by the following initiatives: 1) A cultural competency course is a graduation requirement for Associate degree-seeking students; 2) All full-time employees are evaluated twice a year on multiple criteria, including their ability to interact effectively with diverse populations; 3) Co-curricular programming focuses on building students' and employees' capacity to engage with diverse ideas, communities, and experiences; 4) Professional development frequently focuses on these topics. In addition to these strategies, FCC developed policies to build a community where it is clear that discrimination is not tolerated and to build a foundation where one of the essential characteristics of excellence is inclusion. Some of our specific efforts to build capacity to interact effectively and ethically across difference include:

- The ODEI offered 30 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 racial equity and justice, to supporting English Language Learners, to what inclusion means and looks like when discussing different aspects of identity such as religion, race, disability, or language.
- The Global Learning Committee offered a monthly professional development series to support faculty and staff in being more globally aware and conscious, how to support students in becoming more globally engaged, and amplifying the global engagement going on at the College.
- Led by the Center for Teaching and Learning, the College continued a Campus Book series with *The Book of Unknown Americans* by Cristina Henríquez in order to strengthen students' abilities to discuss difficult diversity topics across difference. The book discussions, which explicitly seek to build students' capacity to understand and engage with diverse perspectives, were well attended with participation of over 300 students, faculty, and staff. Enhancing students' experience of the text and conversation related to its themes, FCC partnered with Frederick County Public Library to adopt *The Book of Unknown Americans* as the 2019 Frederick Reads community book and invited the author to speak to the community at two public events in spring 2019. Over 350 students, faculty, staff, and community members attended her presentation at FCC, and another 800 community members attended the author's off-campus presentation.

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

including planned lectures, workshops, field trips, theater productions, movies and experiential opportunities that focus on social awareness, diversity, and cultural sensitivity and competency. The FCC Student Food Pantry is 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 2,292 times during the 2018-2019 academic year.

#### **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 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 efforts to prevent, report, and respond to incidents of hate/bias. In fall 2019, the College formalized our protocol for hate-bias incidents in a “Hate-Bias Incident Response Protocol.” 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. 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. The 2018 College Security & Fire Report had no reportable Clery Bias Crime statistics for years 2015-2017.

## VII. Future Focus

FCC is proud of the work accomplished this year, especially the development of the Diversity, Equity, and Inclusion Strategic Plan, and will continue building and sustaining a diverse and engaged college campus through multiple innovative initiatives. A few of the future priorities include:

- The College has recently formed a partnership with Mid-Atlantic Higher Education Recruitment Consortium to post all College jobs and to assist with diversity outreach. Through this partnership, FCC Human Resources aims to reach a larger pool of applicants, including veterans and persons with disabilities, to reach the goal of ensuring hiring a talented and increasingly diverse workforce.
- Continued professional development of faculty and staff on topics of cultural responsiveness and awareness.
- Implementing the comprehensive Diversity, Equity, and Inclusion Strategic Plan 2019-2020. In particular, the main goals this year will include:
  - Developing and implementing a plan to close the Achievement/Opportunity Gap for racial/ethnic minority students by 2024.
  - Reviewing processes for recruitment and hiring to get to and exceed benchmarks for hiring and retaining faculty and staff of color.
  - Reviewing and strengthening courses that explicitly seek to build student capacity to interact across difference.
  - Strengthening campus climate to become even more welcoming and inclusive.

The College continues to make deliberate efforts to be intentional in its work of threading diversity, equity, and inclusion into the fabric of the culture of the College and all its activities and making FCC a place where racial/ethnic minority students and employees thrive.