



**Maryland Higher Education Commission (MHEC)  
2020 Cultural Diversity Report**

## **I. INTRODUCTION TO FREDERICK COMMUNITY COLLEGE**

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 prepared 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, “*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.*” FCC is a mid-sized institution with close to 9,000 credit students and 6,000 continuing education and workforce development students per year. FCC students come from 59 countries, are 37% Students of Color, and 25% first-generation credit-seeking students. The College values being the community college in Maryland with the highest graduation and/or transfer rates for students.

FCC has a diversity, equity, and inclusion (DEI) infrastructure that includes: the Office of Diversity, Equity, and Inclusion with a senior diversity officer, the President’s Diversity Advisory Council, Multicultural Student Services, Adult Services, Veteran and Military Services, English as a Second Language Programs, as well as other student-centered and employee-centered programs. The FCC cultural diversity work is grounded in our College-wide 2019-2024 Diversity, Equity, and Inclusion Strategic Plan.

## **II. INCLUSIVE EXCELLENCE AS KEY TO INSTITUTIONAL SUCCESS**

As an institution, Frederick Community College is fully committed to the goal of *inclusive excellence*; that in order to be excellent—as an institution and as individuals—we must be inclusive. An inclusive institution promotes and sustains a sense of belonging across multiple dimensions of difference, including racial and ethnic diversity. 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 center equity and inclusion in everything they do, be innovative, and lead with authenticity. Listed below are a few of the significant diversity, equity, and inclusion achievements of the institution for the 2019-2020 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 that will strengthen the College in terms of equity and inclusion. In 2019-2020, the first year of implementation of the strategic plan, work focused on assessing and beginning the process of understanding where and how the racial equity gaps in access and success – specifically for African American/Black and Latino/a/x students – lie. The efforts focused on students in math and English, as these are gateway courses that impact access to multiple degree and career pathways.

- This coming year (2020-2021), the Board of Trustees centered racial equity as an annual strategic priority, with a focus on: developing equity as an institution wide principle; determining benchmarks; and implementing high impact practices to further racial equity.
- The College continued to offer an extensive professional development calendar for faculty and staff. We offered 22 sessions throughout the school year to build faculty and staff capacity to be culturally conscious and responsive, including sessions in March and April 2020 that offered faculty the tools they needed to ethically and effectively support struggling students during the COVID-19 pandemic.
- 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, including 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.
- The College received a US Department of State grant that made it possible for four faculty in Nursing, Communications, English, and Social Sciences travel to Ghana in January 2020 to develop accessible and inclusive study abroad courses for students in 2022 and beyond.
- The College expanded the recruitment of the traditionally underserved students in the areas of Frederick County experiencing population growth. The focus was on the students’ entry into the College and to smooth student transitions between Adult Basic Education, GED preparation, English as a Second Language (ESL), other noncredit programs, and credit programs. The College also conducted research, implemented surveys, and developed plans for “FCC Express on the Road Days” to provide admissions and enrollment services through planned targeted outreach at the Asian American Center, Housing Authority, and Centro Hispano.

### **III. INSTITUTIONAL PLAN TO IMPROVE CULTURAL DIVERSITY**

Guided by the College Diversity, Equity, and Inclusion (DEI) Strategic Plan for the next five years, DEI efforts are oriented 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. A 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 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 the College continues 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 address racial equity gaps in access and success; an evaluation of our hiring practices to make sure the College is 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 to 11.9% during the past five years while the general College population declined by 1.1%. Currently, 37.4% 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 2015-2019**

CREDIT STUDENT PROFILE REPORT Frederick Community College Fall 2015-2019							
	2015	2016	2017	2018	2019	% Change 2018-19	% Change 2015-19
<b>Total Credit Headcount (Unduplicated)</b>	<b>6,197</b>	<b>6,252</b>	<b>6,220</b>	<b>6,000</b>	<b>6,129</b>	<b>2.2%</b>	<b>-1.1%</b>
<b>African American/Black</b>	<b>785</b>	<b>777</b>	<b>787</b>	<b>738</b>	<b>799</b>	<b>8.3%</b>	<b>1.8%</b>
<i>Percent of Total</i>	<i>12.7%</i>	<i>12.4%</i>	<i>12.7%</i>	<i>12.3%</i>	<i>13.0%</i>		
<b>Native American</b>	<b>24</b>	<b>21</b>	<b>14</b>	<b>15</b>	<b>13</b>	<b>-13.3%</b>	<b>-45.8%</b>
<i>Percent of Total</i>	<i>0.4%</i>	<i>0.3%</i>	<i>0.2%</i>	<i>0.3%</i>	<i>0.2%</i>		
<b>Hispanic</b>	<b>662</b>	<b>683</b>	<b>726</b>	<b>746</b>	<b>801</b>	<b>7.4%</b>	<b>21.0%</b>
<i>Percent of Total</i>	<i>10.7%</i>	<i>10.9%</i>	<i>11.7%</i>	<i>12.4%</i>	<i>13.1%</i>		
<b>Asian</b>	<b>289</b>	<b>283</b>	<b>300</b>	<b>268</b>	<b>284</b>	<b>6.0%</b>	<b>-1.7%</b>
<i>Percent of Total</i>	<i>4.7%</i>	<i>4.5%</i>	<i>4.8%</i>	<i>4.5%</i>	<i>4.6%</i>		
<b>White</b>	<b>4,150</b>	<b>4,152</b>	<b>4,003</b>	<b>3,867</b>	<b>3,838</b>	<b>-0.7%</b>	<b>-7.5%</b>
<i>Percent of Total</i>	<i>67.0%</i>	<i>66.4%</i>	<i>64.4%</i>	<i>64.5%</i>	<i>62.9%</i>		
<b>Other***</b>	<b>60</b>	<b>56</b>	<b>94</b>	<b>71</b>	<b>63</b>	<b>-11.3%</b>	<b>5.0%</b>
<i>Percent of Total</i>	<i>1.0%</i>	<i>0.9%</i>	<i>1.5%</i>	<i>1.2%</i>	<i>1.0%</i>		
<b>Multiple Race***</b>	<b>227</b>	<b>280</b>	<b>296</b>	<b>295</b>	<b>331</b>	<b>12.2%</b>	<b>45.8%</b>
<i>Percent of Total</i>	<i>3.7%</i>	<i>4.5%</i>	<i>4.8%</i>	<i>4.9%</i>	<i>5.4%</i>		
<b>Total Students of Color</b>	<b>2,047</b>	<b>2,100</b>	<b>2,217</b>	<b>2,133</b>	<b>2,291</b>	<b>7.4%</b>	<b>11.9%</b>
<i>Percent of Total</i>	<i>33.0%</i>	<i>33.6%</i>	<i>35.6%</i>	<i>35.6%</i>	<i>37.4%</i>		

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 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. The program 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, 95% women, and 58% Students of Color. The median reported annual household income of Parents Lead students is approximately \$29,450: \$4,350 above the Frederick County poverty line for a family of four and \$57,706 below the Maryland ALICE (Asset Limited, Income Constrained, Employed) household survival threshold for a family of four. Students in this program regularly outperform College benchmarks in student success and retention. The program retention rate of 88% supersedes that of the average FCC student by 11%. The program has been nationally recognized for its innovative approach to serving working mothers, and has recently been awarded a College Success for Single Mothers capacity building grant by the National College Transition Network.
- Continuing Education and Workforce Development (CEWD) maintains 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 (Student Homelessness Initiative Partnership) of Frederick County, Frederick County Public Schools (FCPS) Linking Youth to New Experiences (LYNX) program, and Frederick County Workforce Services, and will continue to expand outreach efforts annually. Two open houses with these partners were scheduled (the one in March was cancelled due to COVID-19).
- Workforce Development expanded Dual Enrollment to include reduced-cost access to non-credit healthcare courses by students at Frederick High School that are part of the LYNX program and other Frederick County Public Schools students who select on-campus course sections. Students can select from either Dental Assisting or Certified Nursing Assistant programs.
- The Continuing Education team explored additional off campus locations to reduce barriers to participation for Students of Color in the Institute for Learning in Retirement by offering classes at senior centers and regional libraries. The College also offered free wellness courses with the Frederick Senior Center and Parks and Recreation.

- The Admissions Office coordinated events for 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 as a Second Language (ESL) program to provide community outreach to English Language Learner (ELL) students 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, Bridge to FCC Pilot events, the FCPS Community Resource Fair, the International Student Festival, the Asian Lunar New Year Festival, PASS visits to public high schools, the Frederick Latino Festival, the 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.
- The FCC Board of Trustees developed a 2018-2019 annual strategic priority to create an Early College 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). In fall 2020, the program is offering qualified FCPS students, including students from historically underrepresented populations 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 and tuition is waived for students who are eligible for Free and Reduced Meals. Other students pay 90% of the per credit hour rate, which is discounted by 75%. Applications from qualified students from underrepresented groups are 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 first Early College cohort consisted of 24 students; 54.1% are from an underrepresented populations and 41.7% are Students of Color; 4.3% higher than the general FCC population. Early College staff will continue to recruit students from county high schools with more Students of Color for future cohorts.
- In order to provide ESL students with opportunities to transition more quickly into employment or training programs for Frederick County's in-demand occupations, the Adult Education program partnered with local employers and FCC CEWD program managers to design and offer Bridge to Careers classes for ESL students to learn English and occupation-specific training simultaneously. In the Bridge to Careers: Banking course, 80% of the participants were invited to discuss employment opportunities by one of the local banks. The Bridge to Careers: Healthcare course generated enough interest to



support two sections. This class allowed students to complete all requirements for FCC's required Foundations of Healthcare course at no-cost while also receiving contextualized English language instruction. The Adult Education and ESL Transitions Specialist held monthly programming at all three FCPS high schools with ELL students to provide on-site Accuplacer ESL testing, Financial Aid workshops, and share educational opportunities available at FCC. Targeted ESL courses were offered at a reduced cost to support student access. The Academic ESOL sequence was revised to reduce student completion time by moving from a maximum four course (16 credit), four semester sequence to a maximum six-credit, one semester, college-ready entry point. Three of the six credits count toward graduation requirements in the form of transferable free electives, and the change opened up the opportunity for students to co-enroll in additional general education courses while developing language skills.

- The Mid-Atlantic Center for Emergency Management & Public Safety (MACEM&PS) at FCC serves as a national education and training center specializing in preparedness, planning, and partnerships. In 2019, in addition to multiple other diversity initiatives, the MACEM&PS developed training courses for DHS, National Training and Education Division focused on food, water, and shelter. The content was developed by a subject matter expert team which included representatives from traditionally Hispanic and Black colleges and universities to bring a broad perspective to our work. One of the MACEM&PS consultant team members authored a book entitled "Cultural Competency for Emergency and Crisis Management Concept Theories" (2020), which is used as a resource for MACEM&PS staff, students, and to support course development. Over the past year, the MACEM&PS provided marketing displays to 15 public school systems designed to inspire non-traditional population groups to select a career in public safety.

Student retention, success, and graduation are a critical part of the FCC mission. In addition to the focus on inclusion and cultural responsiveness in the FCC 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 who are engaged in MSS have higher persistence and graduation rates than those who are not engaged. Students receiving services from MSS are retained at higher rates when compared to their FCC peers (measured by fall-to-spring 81% vs 70% and fall-to-fall 55% to 44% retention). The mission of the office is to help ensure a smooth transition to the College and to increase the probability of success for each participant. Despite the global pandemic, the office provided over 30 cultural engagement programs during the 2019-20 academic year and successfully transitioned all programs and offerings online. This includes (but is not limited to) critical thinking discussions, in-class co-curricular sessions, study skills workshops, goal setting initiatives, and leadership development programs. MSS continues to effectively addresses access and retention for first year

Students of Color through the Partnership for Achieving Student Success (PASS) program. The success of the PASS program is demonstrated through fall-to-fall retention rates where 62.5% of the PASS cohort from the fall 2018 semester that returned in fall 2019 was higher than the PASS-eligible cohort who did not participate in the program (52.3%) and FCC campus-wide fall-to-fall retention rate (44.3%).

- The Veteran and Military Services (VMS) Office 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) consists of several programs that serve at risk, non-traditional aged students. More than 57% of those seen for services last year identified as racial/ethnic minority students. Project Forward Step (PFS) serves single parents and adults age 24 and over who are low-income, out-of-workforce, or homeless. Services include intake interview and needs assessment, academic advising, career counseling, and support. PFS operates from an educational case management model, encouraging mid-semester contact and conducting outreach if needed, and provides referrals to College and community organizations and resources to address student financial and personal needs. Also housed in Adult Services is Adult Ed STARS (Student Transitions, Assistance, Resources, and Support) for FCC GED completers who wish to transition to college coursework or training. Academic advising and educational case management is designed to increase access and goal completion. In FY 2020, 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 averages.
- The National Science Foundation (NSF) has awarded the College more than \$635,000 in grant funding to support the FCC STEM Scholars program. Over the next three years, 30 STEM Scholars will receive funding of up to \$6,500 beyond Pell awards 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 College 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 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 FCPS 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 first STEM Scholars cohort is currently being admitted for the fall 2020 semester.

- 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 (4)-course sequence to a single class of either four (4) or six (6) credits, enabling students to move into college level English in only one semester, and with 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 (1) of three (3) college level math courses, while simultaneously enrolled in a two (2) credit developmental supplement. Since 2017, every year results have been positive, with increases in the probability of students placed into developmental courses successfully completing their math and English requirements.

***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 seven years has been on improving the recruitment of racially diverse faculty, administrative, and support staff. While FCC increased faculty representation from prior years to 19% in fall 2015, the College experienced a 2.2% decline between fall 2015 and fall 2019 to 16.8%. The data also show a decline in the percent of minority full-time administrative and support staff between fall 2015 and fall 2019 (-3.5%), despite meeting the MHEC Performance Accountability benchmark of 21% in fall 2017. These declines are of concern for the College. The College created specific strategic goals to address the racial diversity of employees. For example, the DEI Strategic Plan includes one domain that specifically focuses on recruitment, hiring, and retention of racial/ethnic minority faculty and staff with six action items to address these declines. 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 2015-Fall 2019**

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
<b>Percent minorities (nonwhite) of full-time faculty</b>	19.0%	18.2%	18.6%	17.1%	16.8%	21.0%
<b>Percent minorities (nonwhite) of full-time administrative and support staff</b>	19.3%	19.0%	21.0%	18.0%	15.8%	21.0%

Improvements have been, and continue to be made, with respect to recruiting racially diverse faculty and staff. The following three FCC interventions offer different strengths which are supported by literature and research around diversifying hiring. These strengths include an emphasis on: 1) recruiting a diverse applicant pool with consistent processes; 2) yearly training on how to reduce implicit bias in searches and how to approach it if bias seems to be a concern; and 3) diverse representation on our search committees and interview questions which communicate our institutional commitment to diversity and how diversity, equity, and inclusion are central to all work at the College. Here are some of the details of those interventions which make them particularly effective:

1. Human Resources reviews racial diversity beginning with applicants from the initial pool through first round screening to ensure the minimum requirements do not adversely impact applicants. Before Search Committees do an initial screening of candidates, HR reviews the pool for a goal of 19% racial/ethnic minority representation. If the goal has not been met, the Senior Leader for the area needs to approve that the search can still move forward without further recruitment to diversify the applicant pool. In FY 20, the College conducted 85 searches and only six of those searches did not meet the 19% threshold for diverse applicant pool by the best consideration date. All six of those searches had their best consideration dates extended by the Senior Leader, at which point Human Resources continued recruitment, and at the extended date three of those remaining six searches met the 19% goal. Therefore, 96% of the College searches had an applicant pool that was racially diverse at 19% or higher. In 2020-2021, we are conducting further review of the diversity of the applicant pool throughout the process.
2. All hiring is done by search committees with diverse (defined broadly) representation. Search committee members are trained on the College structured recruitment process and unconscious bias, and Human Resources ensures consistent use of the recruitment process. All Search Chairs are required to do an annual two-hour training on the impact of unconscious bias in hiring processes. All Search Committee members do a one-hour session on interrupting unconscious bias in hiring.
3. Every search has a pre-determined list of questions determined by the Search Committee prior to reviewing candidates. This list must include questions that assess the candidates' interest, capacity, and comfort with diversity, equity, and inclusion.

#### **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 Office of Diversity, Equity, and Inclusion (ODEI) offered 22 professional development opportunities for faculty and staff. These sessions, ranging from two to three hours to full-day engagements, covered topics such as facilitating difficult conversations, understanding the impact of language in relationship to inclusion, interrupting unconscious bias, community care after difficult world events, understanding racial equity and justice, supporting English Language Learners, and what inclusion means and looks like when discussing different aspects of identity such as religion, race, disability, or language.
- Until March 2020 due to COVID-19, 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 ODEI and the Center for Teaching and Learning (CTL), the College continued a Campus Book series with *Born a Crime* by Trevor Noah to strengthen abilities of students 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 a total of 569 students, faculty, and staff.

In addition to the above-mentioned activities, the Center for Student Engagement (CSE) collaborated 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 promoted diversity and helped students to identify and grow their identity of self and others included planned lectures, workshops, field trips, theater productions, movies, and experiential opportunities that focused 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. This intervention is essential to supporting Students of Color because national and local statistics show that Students of Color are disproportionately impacted by food insecurity. 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. Food in the pantry is donated by local agencies, employees of the College, and student organizations. During the 2019-2020 academic year, many faculty included the availability of the pantry on their syllabus and the food pantry visits more than doubled each month. From July 2019 – February 2020 (last recorded numbers due to COVID-19), the pantry was visited 3,477 times compared to 1,571 visits over the same time period in 2018-2019. During the COVID-19 crisis, the College highlighted and connected students with multiple partners in the community who were providing food daily, weekly, and/or monthly.

## **VI. STATEMENT REGARDING COLLEGE PROCESS FOR REPORTING OF HATE-BASED CRIMES**

FCC works to ensure that the College 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 Security and Fire Report is accessible on the website (<http://www.frederick.edu/faculty-staff/campus-security.aspx>).

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

As connected to the introduction of the FCC [Hate-Bias Response Protocol](#) in 2018, the College officially began tracking hate-bias incidents in February 2019. The College prohibits hate/bias activities, including employing language or behavior that is intended to cause harm or threat toward 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 call College Security 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 Dean of Students & Director of Athletics the Title IX Coordinator (Vice President for Human Resources if involving employees and the Dean of Students & Director of Athletics if involving students). All College officials (staff, faculty, and administrators), serve as “responsible employees” and are required to report crimes. The 2019 College Security & Fire Report had no reportable Clery Crime statistics for years 2016-2018.

## **VII. FUTURE FOCUS**

FCC is proud of the work accomplished in 2020, especially given the impact of COVID-19 in the community and the world, and will continue building and sustaining a diverse and engaged College community through multiple innovative initiatives. A few of the future priorities, all central to the Diversity, Equity, and Inclusion Strategic Plan, include:

- Strengthening and implementing the College plan to close racial equity gaps in access and success by 2024 (also a Board of Trustees annual strategic priority in 2020-21).

- 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.
- Developing professional development paths for faculty and staff around racial equity.
- 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 students and employees thrive.