

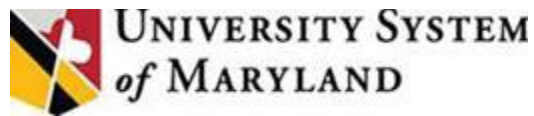


One University. A World of Experiences.

**CULTURAL DIVERSITY PROGRAM
ANNUAL PROGRESS REPORT
2020-2021**

**PREPARED BY THE CENTER FOR STUDENT DIVERSITY,
EQUITY, AND INCLUSION
April 2021**

Submitted to:



2020-2021
INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY
ANNUAL PROGRESS REPORT

Institution: Frostburg State University

Date Submitted: April 12, 2021

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This report follows the University System of Maryland guidelines for the 2020-2021 Annual Progress Report on Frostburg State University's Cultural Diversity Program. The report contains the following four sections:

- SECTION I: How Frostburg State University Defines Diversity
- SECTION II: Successful Ongoing and New Institutional DEI Initiatives
- SECTION III: COVID-19's Effects on Efforts to Enhance Diversity
- APPENDIX: Frostburg State University Cultural Diversity Plan

Additionally, an USM Addendum has been forwarded to the University System of Maryland, which describes Frostburg State University's top two or three areas of growth and/or challenge as it pertains to diversity, equity, inclusion, and/or combating structural racism.

SECTION I

HOW FROSTBURG STATE UNIVERSITY DEFINES DIVERSITY

The Frostburg State University policy on Diversity states: “The entire Frostburg State University community -- including the student body, the faculty and staff, the President of the University and its administration -- affirms its commitment to a campus environment which values human diversity and respects individuals who represent that diversity. The community declares fostering diversity and respect for difference to be a fundamental goal of higher education, ranking among the highest priorities of this institution.”

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 Office of Diversity, Equity, and Inclusion (DEI) works collaboratively with campus and local communities to foster a sense of inclusion among students of all ages, economic classes, ethnicities, gender identities, races, religions, sexual orientation and national origins. The University Council on Diversity, Equity and Inclusion (UCDEI), which includes students, faculty, and staff who work together to provide oversight of DEI areas of concern, definitions of key terms related to diversity, and successes in an effort to close any gaps. The University provides professional development to employees and students to increase cultural competency through membership in professional organizations such as the Association of American Colleges and Universities (AAC&U); the Student Affairs Administrators in Higher Education (NASPA) and the National Coalition Building Institute (NCBI); utilizing the LinkedIn Learning platform to allow employees to increase learning through an online platform (recently establishing a DEI requirement to be met by all employees by March 2022); and cultivating internal stakeholder expertise in DEI through efforts such as the FSU Professional Development Conference.

SECTION II

SUCCESSFUL ONGOING AND NEW INSTITUTIONAL DEI INITIATIVES

1. *Development of Assistant Vice President for Student Affairs, as the Diversity, Equity and Inclusion Officer/Officer and ongoing efforts of the UCDEI*

The UCDEI confirmed its mission and developed goals and for the 2020-2021 academic year the council had made the needed adjustments to make action plan progress. Before being interrupted by COVID-19, focus groups were held in the spring 2020 semester to get input from the greater campus. A campus climate survey was conducted during the fall semester 2020 followed by additional focus groups in spring 2021. Meetings with stakeholder groups have been completed and are ongoing to assess achievements and needs to realize a more cohesive approach in improving equity. Recommendations are currently being compiled by the council to submit to the University Advisory Council (UAC) for a comprehensive plan for the 2021-2022 academic year. Some of the notable progress of the council include:

- Conducted campus conversations and focus groups, “Can We Talk?” to further develop goals and action plans.
- Administered the HEDS Campus Climate and Equity Survey.
- Began developing plans and seeking funding to support the needed building and property renovations, and programming needed for a campus/community multicultural center (projected opening fall, 2021).
- Developed and administered a campus Safe Zone training program.
- Developing a plan to create racial justice on campus (in progress)
- Shifted the responsibility of the Cultural Diversity Plan from the Provost Office to the UCDEI and the

Assistant Vice President (AVP) for Student Affairs, Diversity, Equity and Inclusion Officer (DEIO).

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

Continuing 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.

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

Strengthening and expanding student support, mentoring, and advising programs are continuing strategies under this goal. Graduation rates amongst African Americans (56%) and all minority students (53%) improved and were greater than the overall graduation rate for the 2014 cohort (52%). However, retention rates, were slightly less (African Americans: 70% and 71% for all minority) as compared to the all first-time/full-time (71%).

4. *Enhance the Cultural Diversity of Faculty and Staff*

Frostburg's Cultural Diversity Plan and its Equity and Inclusion Plan articulate a number of strategies for increasing the diversity of faculty and staff at the institution:

- All searches for faculty and staff positions at Frostburg target as broad and diverse an applicant pool as possible. Advertisements are posted nationally, and the University utilizes the diversity resources offered by various recruitment sites, e.g., the Diversity and Inclusion Package offered by HigherEdJobs.
- All searches in the Academic Affairs division require applicants to submit a statement outlining their commitment to diversity, equity, and inclusion, signaling Frostburg's commitment to these values and letting all qualified candidates know they are welcome at the University.
- All search committees for faculty and staff positions at Frostburg require one member of the committee to be responsible for ensuring that minority outreach is a priority. All search committees must submit documentation of minority recruitment efforts to FSU's Office of Human Resources and FSU's Director of ADA/EEO Compliance. Such efforts typically include:
 - Identifying discipline-specific advertising sites visible to minority candidates, e.g., MinorityNurse.com.
 - Contacting colleagues at other institutions to seek nominations of minority students nearing graduation, recipients of fellowships and awards, or other interested persons.
 - Making personal contacts with minorities at professional conferences and inviting them to apply to FSU positions.

5. *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.

6. *Promote the Understanding of International Cultures*

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

SECTION III

COVID-19's EFFECTS ON EFFORTS TO ENHANCE DIVERSITY

1. A hindrance to the admissions' recruitment effort as we were limited in our ability to provide targeted recruitment this year due to the pandemic and staff turnover.
2. Increased difficulty in diversifying the faculty of staff.
 - Decreased hiring due to budgetary cuts.
 - Reluctance or inability of potential candidates to travel to or relocate to the campus.
3. Disproportionate economic impact on marginalized student populations. Applications to the CARES Act funding reflect:
 - An increase in students needing to work, up to full-time status, to provide or support the family's income due to parents losing jobs.
 - Difficulty in students securing reliable devices and/or internet service to complete online coursework.
 - Several students obligated to provide care and support family members infected with the virus.
4. In contrast, the move to increase blended/online education has resulted in:
 - The piloting of an online DEI platform for all first-year students. This program will be required for all first-year students in the 2021-2022 academic year and more effective and convenient for connecting with students whose participation was hindered by time conflicts with athletics, work schedules, and family obligations.
 - Asynchronous online courses providing more flexibility in schedules for students to meet family and work obligations.
 - The move to online and blended courses resulted in more faculty diversifying their curriculum and teaching modality with numerous professional development opportunities provided by the University.
 - Student activities continued to engage students through a robust program of online programming.



Required APPENDIX:

Frostburg State University's Cultural Diversity Plan PREPARED BY THE CENTER FOR STUDENT DIVERSITY, EQUITY, AND INCLUSION

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

FSU's Diversity Goal 1: Recruit and Enroll a Growing Number of Undergraduate Minority and First-Generation Students			
Timeline for meeting FSU Goal 1 is fall 2020; FSU's Diversity Program will be reviewed and updated in AY 2020-2021			
Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty.	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
<p>Strategies are numbered followed by their Action Priorities.</p>			
<p>FSU 1.1: Enhance marketing and recruitment efforts that target underrepresented students.</p> <ul style="list-style-type: none"> a) Continue to send mailings and electronic communications to underrepresented students who meet the University's admission criteria. b) Continue to arrange recruitment trips to urban high schools in Maryland. 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. 	<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>Due to the pandemic and staff turnover, Admissions hosted virtual events through a vendor, PlatformQ for the 20-21 recruitment cycle. Through the PlatformQ events, 2,005 students participated. Of the 2,005 students, 38.6% of students were minority and 37.11% are unknown.</p> <p>Due to COVID-19 restrictions and public schools being moved to an online format, there were no trips to any schools.</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>FSU 1.2: Familiarize high school students, teachers, and administrators from selected areas with the University's programs and services.</p> <p>a) Continue bus trips to FSU from targeted areas and engage FSU minority students to serve as tourguides.</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>Due to COVID-19 restrictions and public schools operating in an online format, there were no bus trips from any schools.</p>	
<p>FSU 1.3: Enhance college-readiness programs and promote them to minority and first-generation students.</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 167 participants, and 18% 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 71% of program participants currently in high school (45 of 63) self-identified as minorities. Of the 161 participants who graduated from high school during the past five years, 105 (65%) were minorities.</p>	
<p>FSU 1.4: Increase the number of underrepresented students who transfer to FSU from community colleges.</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>In FY 2020, FSU had active articulations with 13 of 16 Maryland community colleges (Source: FSU's Office of Admissions).</p>	<p>Investigate additional methods to ensure the makeup and size of the transfer student class meets the university's goals.</p>

	<p>The number of dual-admission agreements with community colleges.</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>	
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<p>c) Provide additional individualized support services to transfer students.</p>	<p>Services provided to transfer students.</p>	<p>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.</p>	
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<p>FSU's Diversity Goal 2: Increase the Retention and Graduation Rates of Undergraduate Minority and First-Generation Students</p>			
<p>Timeline for meeting FSU Goal 2 is fall 2020; FSU's Diversity Program will be reviewed and updated in AY 2020-2021</p>			
<p>Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty.</p> <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>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.</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 Centers services.</p> <p>b) Implement new programs to enhance student success: Expanding the Academic Success Network scope, Predictive Analytics (PAR), and HelioCampus.</p>	<p>Second-year and six-year graduation rates for underrepresented students at Frostburg State University.</p>	<p>Second-year retention and six-year graduation data generated the following findings: For the fall 2019 cohort of first-time, full-time students, FSU's second-year retention rates for African American students (70%) and minorities (71%) are slightly below the rate for the total student population (74%).</p> <p>The 2019 retention rates for African Americans and minorities only dipped slightly from the fall 2018, which was 72% for African Americans and all minorities.</p> <p>Six-year graduation rates increased over the reporting period for all student groups (cohort year 2013 to cohort year 2014): from 49% to 56% for African American students, from 48% to 53% for all minorities, and from 49% to 52% for all first-time, full-time students, which is an improvement compared no change in overall rate (52%) for all first time full time students.</p> <p>FSU participated in the first-ever national Excellence in Academic Advising (EAA) comprehensive strategic planning process, a program created by NACADA, a global 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</p>	<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>

and improve academic advising and acknowledge the central role of advising in promoting student learning, success and completion.

As a result of the EAA process, FSU is engaged with making a radical makeover of the academic advising model by assigning undergraduates with dual advisors, one a professional and one a faculty member. Many other changes are also underway, such as establishing advising learning goals, formal advisor training, and purchasing a software platform that will enhance the communication among each student's "support" team.

FSU's Diversity Goal 3: Enhance the Cultural Diversity of Faculty and Staff			
Timeline for meeting FSU Goal 3 is 2020; FSU's Diversity Program will be reviewed and updated in AY 2020-2021			
Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty.	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
<p>Strategies are numbered followed by their Action Priorities.</p> <p>FSU 3.1: Expand efforts to attract and retain eminently qualified minority faculty and staff.</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 The REGISTRY, 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 2020, the University's workforce consisted of 904 full and part-time employees (341 faculty; 521 staff members; 42 graduate students).</p> <p>Females are employed at a rate of 54.42% (492) and are represented in 100% of all administrative offices and academic departments.</p> <p>Minorities are employed at a rate of 11.62% and are represented in 28.85% of the University's administrative offices and 75.86% of academic departments. The University's workforce is comprised of Black/African American 5.75% (52), Asian 3.54% (32), Hispanic/Latino 0.66% (6), and Two or more races or unspecified/unknown, NR Alien 1.66 (15). White employees represent 88.38% of the university workforce.</p> <p>Beginning in 2020 all external jobs that qualified as national searches to HigherEdJobs with Diversity and Inclusion packages, which was / has been our best source for diverse candidates back when we looked at our external recruiting sources. HigherEd sends all of our job postings to around 342,000 candidates as part of their Diversity and Inclusion outreach and mailing list.</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 was unable to sponsor the annual Employee Development and Leadership Series this year due to COVID-restrictions. The cohort, normally consisting of 12 FSU faculty and staff members, and would meet 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>	<p>Once COVID-19 are lifted, the program will resume, potentially fall 2021.</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*

<p>FSU's Diversity Goal 4: Create a Campus Environment that Promotes the Valuing of Cultural Diversity</p>			
<p>Timeline for meeting FSU Goal 4 is fall 2020; FSU's Diversity Program will be reviewed and updated and revised in AY 2020-2021</p>			
<p>Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including:</p> <ul style="list-style-type: none"> • faculty and staff cultural training programs; • curricular initiatives that promote cultural diversity in the classroom; and • co-curricular programming for students <p>Strategies are numbered followed by their Action Priorities.</p>	<p>Metrics to measure how progress of each initiative/strategy is beingevaluated</p>	<p>Data to demonstrate where progress has been achieved / indicators ofsuccess</p>	<p>Areas where continuous improvement isneeded</p>
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<p>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.</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 2020-2021, the Office for Diversity, Equity and Inclusion worked collaboratively with faculty and staff to:</p> <ul style="list-style-type: none"> • Provide support and leadership development to marginalized student identity groups: African Student Alliance (ASA), Caribbean Student Association (CSA), NAACP, and the gospel choir (UVUGD). • 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). With the increase in the scope of the office, additional support was provided for these organizations by establishing co-advisor positions filled voluntarily by faculty and staff. • To better reach first-year students during the pandemic, the ODEI launched a pilot online program. The online platform titled, <i>Brave & Bold Dialogues™: Diversity, Equity & Inclusion – College Edition</i> created and by prevent. Zone by AliveTek is a one-hour awareness course designed to educate, inspire, prepare, and empower students to have constructive dialogues around the areas of diversity, equity, and inclusion. This program was launched on the FSU campus October 2021. The FSU Social Justice Summit, normally held in the fall semester, was canceled due to the pandemic and safety requirements. In response to student activism, support and guidance was provided for two protest marches/ rally in the City of Frostburg. Additionally, FSU students and employees participated in two BLM marches/rallies and the “Cumberland Pride” march and rally in Cumberland, MD. Transportation was provided for students to attend/ participate. 	<p>To increase the effectiveness of reaching first year students during the 2020-2021 academic year, all first-year students will be required to complete this online program. In addition, all instructors of the ORIE101, Introduction to Higher course will include a DEI presentation, offered by the ODEI in the course syllabus</p> <p>Planning for future retreats will include a training curriculum, dates and times for the training to take place beginning immediately following the retreat. Interested students will commit at the retreat.</p>
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FSU's Center for Student Diversity, Equity, and Inclusion programs and activities to engage students, faculty, and staff in experiences targeting instruction and training on cultural sensitivity.

Utilize the LinkedIn Learning platform to provide DEI training for faculty and staff. Restore the funding to provide to resource for students.
Seek funding to hold a NCBI Leadership Training (TTT)

b) Continue the work of the President's Advisory Council on Diversity, Equity, and Inclusion (PACDEI).

FSU President's Advisory Council on Diversity, Equity, and Inclusion (PACDEI) – 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.

- In 2020-2021 UCDEI, in collaboration with FSU offices, services, and organizations like Brady Health Center, the Career & Professional Development Center, the Center for International Education, Counseling & Psychological Services, Human Resources, the Office of Disabilities Support Services, the Office of Gender Equity, the Office of Student and Community Involvement, Programs Advancing Student Success, the Student Government Association, Student Support Services, the University Police, Residence Life, Veterans Services, FSU Student Organizations, and the greater Frostburg community, consisted of 30 faculty members, staff, and student representations, with students being 50% of the council membership. UCDEI is comprised of four subcommittee groups that meet monthly and which are dedicated to achieving the following goals: 1) To create a welcoming and safe campus climate for students, faculty, and staff; 2) To recruit and retain a culturally-rich population of students, faculty, and staff; 3) To promote mutual respect and freedom of speech through the voicing of concerns in civil discourse; 4) To encourage and support collaborative initiatives and activities; 5) To assure that university policies and procedures are congruent with the above goals; and 6) To utilize the principles and skill sets of the National Coalition Building Institute (NCBI) in fulfilling our mission. Some of the achievements of the council during the 2020-2021 academic year were: a) administering a Campus Climate Survey with follow up focus groups. The results of the survey and focus groups are being referenced in creating a plan to transform the campus to one with an anti-racist focus; b) developing and administering a Safe Zone training for employees and students. There were more than 125 participants in the introductory workshop; 56 of those participants elected to complete the training with additional workshops; c) working with University Advancement, funds have been secured to renovate the "Lincoln School" to develop the FSU Multicultural Center, with a target opening date of fall 2021. Additionally, grant applications have been submitted to acquire additional funding. d) The Brownville Monument dedication service was held on August 25, 2020. Continued efforts to acknowledge the legacy of Brownsville are in progress. e) to expand opportunities for dialogue in the face of limited in-person opportunities, the council joined the Office of Civic Engagement in offering weekly "Times Talk" session. Participants were to read a recommended article and engage in dialogue around the topic which alternated around civic engagement and DEI.

UCDEI will continue to develop plans for the Multicultural Center, including developing a plan for the inside space and a communication plan. UCDEI will also follow-up on plans to improve the first-year experience for students.

<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><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>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"> • 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. • 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. • Providing recommendations in light of State and Federal expectations and best practices. 	<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). In 2019, G-BHAVE was merged into the Campus Climate Subcommittee of the University's Council for Diversity, Equity and Inclusion. The purpose of restructuring the organization and unifying it under the work of UCDEI 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. All first-time students were required to complete Sexual Assault Prevention for Undergrads; 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 Harassment and Discrimination Prevention; 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>	
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<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>f) Sustain the University's curricular programs designed to promote the understanding of cultural diversity.</p>	<p>Partnerships with other institutions in the University System of Maryland to increase the number of underrepresented minorities pursuing graduate school.</p> <p>The University's curricular programs that promote the understanding of cultural diversity</p>	<p>FSU's partnership with the University of Maryland College Park, TRiO Academic Achievement Program's McNair Scholars has enrolled 86 students since its inception, in 1991 with 35% of the participants being males. The six-year graduation rate for these students has been nearly 100%. The 2020-2021 cohort included five students, one African American and American Indian 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><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>Identify funding to support FSU students' participation in activities hosted at partner institutions.</p> <p>Continue to host McNair recruitment sessions at FSU</p>
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FSU's Diversity Goal 5: Promote the Understanding of International Cultures

Timeline for meeting Goal 5 is fall 2020 : FSU's Diversity Program will be reviewed and updated in AY 2020-2021

<p>Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including:</p> <ul style="list-style-type: none"> • faculty and staff cultural training programs; • curricular initiatives that promote cultural diversity in the classroom; and • co-curricular programming for students <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>FSU 5.1: Increase the number of international students attending Frostburg State University</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 2020, FSU enrolled 401 international students (up from 285 in spring 2019), including 395 degree-seeking students (up from 275 in spring 2019).</p> <p>The CIE conducted a student survey to determine where FSU want to study abroad. The data from the survey results will assist the CIE with determining which countries and universities to consider for new exchange partnerships. During the current academic year, the CIE is already working with universities in Australia. In the previous year, the CIE had added one additional exchange partner—NEOMA School of Business in Paris, France. Students from the NEOMA School of Business have already been attending FSU as the CIE continues to recruit FSU students to study abroad at the host university.</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>FSU 5.2: Develop programs and organizations to promote students' intercultural understanding and diversity awareness through experiential exposure to global topics.</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 study abroad opportunities for students and the level of participation in those programs</p>	<p>In 2019/20, FSU continued to build upon two established cooperative-degree programs at the undergraduate and graduate levels with universities in China and: · FSU continues to negotiate on a cooperative-degree program with Henan University of Economics and Law in China. The College of Business and the CIE have a formal draft agreement with HUEL and we expect students to begin transfer to FSU within the next academic year. The CIE expects to enroll 25-50 students from this new partner during the 2021/22 academic year.</p> <p>During the academic year 2019/20, 40 FSU students participated in study abroad programs conducted or sponsored by the university. Originally 47 students were planning to study abroad; however, seven students withdrew due to the pandemic. 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 2020:</p> <ul style="list-style-type: none"> • Conducted classroom visits • Hosted bi-annual study abroad and international fairs • Planned bi-weekly information sessions with prospective and former study abroad students to share experiences • Held information tables in the Lane University Center • Provided presentations to multiple Greek organizations • 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. 	<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>As mentioned above, the CIE had recruited four FSU faculty to lead students on faculty-led experiences. Unfortunately, the trips were canceled due to the pandemic.</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>The students in the President's Leadership Circle did not participate in a service-learning trip to Uganda this year due to COVID-19 and funding. The circle continues to meet with the President, Dr. Travis and other special guest. There will be an Around the World program with food from various areas in the world that include Spain, Germany, Kenya, Italy and Australia. Some of the PLC members have aided in the planning of the event.</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).