

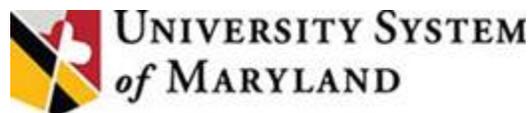


*One University. A World of Experiences.*

**CULTURAL DIVERSITY PROGRAM  
ANNUAL PROGRESS REPORT  
2018-19**

**PREPARED BY THE OFFICE OF THE PROVOST  
April 2019**

**Submitted to:**



**2018-19**  
**INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY**  
**ANNUAL PROGRESS REPORT**

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**Institution: Frostburg State University**

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This report follows the University System of Maryland guidelines for the 2018-2019 Annual Progress Report on Frostburg State University’s Cultural Diversity Program. The report contains the following three sections.

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# SECTION I

## SUMMARY STATEMENT

Frostburg State University is a multicultural campus where diversity is highly valued. This is affirmed in the University's *Core Values Statement*: "Frostburg State University is committed to developing cultural competence and cultivating understanding of and respect for a diversity of experiences and worldviews that encourage each person's ability to 'take the perspective of the other.'" The University's Cultural Diversity Program 2008-2018 puts this value into action. The program is intended to help the institution more effectively recruit and retain individuals from groups that have been historically underrepresented in higher education. It is also designed to promote cultural understanding and appreciation among all members of the University community. The Cultural Diversity Program 2008-2018 establishes five institutional goals together with strategies for their attainment (see Section II). The University has made significant advances toward achieving the five goals of the program over the 10-year period 2008-2018.

### 1. *Recruit and Enroll a Growing Number of Undergraduate Minority and First-Generation Students*

Strategies under this goal include enhancing marketing and recruitment efforts that target members of underrepresented groups as well as expanding college-readiness and bridge programs offered by the University.

The University has made notable progress in this area over the 10-year period 2008-2018. The undergraduate minority student population at Frostburg has significantly increased in the past decade. In the fall of 2008, minority students represented 26.1% of Frostburg's overall undergraduate population; and, in the fall of 2018, minority students comprised 42.48% of the overall undergraduate population. The proportion of African American students rose from 21.9% in fall 2008 to 31.18% in fall 2018, and the percentage of Hispanic/Latino students increased from 2.1% to 5.0% over that same period. (Though this institutional goal specifically references *undergraduate* students, Frostburg's minority *graduate* student population has also appreciably grown over this 10-year period. In the fall of 2008, minority students represented only 4.18% of Frostburg's overall graduate population; by fall of 2018, minority students comprised 19.82% of the overall graduate population.) An increasing number of transfer students are from minority groups. New minority transfer students represented 13.5% of the new transfer population in fall 2008 compared to 28.7% in fall 2018.

### 2. *Increase the Retention and Graduation Rates of Undergraduate Minority and First-Generation Students*

Strengthening and expanding student support, mentoring, and advising programs are identified strategies under this goal.

Advances have been made in this area over the 10-year period 2008-2018, particularly with respect to undergraduate minority graduation rates. The second-year retention rate for all minority students has somewhat increased over the past decade, from 72% for all minority students in cohort fall 2009 to 74% for all minority students in cohort fall 2017. The second-year retention rate for African American students rose from 73% for cohort fall 2009 to 77% for cohort fall 2017. The six-year graduation rate for all minority students rose from 38.8% for cohort year 2002 to 49% for cohort year 2012. The six-year graduation rate for African American students rose from 42% for cohort year 2004 to 48% for cohort year 2012.

In fall 2018, University President Ronald Nowaczyk appointed Ms. Arlene Cash the inaugural Vice President for Enrollment Management. This position consolidates important recruitment and support services for students who are considering Frostburg and throughout their college careers, with the aim of being more intentional and efficient in our recruitment and student support offerings.

### 3. *Enhance the Cultural Diversity of Faculty and Staff*

Strategies include continuing the activities of the ADA/EEO Compliance Office's Minority Recruitment Plan, expanding efforts to attract and retain minority faculty, and providing additional support for college and departmental minority faculty recruitment and retention plans.

The relative size of the minority tenure/tenure-track faculty population at Frostburg has remained fairly constant over the 10-year period 2008-2018. Minority faculty comprised 13.4% of the total tenure/tenure-track faculty population in fall 2008 and 14.7% of the total tenure/tenure-track faculty population in fall 2018. There has been a small increase in minority representation among executive-level staff. In fall 2008, 5.26% of executive-level staff were African American/Black and no executive-level staff were Asian or Hispanic/Latino. In fall 2018, the rates of representation rose to: African American/Black (6.05%), Asian (1.61%), and Hispanic/Latino (.4%). The most notable gains have been at the level of professional staff. The rates of minority representation at that level in 2008 were: African American/Black (4.05%), Asian (2.03%), Hispanic/Latino (.68%); and, by fall 2018, these rates increased to: African American/Black (6.74%), Asian (5.62%), Hispanic/Latino (1.12%)

### 4. *Create a Campus Environment that Promotes the Valuing of Cultural Diversity*

Providing campus-wide cultural and gender diversity programming and activities through the *President's Advisory Council on Diversity, Equity, and Inclusion*, Frostburg's *Center for Student Diversity, Equity, and Inclusion*, and the *Office of Gender Equity*; supporting campus student organizations that focus on diversity; and providing for the multicultural quality of the curriculum are important strategies designed to help the University attain this goal.

In spring 2019, University President Ronald Nowaczyk, working with the University Advisory Council, formed a revamped University Council on Diversity, Equity & Inclusion (UCDEI). The new University Council will replace the President's Advisory Council on Diversity, Equity, and Inclusion (PACDEI). The UCDEI is more inclusive in its membership, with more student and staff representatives, and is better aligned with national best practices. Like the PACDEI, it will meet regularly to set goals and launch initiatives to improve campus climate with respect to diversity. It will also oversee the University's Cultural Diversity Program, which will be reviewed and updated in AY 2019-20.

The Center for Student Diversity, Equity and Inclusion (CSDEI) fosters a sense of community among students of all ages, economic classes, ethnicities, gender identities, races, religions, sexual orientation and national origins. Frostburg is a campus affiliate of the National Coalition Building Institute (NCBI), and the CSDEI coordinates a variety of NCBI diversity-training programs, including an Introduction to Diversity Workshop that is required of all first-year, full-time students.

FSU established the Office of Gender Equity in 2016 as the institutional body in charge of providing leadership to promote, sustain, and advance a campus climate free of gender-based harassment and violence.

Minority students are robustly represented in the student leadership population at Frostburg: Resident Assistants (66.6%); Lane University Center (46.2%); Civic Engagement leaders, including the ECHO Stars program, (74.1%); Student Activities/Greek Life (36.8%); Cultural Events Series (57.1%); Social Marketing Team (50.0%); and Student Government Association (27.6%). There are currently 13 student organizations at Frostburg with overt diversity-related missions.

Cultural and gender diversity issues are addressed throughout the University's curricula. The General Education Program requires all students to complete a course involving Identity and Difference. Currently, 31 courses across 16 academic disciplines satisfy this requirement. A variety of academic programs involve intensive study of cultural and/or gender diversity, including African American

Studies, Cultural Anthropology, Foreign Languages & Literature, International Studies, and Women's Studies.

Frostburg maintains a website (<https://www.frostburg.edu/about-frostburg/cultural-diversity/index.php>) showcasing its diversity initiatives, and providing easy access to diversity-related resources for students, faculty, and staff.

5. *Promote the Understanding of International Cultures*

Identified strategies under this goal are increasing the number of international students on campus, enhancing international programming at the University, increasing international opportunities for students and faculty, and promoting intercultural knowledge at all levels of the campus.

The University has increased and diversified its international student population, enhanced international programming, and promoted intercultural understanding at all levels on campus. At the same time, the University is providing additional opportunities for FSU students and faculty to study and teach abroad. The number of international students enrolled at Frostburg has significantly increased over the past decade, from 34 in fall 2008 to 285 in spring 2019. Currently, international students on Frostburg's campus represent 14 nationalities, with the largest constituencies from China and Saudi Arabia. The University currently has 22 exchange partners and three cooperative-degree programs, with plans to add a fourth by summer 2019. As indicated under Goal 4 above, there are numerous curricular and co-curricular programs at Frostburg designed to promote intercultural knowledge.

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Frostburg State University's Cultural Diversity Program contains a number of new and ongoing initiatives that require additional resources if they are to be fully and successfully implemented. Any state financial support of these strategies that can be garnered by the University of System of Maryland would greatly assist Frostburg's efforts. An approach to providing Frostburg State University and other Maryland institutions of higher education additional resources to enhance diversity and cultural awareness programs is to make competitive state grants available for these purposes. In the past, the state has funded important initiatives that have helped to transform and improve higher education in Maryland. The University would welcome the opportunity to apply for diversity program funds provided through the Maryland Higher Education Commission and the University System of Maryland.

# SECTION I

## TABLES 1 AND 2

Tables 1 and 2 describe in detail the initiatives, strategies, and results of the University's Cultural Diversity Program that are intended to address the cultural diversity goals identified by the University System of Maryland:

**Table 1: USM Goal 1- *Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty***

- **Frostburg State University's Diversity Goals 1-3**

**Table 2: USM Goal 2 - *Create positive interactions and cultural awareness among students, faculty, and staff on campus***

- **Frostburg State University's Diversity Goals 4 and 5**

**USM Goal 3 - *Provide a statement regarding the process for the reporting of campus-based crimes as consistent with federal requirements under Clery***

- **Frostburg State University's Process for Reporting Campus-Based Hate Crimes and Bias-Motivated Incidents**

## Section I - Table 1

*USM Goal 1: Increase the Numerical Representation of Traditionally Underrepresented Groups among Students, Administrative Staff, and Faculty.*

<b>FSU's Diversity Goal 1: Recruit and Enroll a Growing Number of Undergraduate Minority and First-Generation Students</b>			
<b>Timeline for meeting FSU Goal 1 is fall 2018; FSU's Diversity Program will be reviewed and updated in AY 2019-2020</b>			
<b>Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty.</b>	<b>Metrics to measure how progress of each initiative/strategy is being evaluated</b>	<b>Data to demonstrate where progress has been achieved / indicators of success</b>	<b>Areas where continuous improvement is needed</b>
<p><b>Strategies are numbered followed by their Action Priorities.</b></p>			
<p><b>FSU 1.1: Enhance marketing and recruitment efforts that target underrepresented students.</b></p> <ul style="list-style-type: none"> <li>a) Continue to send mailings and electronic communications to underrepresented students who meet the University's admission criteria.</li> <li>b) Continue to arrange recruitment trips to urban high schools in Maryland.</li> <li>c) The University will make a good faith effort to recruit and employ qualified minority staff to enhance marketing and recruiting efforts that target underrepresented students.</li> </ul>	<p>The purchase of names from minority populations from the pool of students who take the PSAT in their junior year of high school.</p> <p>The number of trips to urban high schools Maryland.</p> <p>The number of minority candidates offered staff positions at the University.</p>	<p>Student Search Services Comparison data shows that minorities represented 26.8% of the total names purchased for the fall 2009 entering first-year class, as compared to 37% for the fall 2018 class.</p> <p><i>Data Source: PeopleSoft Queries F09; orig SSS file F18</i></p> <p>During fall 2017 and spring 2018 (to recruit the Fall 2018 class): Either through individual high school visits, or visits to high schools as part of a college fair format program, FSU had a total of 30 visits at 24 high schools in Baltimore City.</p> <p>See results under FSU Diversity Goal 3.</p>	<p>Continue to investigate other avenues of "prospect" and "inquiry names" to ensure that the makeup and size of the first-year class meets the university's goals.</p> <p>Seek out new communication strategies to increase knowledge of counselors in minority markets.</p>

<p><b>FSU 1.2: Familiarize high school students, teachers, and administrators from selected areas with the University’s programs and services.</b></p> <p>a) Continue bus trips to FSU from targeted areas and engage FSU minority students to serve as tour guides.</p>	<p>The number of bus trips to FSU with minority attendees.</p> <p>The number of minority students in attendance at FSU admitted student receptions.</p>	<p>The Office of Admissions hosted approximately 700 prospective high school students during 19 different bus trips to FSU from primarily minority high schools. Additionally, 60% of prospective fall 2018 students attending the “admitted student receptions” sponsored by the Admissions Office were minorities (69 of 117 students).</p>	
<p><b>FSU 1.3: Enhance college-readiness programs and promote them to minority and first-generation students.</b></p> <p>a) Continue programs designed to prepare underrepresented students for postsecondary education at FSU.</p> <p>b) Provide additional academic support for underrepresented high school students from Allegany, Garrett, Washington, Montgomery, Anne Arundel, Prince Georges, and Frederick counties and Baltimore City.</p>	<p>FSU programs designed to prepare underrepresented students for postsecondary education at FSU.</p> <p>FSU programs designed to provide academic support for underrepresented high school students from Allegany, Garrett, Washington, Montgomery, Anne Arundel, Prince Georges, and Frederick counties, and the city of Baltimore.</p>	<p>Over the last five years, the grant-based <i>TRiO Upward Bound Program</i> has served 181 participants, and 18.8% of these self-identified as minorities.</p> <p>FSU’s <i>Upward Bound Regional Math/Science Center</i> provided additional academic support for underrepresented high school students from Allegany, Garrett, Frederick and Washington counties and Baltimore City. An average of 68% of program participants currently in high school (52 of 77) self-identified as minorities. Of the 950 participants who graduated from high school during the past five years, 60 (63%) were minorities, and 53 of these 60 (88%) initially enrolled in college.</p>	
<p><b>FSU 1.4: Increase the number of underrepresented students who transfer to FSU from community colleges.</b></p> <p>a) Continue to expand 2+2 and dual-degree programs with community colleges.</p> <p>b) Continue to establish dual-admission agreements with community colleges.</p>	<p>The number of transfer students enrolled in FSU from minority groups.</p> <p>The number of dual-degree agreements with community colleges.</p> <p>The number of dual-admission agreements with community colleges.</p>	<p>An increasing number of transfer students are from minority groups. New minority transfer students represented 16.3% of the new transfer population in fall 2009 compared to 29% in fall 2018.</p> <p><i>Data Source: Enrollment Information System file (EIS)</i></p> <p>In FY 2019, FSU had active articulations with 13 of 16 Maryland community colleges (Source: FSU’s Office of Admissions).</p> <p>Dual-admission agreements are in place with Allegany College of Maryland and Hagerstown Community College. More dual admission agreements with regional and statewide community colleges are expected in the future.</p>	<p>Investigate additional methods to ensure the makeup and size of the transfer student class meets the university’s goals.</p>

c) Provide additional individualized support services to transfer students.	Services provided to transfer students.	Students who transfer to FSU without a declared major or are non-degree seeking (students who transfer with a GPA less than a 2.0) are assigned to the Center for Academic Advising and Retention (CAAR) office. Staff in that office serve as the student's academic advisor and provide a welcoming connection to the campus, including training on the campus student information and learning management systems. Nineteen new transfer students were served through CAAR in the 2017 academic year; four of those students are African-American. CAAR offered Transfer Student Listening sessions in group and individual formats and 19 students took advantage of these in spring 2019.	
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<b>FSU's Diversity Goal 2: Increase the Retention and Graduation Rates of Undergraduate Minority and First-Generation Students</b>			
<b>Timeline for meeting FSU Goal 2 is fall 2018; FSU's Diversity Program will be reviewed and updated in AY 2019-2020</b>			
<b>Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty.</b>  <b>Strategies are numbered followed by their Action Priorities.</b>	<b>Metrics to measure how progress of each initiative/strategy is being evaluated</b>	<b>Data to demonstrate where progress has been achieved / indicators of success</b>	<b>Areas where continuous improvement is needed</b>
<p><b>FSU 2.1: Sustain the implementation of continuing and new programs intended to enhance student success and increase underrepresented minority and first-generation student retention and graduation rates.</b></p> <p>a) Continue programs to enhance student success: Academic Success Network (ASN), First-Year Student Progress Survey, TRIO Student Support Services (SSS), Beacon Early-Alert system, and the Tutoring Center services.</p> <p>b) Implement new programs to enhance student success: Expanding the Academic Success Network scope, Predictive Analytics (PAR), and HelioCampus.</p>	Second-year and six-year graduation rates for underrepresented students at Frostburg State University.	<p>Second-year retention and six-year graduation data generated the following findings: For the fall 2017 cohort of first-time, full-time students, FSU's second-year retention rates for African American students (77%) and minorities (74%) are similar to the rate for the total student population (77%).</p> <p>The retention rates improved from 71% (cohort fall 2016) to 77% (cohort fall 2017) for African Americans and from 69% (cohort fall 2016) to 74% (cohort fall 2017) for all minorities. The retention rate for all first-time, full-time students improved from 74% (cohort fall 2016) to 77% (cohort fall 2017).</p> <p>The African American retention rate mirrored the overall retention rate for the most recent cohort of first-time, full-time students. While the minority student retention rate was 3% points lower than the overall rate, the cohort showed a 5% point gain from the prior year.</p> <p>Six-year graduation rates increased over the reporting period for all student groups (cohort year 2010 to cohort year 2012): from 39% to 48% for African American students, from 40% to 49% for all minorities, and from 49% to 53% for all first-time, full-time students.</p> <p>FSU has been selected to participate in the first-ever national Excellence in Academic Advising (EAA) comprehensive strategic planning process, a program created by NACADA, a global</p>	Explore possible reasons for the lower persistence rates, particularly for the minority student population, and devise initiatives to address retention from sophomore year forward.

		<p>association dedicated to enhancing the educational development of students in higher education, and the nonprofit Gardner Institute.</p> <p>EAA establishes aspirational standards for institutions to evaluate and improve academic advising and acknowledge the central role of advising in promoting student learning, success and completion.</p>	
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<b>FSU's Diversity Goal 3: Enhance the Cultural Diversity of Faculty and Staff</b>			
<b>Timeline for meeting FSU Goal 3 is 2018; FSU's Diversity Program will be reviewed and updated in AY 2019-2020</b>			
<b>Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty.</b>	<b>Metrics to measure how progress of each initiative/strategy is being evaluated</b>	<b>Data to demonstrate where progress has been achieved / indicators of success</b>	<b>Areas where continuous improvement is needed</b>
<p><b>Strategies are numbered followed by their Action Priorities.</b></p> <p><b>FSU 3.1: Expand efforts to attract and retain eminently qualified minority faculty and staff.</b></p> <p>a) Establish working relationships with doctoral granting HBCUs throughout the United States with similar demographic population and geographic location.</p> <p>b) Advertise faculty and staff job openings on websites devoted to diverse hiring, work with USM on hiring strategies, and create a program for underrepresented populations (in their disciplines) to teach at Frostburg as ABD doctoral students.</p> <p>c) Utilize <b>The REGISTRY</b>, a national database of diverse and strategic candidates seeking ladder-rank employment as faculty members at institutions of higher education.</p>	<p>The number of minority faculty and staff at Frostburg State University.</p>	<p>The University continues its efforts to increase the number of minority faculty and staff at FSU. As of December 2018, the University's workforce consisted of 1,033 full and part-time employees (387 faculty; 657 staff members; 75 graduate students).</p> <p>Females are employed at a rate of 51.1% (527) and are represented in 100% of all administrative offices and academic departments.</p> <p>Minorities are employed at a rate of 10% and are represented in 26.9% of the University's administrative offices and 75.0% of academic departments. The University's workforce is comprised of Black/African American 4.7% (49), Asian 4.0% (41), Hispanic/Latino 0.7% (8), Two or more races 0.4% (4) and American Indian/Alaska Native 0.1% (1). White employees represent 90.1% of the university workforce.</p>	<p>Recruit continuously, not only when there are openings.</p> <p>Maintain professional networks and make note of potential candidates from underrepresented groups.</p> <p>If possible, build and develop relationships with potential candidates, keeping them in mind for future openings and/or asking them to assist in recruiting from their own networks.</p>

<p>d) Require all search committees for faculty and staff positions to have one member of the committee responsible for ensuring that minority outreach is a priority.</p> <p>e) Implement the annual Development and Leadership Series to provide management training to increase employee advancement and retention.</p>		<p>Frostburg's Office of Human Resources continues to sponsor the annual Employee Development and Leadership Series. The current cohort, consisting of 12 FSU faculty and staff members, meets monthly to receive management training, which will lead to increased employee advancement and retention. A fundamental goal of this program is to build the skills required to manage an increasingly diverse workforce and assist in fostering an inclusive workplace environment characterized by fairness, understanding, and mutual respect and civility.</p>	
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## Section I - Table 2

### USM Goal 2: *Create Positive Interactions and Cultural Awareness among Students, Faculty, and Staff on Campus*

<b>FSU's Diversity Goal 4: Create a Campus Environment that Promotes the Valuing of Cultural Diversity</b>			
<b>Timeline for meeting FSU Goal 4 is fall 2018; FSU's Diversity Program will be reviewed and updated and revised in AY 20018-20019</b>			
<b>Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including:</b>	<b>Metrics to measure how progress of each initiative/strategy is being evaluated</b>	<b>Data to demonstrate where progress has been achieved / indicators of success</b>	<b>Areas where continuous improvement is needed</b>
<ul style="list-style-type: none"> <li>• faculty and staff cultural training programs;</li> <li>• curricular initiatives that promote cultural diversity in the classroom; and</li> <li>• co-curricular programming for students</li> </ul> <p>Strategies are numbered followed by their Action Priorities.</p>			
<p><b>FSU 4.1: Establish institutional offices and organizations to help build intercultural understanding and broaden cultural awareness on campus by encouraging students, faculty, and staff to engage with cultures different from their own through their participation in co-curricular and professional development programs.</b></p> <p>a) FSU's Center for Student Diversity, Equity, and Inclusion: Plan and implement activities designed to reach out to racial identity groups and other marginalized student identity groups to provide guidance and support while providing education and training to the entire campus.</p>	<p>FSU's <i>Center for Student Diversity, Equity, and Inclusion</i> programs and activities designed to reach out to racial identity groups and other marginalized student identity groups to provide guidance and support while providing education and training to the entire campus.</p>	<p>During 2018-2019, the Center for Student Diversity, Equity and Inclusion worked collaboratively with faculty and staff to:</p> <ul style="list-style-type: none"> <li>• Provide support and leadership development to marginalized student identity groups: African Student Alliance (ASA), NAACP, and the gospel choir (UVUGD).</li> <li>• Provide assistance in leadership development and support for planning of activities, programs and meetings to University student organizations: Black Student Alliance (BSA), Latin American Student Organization (LASO), National Council of Negro Women (NCNW) and Spectrum (for students identifying as lesbian, gay, bisexual, queer and transgender).</li> <li>• Coordinate and facilitate the NCBI's Introduction to Diversity Workshop—required of all first-year, full-time students as part of the programs offered in the Introduction to Higher Education (ORIE 101). Participation in the workshop was a little under 90% coming in closer to 88% with a 95% satisfaction rate. Participating in the workshops resulted in an increase in first-year students applying to attend the diversity retreat.</li> </ul>	<p>Explore strategies to increase the effectiveness of the workshops including follow-up activities to increase retention of the knowledge gained; increase in the awareness of the resources available on campus to increase cultural competence; increase attendance.</p>

<p>b) Continue the work of the President’s Advisory Council on Diversity, Equity, and Inclusion (PACDEI).</p> <p>c) Continue the work of the Office of Gender Equity to provide resources and services for promoting social justice; and to plan and implement efforts to educate students, faculty, and staff about the issue of gender-based violence and related programming, policies, and services.</p>	<p>FSU’s <i>Center for Student Diversity, Equity, and Inclusion</i> programs and activities to engage students, faculty, and staff in experiences targeting instruction and training on cultural sensitivity.</p> <p>FSU <i>President’s Advisory Council on Diversity, Equity, and Inclusion (PACDEI)</i> – programs and activities for promoting a campus community that values and embraces all genders, races/ethnicities, languages, sexual orientations, ages, faiths, cultural and social class contexts, and intellectual and physical abilities.</p> <p><i>Office of Gender Equity</i> programs and activities that provide resources and services for promoting social justice and that educate students, faculty, and staff about the issue of gender-based violence.</p>	<p>During 2018-2019, the Center for Student Diversity, Equity and Inclusion planned and implemented the following activities:</p> <ul style="list-style-type: none"> <li>• FSU Social Justice Summit (formerly named Diversity Retreat): During the weekend a full day is dedicated to a Workshop on “Building Community through Deeper Connections.” In fall 2018, a total of 37 students, one staff member, two guest facilitators and two FSU alum participated in this retreat. Funds for a second retreat were not secured. However, the impact of the retreat was demonstrated by nine of the retreat participants attending the NCBI Train-the-Trainer one month later.</li> <li>• NCBI Train-the-Trainer was held in November 2018 with 25 trainees and 2 facilitators. Nine of the trainees attended the FSU Social Justice Summit; 16 were students; 3 faculty members, 3 staff members, and 2 Chartwells Dining Services staff. This will significantly increase the number of facilitators available to provide workshops for first year students.</li> </ul> <p>The President’s Advisory Council on Diversity, Equity and Inclusion was dissolved. In response to feedback provided during the University’s recent strategic planning process, as well as in other focus groups and forums, the University President, the Vice-President of Student Affairs, and Director of the Center for Student Diversity, Equity worked to create a revised University Council on Diversity, Equity and Inclusion.</p> <p>FSU established the <i>Office of Gender Equity</i> in 2016 as the institutional body in charge of providing leadership to promote, sustain, and advance a campus climate free of gender-based harassment and violence. The office has been actively engaged in implementing its mission by:</p> <ul style="list-style-type: none"> <li>• Providing an equitable, safe, and inclusive environment for all students through the coordination of activities intended to oversee prevention, education, response, and assessment of sexual misconduct, gender-based harassment, intimate partner violence, and stalking.</li> <li>• Assessing student perceptions and experiences of gender-based harassment and violence through the biennial <i>Campus Climate Survey</i>. Survey data from spring 2018 shows continued increases in positive responses about students’ perceptions concerning their University experience, including increased engagement in the campus community and a higher sense of being valued as individuals.</li> <li>• Providing recommendations in light of State and Federal expectations and best practices.</li> </ul>	<p>Seek funding to sustain activities led by the Center including a second retreat. Holding a second retreat allows more students to participate in the in-depth experience.</p> <p>The Council is expected to hold its first meeting before the end of spring 2019 semester. Council goals and work groups will be established at that time.</p> <p>Allocation of sufficient resources for sustainable prevention, response, outreach, and compliance.</p>
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<p>d) Plan and implement activities to prevent gender-based harassment, sexual violence, intimate-partner violence, and stalking based on research and best-practice information.</p>	<p>Programs planned and implemented to prevent gender-based harassment, sexual violence, intimate-partner violence, and stalking based on research and best-practice information.</p>	<p>In 2016, FSU restructured the previously existing President's Advisory Council Against Gender Based Violence (PACAGBV) into the current FSU's Gender-Based Harassment and Elimination Task Force (G-BHAVE). The purpose of restructuring the organization was to make it more inclusive with representation from students, faculty, and staff across campus as well as experts and stakeholders from the Frostburg community at large. Beginning in fall 2017, all first-time students were required to complete <i>Think About It</i>; an online educational platform designed by EverFi's Campus Clarity. The one-hour curriculum serves as the mandatory population-level training required by the U.S. Department of Education and the University System of Maryland to address gender-based harassment and sexual assault prevention.</p> <p>All first-year orientation courses were provided a presentation from the Title IX Coordinator, highlighting the services provided by the Office of Gender Equity and the protections and supports under Title IX.</p> <p>All faculty and staff were required to complete <i>Harassment and Discrimination Prevention</i>; an online platform designed by EverFi's Campus Clarity. The 90-minute program discusses the methods employees can identify harassment, discrimination, retaliation, related misconduct, and report such instances as mandated by federal and state law. Lastly, all Campus Security Authorities completed the required annual Clery Act training, via an online training module.</p>	
<p>e) Develop inter-institutional academic opportunities and institutional curricular programs for students, faculty, and staff designed to ensure equal participation in educational opportunities and encourage collaboration in activities designed to highlight the study of social issues and their relationship with underrepresented groups globally.</p>	<p>Partnerships with other institutions in the University System of Maryland to increase the number of underrepresented minorities pursuing graduate school.</p>	<p>FSU's partnership with the University of Maryland College Park, <i>TRiO Academic Achievement Program's McNair Scholars</i> has enrolled 81 students since its inception, in 1991. The six-year graduation rate for these students has been 100%. Over 35% of the participants have been males. The 2018-2019 cohort included two students, one African American female and one African American male.</p> <p><i>Identity and Difference courses in the General Education Program (GEP):</i> The Identity and Difference category in the GEP offers students multiple course options to gain insight into the ways cultural identities and experiences shape individual perspectives of the world and influence interactions with people from different backgrounds.</p>	<p>Identify funding to support FSU students' participation in activities hosted at partner institutions.</p>
<p>f) Sustain the University's curricular programs designed to promote the understanding of cultural diversity.</p>	<p>The University's curricular programs that promote the understanding of cultural diversity</p>	<p><i>The African American Studies Program and the Women's Studies Program</i>, through courses in the GEP, provide students with opportunities to explore elements of the world and U.S. History which are often overlooked by developing an understanding of the rich and complex African and African American heritage, and the impact of women and gender in a diverse society, respectively. The two programs also collaborate with other institutional structures to offer events for students, faculty, and staff to highlight social issues and their relationship with these underrepresented groups globally.</p>	<p>Continue to host McNair recruitment sessions at FSU</p>

**FSU’s Diversity Goal 5: Promote the Understanding of International Cultures**

**Timeline for meeting Goal 5 is fall 2018 : FSU’s Diversity Program will be reviewed and updated in AY 2019-2020**

<p>Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including:</p> <ul style="list-style-type: none"> <li>• faculty and staff cultural training programs;</li> <li>• curricular initiatives that promote cultural diversity in the classroom; and</li> <li>• co-curricular programming for students</li> </ul> <p>Strategies are numbered followed by their Action Priorities.</p>	<p>Metrics to measure how progress of each initiative/strategy is being evaluated</p>	<p>Data to demonstrate where progress has been achieved /indicators of success</p>	<p>Areas where continuous improvement is needed</p>
<p><b>FSU 5.1: Increase the number of international students attending Frostburg State University</b></p> <p>a) Actively recruit international students overseas and throughout the United States.</p> <p>b) Increase the number of exchange partners to increase the diversity of international students.</p>	<p>The number of J1 and F1 students enrolled at Frostburg State University.</p> <p>The number of exchange partners to increase the diversity of international students.</p>	<p>The CIE works with all academic departments across campus to ensure a continued growth in international diversity. In recent years, the CIE changed its emphasis on recruitment of students who would enroll on an “exchange” basis for one or two semesters, and moved to promoting programs for “degree-seeking” international students. In spring 2019, FSU enrolled 285 international students (up from 183 in spring 2018), including 275 degree-seeking students (up from 162 in spring 2018) from 10 countries.</p> <p>The CIE became a member of the Maryland International Education Consortium, which actively recruits international students for Maryland universities.</p> <p>The CIE added one additional exchange partner this year—NEOMA School of Business in Paris, France. The CIE is assisting the College of Business with recruiting students for study abroad opportunities at this new partner university. We expect students from the partner school to begin enrolling at FSU beginning the spring 2020 semester.</p>	

<p>c) Develop cooperative-degree programs with overseas partner universities, with the expectation of bringing a large number of international transfer students to earn a degree from FSU.</p> <p>d) Establish strong connections for international students on campus</p> <p><b>FSU 5.2: Develop programs and organizations to promote students' intercultural understanding and diversity awareness through experiential exposure to global topics.</b></p> <p>a) Plan and implement student abroad programs conducted or sponsored by the university.</p>	<p>The number of cooperative-degree programs with overseas partner universities.</p> <p>The presence of programs designed to connect international students to the campus.</p> <p>The presence of study abroad opportunities for students and the level of participation in those programs</p>	<p>In 2018/19, FSU continued to build upon two established cooperative-degree programs at the undergraduate and graduate levels with universities in China and Taiwan:</p> <ul style="list-style-type: none"> <li>• Hunan University of Commerce—This year, a total of 211 students (from cohorts one and two) were enrolled into the program that allows them to receive diplomas from FSU and HUC. FSU faculty teach FSU courses at HUC during the fall and summer terms.</li> <li>• National United University—An official agreement was signed in July 2018. The College of Business is actively recruiting for this program.</li> </ul> <p>In addition, FSU is currently working on a cooperative-degree program with Henan University in China. The College of Business and the CIE plan to submit a formal agreement to Henan University by the end of this current academic year. The CIE expects to enroll 25-50 students from this new partner during the 2019/20 academic year.</p> <p>FSU offers a six-week language camp (summer and winter) for incoming international students who need to improve their English language skills before beginning their first semester of classes on the FSU campus. Additionally, the CIE offers numerous cultural activities throughout the semester to introduce international students to American culture.</p> <p>During the academic year 2018/19, 39 FSU students participated in study abroad programs conducted or sponsored by the university. These students were able to bring a wealth of experiences back to their classes and perhaps changed their outlook on the world.</p>	<p>Assess the effectiveness of cooperative-degree programs as a recruitment strategy for international students, and evaluate its impact on sustaining international education at FSU.</p>
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<p>b) Plan and implement recruitment activities for students to study abroad.</p>	<p>The presence of recruitment activities designed to encourage students to participate in study abroad.</p>	<p>To encourage students to study abroad, the CIE engaged in the following recruitment activities in FY 2019:</p> <ul style="list-style-type: none"> <li>• Conducted classroom visits</li> <li>• Hosted bi-annual study abroad and international fairs</li> <li>• Planned bi-weekly information sessions with prospective and former study abroad students to share experiences</li> <li>• Held information tables in the Lane University Center</li> <li>• Provided presentations to multiple Greek organizations</li> <li>• Promoted study abroad at admissions open house events to encourage prospective students to get excited about FSU and plan for their future study abroad opportunities.</li> </ul>	<p>CIE will continue to evaluate the effectiveness of <i>Horizons</i>, as a software system to track applications of students interested in studying abroad, and assess its impact on meeting the CIE goals.</p>
<p>c) Design and implement student abroad opportunities for students led by faculty members.</p>	<p>The presence of faculty led study abroad opportunities for students</p>	<p>In FY 2019, faculty members created and implemented study abroad experiences for students in Ireland, England, Wales, and the Dominican Republic. These short-term experiences abroad are intended to promote long-term study and provide study abroad trips for those students who cannot spend an entire semester abroad due to finances or rigorous course study plans.</p>	
<p>d) Sustain the University President’s Leadership Circle As an institutional program designed to provide students with opportunities to represent the university at key events, participate in intercultural experiences, and travel abroad to be part of cultural projects engaging exploited populations in different countries around the world.</p>	<p>Presence of international experience for student members of the President’s Leadership Circle.</p>	<p>As a result of budgetary constraints, the students in the President’s Leadership Circle did not participate in a service-learning trip to Uganda to educate villagers and schoolchildren about hygiene and how to purify their drinking water; however, the PLC hosted John Ochieng, our liaison with Africa Water Solutions in Uganda, for an on-campus visit for twelve days (March 28 – April 9, 2019). Mr. Ochieng visited several classes, made presentations on global leadership to student leaders, and worked with the executive chef for Chartwells to create an authentic Ugandan meal attended by students, faculty, and staff.</p>	<p>Promote a more consistent use of the University’s Leadership Competency Model to assess the student learning outcomes of the experiential learning opportunities provided to the PLC members. Provide a direct source of funding to continue the international, intercultural experience.</p>

**USM Goal 3: Provide a statement regarding the process for the reporting of campus-based crimes as consistent with federal requirements under Clery.**

**Frostburg State University's Process for Reporting Campus-Based Hate Crimes and Bias-Motivated Incidents**

Hate crimes and bias-motivated incidents are violations of the University Student Code of Conduct as well as violations of law. Any such crimes that are reported to the University are handled by several offices of the University. Initial reports are handled by University Police, who conduct an investigation to determine if the incident is a hate crime or bias-motivated incident. If there is a victim involved, the determination of whether a hate crime has occurred is determined by the victim. If there is no victim, University Police will make the determination.

When a perpetrator can be identified, University Police can charge the individual(s) criminally as well as refer them through the University Judicial System. Student cases that are reported to the Judicial Board for violations of University policy are reviewed. If students are found responsible, sanctions can include disciplinary action up to and including expulsion from the University.

At the end of each month, University Police complete the hate crime report form and submit it as part of the Uniform Crime Report (UCR). At the end of each year, hate crimes and bias-motivated incidents are reported as required by the Clery Act and the Campus Crime Statistics Act (CCSA).

**SECTION II  
(Appendix A)**



*One University. A World of Experiences.*

Frostburg State University  
Cultural Diversity Program  
2008-2018

Prepared by: Office of the Provost

## Executive Summary

Frostburg State University's Cultural Diversity Program is designed to enhance diversity on campus and further the understanding of different cultures by all members of the University community. The program establishes the following diversity goals and identifies strategies for their attainment:

1. *Recruit and Enroll a Growing Number of Undergraduate Minority and First-Generation Students:* Identified strategies under this goal include enhancing marketing and recruitment efforts; familiarizing high schools students, teachers and administrators from selected areas with the University's programs and services; expanding college readiness programs and promoting them to minority and first generations students; and increasing the number of underrepresented students who transfer to Frostburg State University from community colleges.
2. *Increase the Retention and Graduation Rates of Undergraduate Minority and First-Generation Students:* The identified strategy under this goal involves sustaining the implementation of continuing and new programs intended to enhance student success and increase underrepresented minority and first-generation student retention and graduation rates.
3. *Enhance the Cultural Diversity of Faculty and Staff:* The identified strategy under this goal involves expanding efforts to attract and retain eminently qualified minority faculty and staff.
4. *Create a Campus Environment that Promotes the Valuing of Cultural Diversity:* The identified strategy for this goal is establishing institutional offices and organizations to help build intercultural understanding and broaden cultural awareness on campus by encouraging students, faculty, and staff to engage with cultures different from their own through their participation in co-curricular and professional development programs.
5. *Promote the Understanding of International Cultures:* The identified strategies for this goal include increasing the number of international students attending Frostburg State University, and developing programs and organizations to promote students' intercultural understanding and diversity awareness through experiential exposure to global topics.

## Introduction

Frostburg State University (FSU) is a multicultural campus where diversity is highly valued. The University's Cultural Diversity Program is intended to help the institution more effectively recruit and retain individuals and groups that have been historically underrepresented in higher education. It is also designed to promote cultural understanding and appreciation among all members of the University community. The program establishes the following five University goals:

1. Recruit and Enroll a Growing Number of Undergraduate Minority and First-Generation Students
2. Increase the Retention and Graduation Rates of Undergraduate Minority and First-Generation Students
3. Enhance the Cultural Diversity of Faculty and Staff
4. Create a Campus Environment that Promotes the Valuing of Cultural Diversity
5. Promote the Understanding of International Cultures

### **Goal 1: Recruit and Enroll a Growing Number of Undergraduate Minority and First-Generation Students**

This Cultural Diversity Program contains effective recruitment strategies and action priorities that focus on familiarizing high school students, teachers, and administrators with the programs and services available to them at the University. These strategies and associated action priorities are summarized below. Table 1 presents strategies, action priorities, timeframes and responsible units or offices associated with Goal 1.

#### Summary of Strategies and Action Priorities

- *Strategy, FSU 1.1: Enhance marketing and recruitment efforts that target underrepresented students.*

As an action priority, the University will continue to send mailings and electronic communications to underrepresented students. In addition, the University will make a good faith effort to recruit and employ qualified minority staff to enhance marketing and recruiting efforts that target underrepresented students.

- *Strategy, FSU 1.2: Familiarize high school students, teachers, and administrators from selected areas with the University's programs and services.*

As an action priority, the University will continue to sponsor high school bus trips to FSU where students can meet with faculty and staff, and tour the campus.

- *Strategy, FSU 1.3: Enhance college-readiness programs and promote them to minority and first generation students.*

As an action priority, the University will continue programs designed to prepare underrepresented students for postsecondary education. The University will also continue its summer outreach Upward Bound programs that help enhance high school students' self-esteem, leadership skills; and awareness of, and readiness for, postsecondary education.

- *Strategy, FSU 1.4: Increase the number of underrepresented students who transfer to FSU from community colleges.*

As an action priority, the University will develop cooperative programs with regional and statewide community colleges in order to increase the transfer of underrepresented students to Frostburg. The University will also provide additional individualized support services to transfer students.

**Table 1**

Strategies	Action Priorities	Time frame	Responsible Unit or Office
FSU 1.1: Enhance marketing and recruitment efforts targeting underrepresented students	a) Continue to send mailings and electronic communications to underrepresented students who meet the University’s admission criteria	2008-2018	Office of Admissions
	b) Continue to arrange recruitment trips to urban high schools in Maryland	2008-2018	Office of Admissions
	c) The University will make a good faith effort to recruit and employ qualified minority staff to enhance marketing and recruiting efforts that target underrepresented students.	2008-2018	Office of the Provost
FSU 1.2: Familiarize high school students, teachers, and administrators from selected areas with the University’s programs and services.	a) Continue bus trips to FSU from targeted areas and engage FSU minority students to serve as tour guides	2008-2018	Office of Admissions
FSU 1.3: Enhance college-readiness programs and promote them to minority and first-generation students	a) Continue programs designed to prepare underrepresented students for postsecondary education at FSU.	2008-2018	Program for Academic Support and Studies (PASS)
	b) Provide additional academic support for underrepresented high schools students from Garrett, Allegany, Washington, Montgomery, Anne Arundel, Prince Georges, and Frederick counties, and the city of Baltimore.	2008-2018	Upward Bound
FSU 1.4: Increase the number of underrepresented students who transfer to FSU from community colleges	a) Continue to expand 2 + 2 and dual-degree programs with community colleges	2008-2018	Office of the Provost
	b) Continue to establish dual-admission agreements with community colleges	2008-2018	Office of the Provost
	c) Provide additional individualized support services to transfer students	2008-2018	FSU Advising Center

**Goal 2: Increase the Retention and Graduation Rates of Undergraduate Minority and First-Generation Students**

The University’s is committed to increasing the retention and graduation rates of underrepresented students. The strategy and related action priorities adopted by the University to achieve this goal are

summarized below. Table 2 presents the strategies, action priorities, time frames and responsible units or offices associated with Goal 2.

Summary of Strategies and Action Priorities

- *Strategy, FSU 2.1: Sustain the implementation of continuing and new programs intended to enhance student success and increase underrepresented minority and first-generation student retention and graduation rates.*

Actions priorities associated with the strategy include continuing and strengthening new and ongoing programs overseen by the Office of the Provost that are designed to enhance student success.

**Table 2**

Goal 2: Increase the Retention and Graduation Rates of Undergraduate Minority and First- Generation Students			
Strategies	Action Priorities	Time frame	Responsible Unit or Office
FSU 2.1: Sustain the implementation of continuing and new programs intended to enhance student success and increase underrepresented minority and first-generation student retention and graduation rates.	a) Continue programs to enhance student success: Academic Success Network (ASN), Academic Enrichment Series, Freshman Progress Survey, TRiO Student Support Services (SSS), Beacon Early-Alert system, and the Tutoring Center Services.	2008-2018	Office of the Provost
	b) Implement new programs to enhance student success: Expanding the Academic Success Network scope, Predictive Analytics (PAR);, and HelioCampus	2008-2018	Office of the Provost

**Goal 3: Enhance the Cultural Diversity of Faculty and Staff**

This University is committed to recruiting and retaining minority faculty and staff. The strategy and related action priorities adopted by the University to achieve this goal are summarized below. Table 3 presents the strategies, action priorities, time frames and responsible units or offices associated with Goal 3.

Summary of Strategies and Action Priorities

- *Strategy, FSU 3.1: Expand efforts to attract and retain eminently qualified minority faculty and staff.*

Action priorities associated with the strategy include developing relationships with doctoral granting HBCUs throughout the United States with demographic populations and geographical locations similar to FSU, utilizing the REGISTRY to fill vacant administrative positions,

requiring all search committees to engage in minority outreach, advertising faculty and staff job openings on websites devoted to diverse hiring, working with the University System of Maryland (USM) on hiring strategies, creating a program for underrepresented populations (in their disciplines) to teach at Frostburg as ABD doctoral students, and implementation of an annual Development and Leadership Series designed to increase advancement and retention.

**Table 3**

<b>Goal 3: Enhance the Cultural Diversity of Faculty and Staff</b>			
<b>Strategies</b>	<b>Action Priorities</b>	<b>Time frame</b>	<b>Responsible Unit or Office</b>
FSU 3.1: Expand efforts to attract and retain eminently qualified minority faculty and staff	a) Established working relationships with doctoral granting HBCU's with similar demographic populations and geographic location throughout the United States.	2008-2018	Office of the Provost
	b) Advertise faculty and staff job openings on websites devoted to diverse hiring, work with USM on hiring strategies, and create a program for underrepresented populations (in their disciplines) to teach at Frostburg as ABD doctoral students.	2018 (new)	Office of the Provost
	c) Utilize the REGISTRY, a national database of diverse and strategic candidates seeking ladder-rank employment as faculty members at institutions of higher education.	2008-2018	Office of Human Resources
	d) Require all search committees for faculty and staff positions that one member of the committee be responsible for ensuring that minority outreach is a priority.	2008-2018	Director of Human Resources
	e) Implement the annual Development and Leadership Series to provide management training leading to increased employee advancement and retention.	2008-2018	Office of Human Resources

**Goal 4: Create a Campus Environment that Promotes the Valuing of Cultural Diversity**

Frostburg State University’s Cultural Diversity Program works to create an environment that is welcoming and safe for students. Various programs are offered on the FSU campus by a cross-section of academic and administrative offices as well as student organizations that enhance the development of students’ multicultural competency skills. The strategy and associated action priorities adopted by the University to create a campus environment that promotes the valuing of cultural diversity are summarized below. Table 4 presents the strategies, action priorities, time frames and responsible units or offices associated with Goal 4.

Summary of Strategies and Action Priorities

- *Strategy, FSU 4.1: Establish institutional offices and organizations to help build intercultural understanding and broaden cultural awareness on campus by encouraging students, faculty, and staff to engage with cultures different from their own through their participation in co-curricular and professional development programs.*

Action priorities include reaching out to underrepresented students, continuing the work of the President’s Advisory Council on Diversity, Equity, and Inclusion (PACDEI); continuing the work of the Office of Gender Equity; creating and enhancing current inter-institutional academic opportunities and institutional curricular programs (such as African-American Studies and Women’s Studies) for members of the University community that focus on equality in educational opportunities and social issues, and their relationship with underrepresented groups globally.

**Table 4**

<b>GOAL 4: CREATE A CAMPUS ENVIRONMENT THAT PROMOTES THE VALUING OF CULTURAL DIVERSITY</b>			
<b>Strategies</b>	<b>Action Priorities</b>	<b>Time frame</b>	<b>Responsible Unit or Office</b>
FSU 4.1 Establish institutional offices and organizations to help build intercultural understanding and broaden cultural awareness on campus by encouraging students, faculty, and staff to engage with cultures different from their own through their participation in co-curricular and professional development programs.	a) FSU’s <i>Center for Student Diversity, Equity, and Inclusion</i> : Plan and implement activities designed to reach out to racial identity groups and other marginalized student identity groups to provide guidance and support while providing education and training to the entire campus.	2008-2018	FSU Center for Student Diversity, Equity, and Inclusion
	b) Continue the work of the President’s Advisory Council on Diversity, Equity, and Inclusion (PACDEI).	2008-2018	PACDEI
	c) Continue the work of the <i>Office of Gender Equity</i> to provide resources and services for promoting social justice; and to plan and implement efforts to educate students, faculty, and staff about the issue of gender-based violence and relating programming, policies, and services.	2008-2018	Office of Gender Equity
	d) Plan and implement activities to prevent gender-based harassment, sexual violence, intimate-partner violence, and stalking based on research and best-practice information.	2008-2018	Office of Gender Equity

FSU 4.1 (Continued) Establish institutional offices and organizations to help build intercultural understanding and broaden cultural awareness on campus by encouraging students, faculty, and staff to engage with cultures different from their own through their participation in co-curricular and professional development programs.	e) Develop inter-institutional academic opportunities and institutional curricular programs for members of the University community designed to ensure equal participation in educational opportunities and encourage collaboration in activities designed to highlight the study of social issues and their relationship with underrepresented groups globally.	2008-2018	Office of the Provost
	f) Sustain the University's curricular programs designed to promote the understanding of cultural diversity.	2008-2018	Office of the Provost

**Goal 5: Promote the Understanding of International Cultures**

The University's Cultural Diversity Program incorporates several initiatives that promote the understanding of international cultures. The University seeks to increase its number of international students and enhance international programming while promoting intercultural understanding at all levels on campus. At the same time, the University plans to offer FSU students and faculty more opportunities to study and teach abroad.

The strategies and associated action priorities adopted by the University to promote the understanding of international cultures are summarized below. Table 5 presents the strategies, associated action priorities, time frames, and responsible units or offices.

Summary of Strategies and Action Priorities

- *Strategy, FSU 5.1: Increase the number of international students attending Frostburg State University.*

Action priorities include actively recruiting international students overseas and throughout the United States; increasing the number of University exchange partners; and developing cooperative degree programs with overseas partner institutions.

- *Strategy, FSU 5.2: Develop programs and organizations to promote students' intercultural understanding and diversity awareness through experiential exposure to global topics.*

Action priorities include expanding study abroad program and increasing study abroad student recruitment efforts.

**Table 5**

<b>GOAL 5: PROMOTE THE UNDERSTANDING OF INTERNATIONAL CULTURES</b>			
<b>Strategies</b>	<b>Action Priorities</b>	<b>Time frame</b>	<b>Responsible Unit or Office</b>
FSU 5.1: Increase the number of international students attending Frostburg State University.	a) Actively recruit international students overseas and throughout the United States	2008-2018	Center for International Education (CIE) and Office of the Provost
	b) Increase the number of exchange partners to increase the diversity of international students	2008-2018	Center for International Education (CIE) and Office of the Provost
	c) Develop cooperative-degree programs with overseas partner universities, with the expectation of bringing a large number of international transfer students to FSU	2008-2018	Center for International Education (CIE) and Office of the Provost
	d) Establish strong connections for international students on campus	2008-2018	Center for International Education (CIE) and Office of the Provost
FSU 5.2: Develop programs and organizations to promote students' intercultural understanding and diversity awareness through experiential exposure to global topics	a) Plan and implement study abroad programs conducted or sponsored by the university	2008-2018	Center for International Education
	b) Plan and implement recruitment activities for students to study abroad	2008-2018	Center for International Education
	c) Design and implement study abroad opportunities for students led by faculty members	2008-2018	Center for International Education
	<i>d) Sustain the University President's Leadership Circle – as an institutional program designed to provide students with opportunities to represent the university at key events, participate in intercultural experiences, and travel abroad to be part of cultural projects engaging exploited populations in different countries around the world.</i>	2008-2018	Center for International Education

## **Process for Reporting Campus-Based Hate Crimes and Bias-Motivated Incidents**

Hate crimes and bias-motivated incidents are violations of the University Student Code of Conduct as well as violations of law. Any such crimes that are reported to the University are handled by several offices of the University. Initial reports are handled by University Police, who conduct an investigation to determine if the incident is a hate crime or bias-motivated incident. If there is a victim involved, the determination of whether a hate crime has occurred is determined by the victim. If there is no victim, University Police will make the determination.

When a perpetrator can be identified, University Police can charge the individual(s) criminally as well as refer them through the University Judicial System. Student cases that are reported to the Judicial Board for violations of University policy are reviewed. If students are found responsible, sanctions can include disciplinary action up to and including expulsion from the University.

At end of each month, University Police complete the hate crime report form and submit it as part of the Uniform Crime Report (UCR). At the end of each year, hate crimes and bias-motivated incidents are reported as required by the Clery Act and the Campus Crime Statistics Act (CCSA).

## SECTION III (Appendix B)



*One University. A World of Experiences.*

### **Institutional Demographic Data**

This section includes comparison data for 2010, 2016, and 2017 with that of 2009. The data are presented in the following tables:

- ▲ **Table 1:** *Comparison Table for Students*
- ▲ **Table 2:** *Comparison Table for Faculty*
- ▲ **Table 3:** *Comparison Table for Staff*

### Section III: Table 1 Student Headcount by Career

**Table 1  
Student Headcount by Career**

Updated March 25, 2019

Career		Fall 2010				Fall 2016				Fall 2017				Fall 2018			
		Male N	Female N	All N	%												
Doctorate	Unknown	.	.	.	.	1	3	4	5.13	2	9	11	13.40	1	8	9	13.04
	African American/Black	.	.	.	.	.	.	.	.	.	2	2	2.44	.	2	2	2.90
	Amer Ind or Alaska Nat	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Hisp/Latino	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	White	.	.	.	.	25	47	72	92.30	23	45	68	82.90	19	38	57	82.61
	Other	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Native Hawaiian or Pac Island	.	.	.	.	.	1	1	1.28	.	.	.	.	.	.	.	.
	Two or More Races	.	.	.	.	1	.	1	1.28	1	.	1	1.22	1	.	1	1.45
	All	.	.	.	.	27	51	78	100	26	56	82	100	21	48	69	100
Graduate	Unknown	2	.	2	0.33	37	63	100	14.00	40	47	87	14.80	31	39	70	11.93
	African American/Black	15	17	32	5.30	15	29	44	6.16	16	29	45	7.64	18	32	50	8.52
	Amer Ind or Alaska Nat	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Asian	4	4	8	1.32	8	8	16	2.24	7	5	12	2.04	9	8	17	2.90
	Hisp/Latino	3	5	8	1.32	5	9	14	1.96	7	6	13	2.21	3	12	15	2.56
	White	168	372	540	89.40	158	291	449	62.90	129	273	402	68.30	136	273	409	69.68
	Other	9	5	14	2.32	65	20	85	11.90	15	6	21	3.57	7	5	12	2.04
	Native Hawaiian or Pac Island	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Two or More Races	.	.	.	.	2	4	6	0.84	4	5	9	1.53	4	10	14	2.39
	All	201	403	604	100	290	424	714	100	218	371	589	100	208	379	587	100
Undergraduate	Unknown	16	12	28	0.58	21	16	37	0.76	25	29	54	1.14	24	28	52	1.12
	African American/Black	557	572	1129	23.20	780	753	1533	31.40	767	716	1483	31.40	751	695	1446	31.18
	Amer Ind or Alaska Nat	7	6	13	0.27	2	7	9	0.18	3	4	7	0.15	1	9	10	0.22
	Asian	47	28	75	1.54	34	59	93	1.90	41	65	106	2.24	41	55	96	2.07
	Hisp/Latino	98	90	188	3.86	123	160	283	5.79	113	151	264	5.59	103	129	232	5.00
	White	1744	1640	3384	69.54	1221	1394	2615	53.50	1122	1277	2399	50.80	1090	1228	2318	49.98
	Other	20	29	49	1.01	54	38	92	1.88	103	105	208	4.40	134	164	298	6.43
	Native Hawaiian or Pac Island	.	.	.	.	1	1	2	0.04	.	1	1	0.02	.	1	1	0.02
	Two or More Races	.	.	.	.	109	111	220	4.50	93	110	203	4.30	82	103	185	3.99
	All	2489	2377	4866	100	2345	2539	4884	100	2267	2458	4725	100	2226	2412	4638	100
All	2690	2780	5470	100	2662	3014	5676	100	2511	2885	5396	100	2455	2839	5294	100	

Source: P409 Student Enrolled Population Files; Office of Assessment and Institutional Research

#### UG Minority

	2010	2016	2017	2018
N	1405	2140	2064	1970
%	28.87	43.81	43.70	42.48

#### UG African American

	2010	2016	2017	2018
N	1129	1533	1483	1446
%	23.20	31.40	31.40	31.18

## Section III: Table 2 Instructional Faculty

**Table 2**  
**Instructional Faculty**  
**Split By Tenure/Tenure Track and Non-Tenure Track**

Updated March 25, 2019

Tenure Status	Race/Ethnicity*	2010				2016**				2017**				2018**			
		Male N	Female N	All N	%	Male N	Female N	All N	%	Male N	Female N	All N	%	Male N	Female N	All N	%
Non-Tenure Track	Unknown	1	1	2	.	1	.	1	0.60	.	.	.	.	.	.	.	.
	African American/Black	.	1	1	.	4	2	6	3.57	3	3	6	3.30	4	3	7	4.29
	Amer Ind or Alaska Nat	.	.	.	.	1	.	1	0.60	1	.	1	0.55	.	.	.	.
	Asian	4	3	7	.	3	3	6	3.57	2	4	6	3.30	2	4	6	3.68
	Hisp/Latino	.	4	4	.	.	1	1	0.60	.	2	2	1.10	.	.	.	.
	White	66	78	144	.	63	86	149	88.69	67	98	165	90.66	62	87	149	91.41
	Other	.	.	.	.	.	4	4	2.38	.	.	.	.	.	1	1	0.61
	Native Hawaiian or Pac Island	.	.	.	.	.	.	.	.	.	2	2	1.10	.	.	.	.
	All	71	87	158	100	72	96	168	100	73	109	182	100	68	95	163	100
Tenure/ Tenure Track	Unknown	1	.	1	.	.	.	.	.	.	.	.	.	.	.	.	.
	African American/Black	7	2	9	.	7	2	9	4.11	7	2	9	4.33	7	3	10	4.90
	Asian	8	7	15	.	13	6	19	8.68	12	5	17	8.17	13	4	17	8.33
	Hisp/Latino	1	3	4	.	1	3	4	1.83	1	3	4	1.92	1	2	3	1.47
	White	113	66	179	.	106	74	180	82.19	96	73	169	81.25	95	70	165	80.88
	Other	.	.	.	.	5	2	7	3.20	5	4	9	4.33	5	4	9	4.41
	All	130	78	208	100	132	87	219	100	121	87	208	100	121	93	204	100
	All	201	165	366	100	204	183	387	100	194	196	390	100	189	188	367	100

Source: M155 Employee Data System Files; Office of Assessment and Institutional Research

\*Data reported for 2010 based on the 1977 race/ethnicity codes. 2016 to 2018 data based on the new race/ethnicity codes.

\*\* 2016 to 2018 data reflect the Maryland Higher Education Commission's Standard Occupational Classifications.

### Section III: Table 3 Staff by Principal Occupation Assignment

**Table 3  
Staff By Principle Occupational Assignment**

Updated March 25, 2019

Occupational Code	Race/Ethnicity*	2010				2016**				2017**				2018**			
		Male N	Female N	All N	%												
Exec/Admin/Mngr	Unknown	-	-	-	-	1	1	2	0.83	-	1	1	0.41	-	1	1	0.4
	African American/Black	2	1	3	5.17	4	6	10	4.13	4	7	11	4.52	6	9	15	6.05
	Amer Ind or Alaska Nat	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Asian	1	-	1	1.72	3	-	3	1.24	3	-	3	1.23	3	1	4	1.61
	Hisp/Latino	-	-	-	-	1	-	1	0.41	1	-	1	0.41	-	1	1	0.4
	White	33	21	54	93.1	103	123	226	93.39	102	125	227	93.42	102	125	227	91.53
	Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All		36	22	58	100	112	130	242	100	110	133	243	100	111	137	248	100
Teaching Assist	White	-	-	-	-	2	5	7	100	2	3	5	100	2	3	5	100
	All	-	-	-	-	2	5	7	100	2	3	5	100	2	3	5	100
Professional	Unknown	2	2	4	2.42	-	1	1	1.05	2	3	5	4.85	-	2	2	2.25
	African American/Black	6	4	10	6.06	1	4	5	5.26	-	4	4	3.88	3	3	6	6.74
	Amer Ind or Alaska Nat	1	-	1	0.6	-	-	-	-	-	-	-	-	-	-	-	-
	Asian	3	-	3	1.81	2	5	7	7.37	3	4	7	6.8	2	3	5	5.62
	Hisp/Latino	-	1	1	0.6	-	2	2	2.11	-	1	1	0.97	-	1	1	1.12
	White	62	84	146	88.49	34	45	79	83.16	32	53	85	82.52	30	42	72	80.9
	Other	-	-	-	-	1	-	1	1.05	-	-	-	-	-	-	-	-
	Two or more races	-	-	-	-	-	-	-	-	-	1	1	0.97	1	2	3	3.37
All		74	91	165	100	38	56	95	100	37	66	103	100	36	53	89	100
Clerical	Unknown	-	-	-	-	1	1	2	1.21	-	-	-	-	1	1	2	1.27
	African American/Black	-	7	7	4.02	5	3	8	4.85	3	6	9	4.92	3	8	11	6.96
	Amer Ind or Alaska Nat	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Asian	1	1	2	1.15	1	1	2	1.21	-	3	3	1.64	-	1	1	0.63
	Hisp/Latino	2	1	3	1.72	-	1	1	0.61	-	2	2	1.09	-	-	-	-
	White	25	137	162	93.1	35	116	151	91.52	44	123	167	91.26	41	102	143	90.51
	Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Two or More Races	-	-	-	-	-	1	1	0.61	1	1	2	1.09	-	1	1	0.63
All		28	146	174	100	42	123	165	100	48	135	183	100	45	113	158	100
Technical	Hisp/Latino	1	-	1	2.22	-	-	-	-	-	-	-	-	-	-	-	-
	White	26	18	44	97.78	-	6	6	100	-	5	5	100	-	4	4	100
	All	27	18	45	100	-	6	6	100	-	5	5	100	-	4	4	100
Skilled Crafts	Unknown	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	1.14
	African American/Black	-	-	-	-	-	1	1	1.03	-	1	1	1.09	-	1	1	1.14
	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Hisp/Latino	-	-	-	-	1	-	1	1.03	1	-	1	1.09	1	-	1	1.14
	White	36	1	37	100	53	42	95	97.94	51	39	90	97.83	50	35	85	96.59
	All	36	1	37	100	54	43	97	100	52	40	92	100	51	37	88	100
Serv/Maint	Unknown	-	1	1	1.3	-	-	-	-	-	-	-	-	-	-	-	-
	African American/Black	-	2	2	2.6	-	-	-	-	-	-	-	-	-	-	-	-
	Asian	-	1	1	1.3	-	-	-	-	-	-	-	-	-	-	-	-
	White	36	37	73	94.8	43	2	45	100	44	2	46	100	42	2	44	100
	All	36	41	77	100	43	2	45	100	44	2	46	100	42	2	44	100
All		237	319	556	100	291	365	657	100	293	384	677	100	287	349	636	100

Source: M155 Employee Data System Files; Office of Assessment and Institutional Research

\*Data reported for 2010 based on the 1977 race/ethnicity codes. 2016 to 2018 data based on the new race/ethnicity codes.

\*\* 2016 to 2018 data reflect the Maryland Higher Education Commission's Standard Occupational Classifications.