

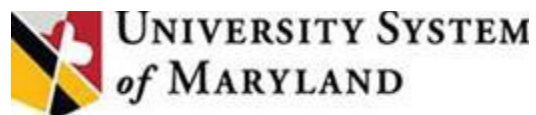


*One University. A World of Experiences.*

CULTURAL DIVERSITY PROGRAM  
ANNUAL PROGRESS REPORT 2021-2022

PREPARED BY THE OFFICE FOR DIVERSITY,  
EQUITY, AND INCLUSION  
April 2022

Submitted to:



**2021-2022**  
**INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY**  
**ANNUAL PROGRESS REPORT**

**Institution:** Frostburg State University

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This report follows the University System of Maryland guidelines for the 2021-2022 Annual Progress Report on Frostburg State University's Cultural Diversity Program:

- SECTION I: Frostburg State University's DEI Initiatives
- SECTION II: Frostburg State University's DEI Governing, Administrative, Coordinating Bodies and Institutional Offices
- SECTION III: Frostburg State University's DEI Data/Metrics
- SECTION IV: How Frostburg State University Captured and Utilized Diverse Perspectives and Voices of All Students
- APPENDIX I: Frostburg State University's Diversity Statement
- APPENDIX II: Frostburg State University's Cultural Diversity Plan
- APPENDIX III: USM Addendum

## **SECTION I: Frostburg State University's DEI Initiatives**

### Student Specific Initiatives

#### *1. 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. In spring 2022, Frostburg provided transportation for group visits to select Baltimore City High Schools where there is growing interest, such as Western and Baltimore Polytechnic High Schools, Bard High School, and Early College. Additionally, FSU continues to strengthen its relationship with College Bound Foundation representatives on campus to address the hurdles students face through the admissions and enrollment processes.

#### *2. 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. The Center for Academic Advising and Retention (CAAR) implemented a new support program for students on academic probation after the first semester. The program includes schedule revision outreach; a mandatory welcome meeting to review expectations; and bi-weekly, one-on-one support meetings. Eighty-nine (89) students are currently participating in the program. Frostburg began implementation of the Excellence in Academic Advising (EAA) initiative, which features a shared advising structure. Incoming first-year students in the fall of 2021 were paired with both a University Advisor from CAAR as well as a faculty mentor. During that term, 98.8% of first-year students assisted by university advisors reported being treated with respect and 96% reported that their questions and concerns were addressed. FSU is addressing a second EAA recommendation by implementing the Navigate student success platform in late spring and summer of 2022. The platform will improve the coordination of care for students as well as allow stakeholders to access actionable student data related to academic performance and credit trends.

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

Important strategies designed to help the University attain this goal include: 1) providing campus-wide cultural and gender diversity programming and activities through the University Council on Diversity, Equity, and Inclusion; the Office of Diversity, Equity, and Inclusion; and the Office of Gender Equity; 2) supporting campus student organizations that focus on diversity; and 3) providing for the multicultural quality of the curriculum.

#### *4. Partnerships with Other Institutions to Increase the Number of Underrepresented Minorities Pursuing Graduate School.*

In partnership with UMES, Frostburg's new 3+3 Bachelor of Science in Chemistry/Pharm.D. will leverage UMES's status as a HBCU to provide increased access to students of color who want to become pharmacists.

Frostburg is also developing an accelerated Master of Environmental Management degree with UMES, which will prepare students for public policy and sustainability management careers. Program goals include increasing the diversity of students pursuing these careers. Initially, it will be open only to FSU's undergraduate student population, and students of a variety of majors will be able to matriculate.

## Faculty and Staff Specific Initiatives

### *1. 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, including:

- Ensuring all searches for faculty and staff positions 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.

### *2. Employee Development and Leadership Series*

The University's Office of Human Resources moved forward for FY2022 with the annual Employee Development and Leadership Series, with a cohort of seven (7) faculty and staff members who met monthly for leadership and development sessions. This initiative has proven instrumental in furthering employee advancement into leadership roles/positions and increasing employee morale/satisfaction. A fundamental goal of this program is to build the skills required to manage and lead an increasingly diverse workforce and assist in fostering an inclusive workplace environment characterized by fairness, understanding, and mutual respect and civility.

### *3. Professional Development Conference*

The Human Resources Office sponsors a Professional Development Conference every fall and spring, which features FSU alumni, faculty, and staff as speakers as well as the occasional speaker from outside the institution. Offered to all faculty and staff free of charge, workshops focus on topics such as DEI, processes for functioning better in one's campus role, and promoting mental and physical health.

### *4. LinkedIn Learning*

In the spring of 2021, the Human Resources Office announced that faculty and staff are now required to complete either 6 (for non-supervisory staff) or 9 (for supervisory staff) LinkedIn Learning DEI modules. Completion of these modules will be considered in annual evaluations and merit pay in July of 2022.

## **SECTION II: Frostburg State University's DEI Governing, Administrative, Coordinating Bodies and Institutional Offices**

### *1. The Office for Diversity, Equity, and Inclusion*

The Office for Diversity, Equity, and Inclusion was established in August 2020 in conjunction with the promotion of the former Director of the Student Diversity Center to the Senior DEIO. As a result, the focus of the office shifted from addressing only student DEI concerns and needs to addressing that of faculty and staff as well. The office works to promote a culture of inclusion where individuals from all racial and ethnic identities, ages, nationalities, social and economic status, sexual orientations, gender identity/expression, religious, political and ideological perspectives, and physical and mental abilities are able to thrive and be engaged. It works to help students develop the skills they need to work effectively within a diverse community while also assisting faculty and staff in creating and maintaining inclusive learning and work environments. These goals are accomplished through facilitating and coordinating university strategic planning and prioritization in the areas of diversity and inclusion; conducting periodic climate surveys; working collaboratively to develop and implement programming, strategies and initiatives that advance a climate of diversity and inclusion and support the university's mission and the FSU's vision and goals; advising, advocating, and mentoring for concerns and issues related to diversity and inclusion among the student population.

### *2. The University Council on Diversity, Equity and Inclusion (UCDEI)*

Established in the spring of 2019, the University Council on Diversity, Equity, and Inclusion's membership consists of faculty, staff, and students who meet regularly to set goals and launch initiatives to improve campus climate with respect to diversity and inclusion. The UCDEI forms workgroups to conduct research on selected issues, analyze findings, and make recommendations to the President. The council promotes harmonious human interaction that celebrates common humanity and fosters a campus community where all genders, races/ethnicities, languages, sexual orientations, ages, faiths, cultural and social class contexts, intellectual and physical abilities, mental health statuses, and origins are valued and embraced.

### *3. The Office of Gender Equity*

Diversity, mutual respect, integrity, and responsibility are core values within Frostburg's community. These values are at the heart of the university's commitment to maintaining a safe, inclusive, and nondiscriminatory learning and working environment. In addition, FSU is committed to seeing that all members of its community who are affected by gender-based harassment, sexual misconduct, relationship violence, and stalking are provided options for redress and support. The Office of Gender Equity provides education, training, and prevention initiatives for the campus community. Frostburg's Title IX investigators, decision makers, and coordinator all hold ATIXA Certification.

### *4. Disability Support Services*

Frostburg is proud to serve students with unique needs by maintaining an accessible learning environment. The university's Student Accessibility Services (SAS) program builds up awareness, advocacy, and self-determination to empower students with disabilities. It works with partners across campus to create a safe and nurturing community for students to succeed in all aspects of their lives. The university and SAS are committed to providing equal access to all facilities, programs, and activities for students with disabilities, including compliance with all disability-related legislation, such as the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The program's mission is to facilitate equal academic opportunity and enhance learning for students with

any type of disability. Approximately 260 students with disabilities are registered with SAS each semester, including 240 students with neurodevelopmental, mental health, or learning disorders.

### **SECTION III: Frostburg State University's DEI Data/Metrics**

One of the metrics used to drive the university's actions and interventions to eliminate educational diversity, inclusion, and equity gaps is the Higher Education Data Sharing Consortium (HEDS) Diversity and Equity Campus Climate Survey, which compares the responses of FSU students, faculty, and staff to the responses of those same groups at other institutions. Results are summarized by 1) Campus Diversity; 2) Campus Climate for Diversity and Equity; 3) Negative Experiences; 4) Experiences by Group; and 5) Possible Areas of Concern Within This Institution.

Overall, Frostburg State University rated comparatively to similar institutions. There was a larger disparity in reports of Hearing Insensitive/Disparaging Remarks - staff (13% difference) and members of the local community (20% difference). There was also a report of differences in discrimination/harassment from these same sources. These findings were supported by data collected during the numerous focus groups held on campus.

The required the LinkedIn Learning DEI modules were one of the action steps taken to address on-campus concerns. To help strengthen town/gown relationships, there have been several meetings held with some of the local organizations such as the Allegany County Branch of the NAACP, the Allegany County Women's Action Coalition, the Brownsville Project, and descendants of Brownsville. Continued efforts will be made to work closely with these groups and identify other local organizations to provide increased opportunities for positive interactions with year-round local community residents. Additionally, first-year, full-time students will be educated on how to engage in brave and bold conversations with peers and others.

### **SECTION IV: How Frostburg State University Captured and Utilized Diverse Perspectives and Voices of All Students**

- The University Council for Diversity, Equity, and Inclusion was established primarily to create a platform centered around the diverse perspectives and voices of students. All efforts are made to ensure that student council members represent the diversity of the general body of students. Representatives from the Student Government Association and the various social identity student organizations are invited and encouraged to serve on the council. Additionally, students that may not represent a particular organization but who wish to have a voice on the council are encouraged and invited to participate in as well. All council members are required to work on at least one of the council's workgroups. Additionally, all the workgroups were required to review the 10-Point Plan for Creating a Racially Just Campus and submit suggestions for action plans for FSU's own plan utilizing feedback from the Campus Climate Survey that was administered during the fall 2020 semester and the focus groups that were held both before and after the survey was administered.
- A Communications Work Group was established to create DEI PSAs that will be rolled out across the campus using posters, website postings, digital monitors displayed throughout the campus, and social media. The voices captured and shared will be those of current students.
- The Student Government Association held numerous sessions to capture student voices and has shared concerns with the UCDEI, the Budget Advisory Council, and the Executive Cabinet.

- In response to students' voiced concerns and confusion around the university's bias, discrimination, hate policies and procedures, a presidential committee was established to work on clarifying, developing, and publishing these policies and procedures in a manner that is more accessible and user-friendly for students. As this committee becomes better informed the appropriateness of these policies and procedures, work continues to establish a final document.
- The *#BobcatsAgainstBias* week-long campaign was created to provide an additional platform for students to share their experiences with bias on campus. During a Leadership for Equity and Inclusion Train-the-Trainer activity, thirty-one (31) students, faculty, and staff spent time strengthening their DEI leadership skills by: 1) identifying information and possible misinformation learned about other groups; 2) identifying and expressing pride in the group(s) to which we belong; 3) learning how groups, other than our own, experience mistreatment; 4) learning the personal impact of specific incidents of discrimination; and 5) learning how to interrupt prejudicial jokes, remarks, and slurs. Additionally, participants learned an effective process in addressing controversial issues on campus. The exchange between all parties was invaluable and is anticipated to aid in increased awareness and understanding of the FSU experience from different perspectives.

### **Appendix I: Frostburg State University's Diversity Statement**

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. Therefore, the University community takes the unequivocal position that racist practices, or any action, or institutional structure or process, that has for its purpose the subordination of a person, or a group based on race, color, disability, genetic information, creed, marital status, national origin, sex, age, or sexual orientation, will not be tolerated.

**APPENDIX 2:**

**Frostburg State University’s Cultural Diversity Plan PREPARED BY THE OFFICE FOR STUDENT DIVERSITY, EQUITY, AND INCLUSION**

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

<i>FSU’s Diversity Goal 1: Recruit and Enroll a Growing Number of Undergraduate Minority and First-Generation Students</i>			
<i>Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty.</i>	<i>Metrics to measure how progress of each initiative/strategy is being evaluated</i>	<i>Data to demonstrate where progress has been achieved/ indicators of success</i>	<i>Areas where continuous improvement is needed</i>
<p><i>Strategies are numbered followed by their Action Priorities.</i></p>			
<p><b>FSU 1.1: Enhance marketing and recruitment efforts that target underrepresented students.</b></p> <p>Continue to send mailings and electronic communications to under-represented students who meet the University’s admission criteria.</p> <p>Continue to arrange recruitment trips to urban high schools in Maryland. 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>	<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>The university has not purchased PSAT names in several years. This year, we engaged with a vendor to begin purchasing and strategically recruiting students from outside the Western Maryland area. We re-evaluated our search strategy and dedicated resources to name purchases from our historic and expansion markets, which supports recruitment of underrepresented students.</p> <p>As we began fall travel, there were limitations to in-person visits at high schools throughout the state. Additionally, our travel season for spring 22 has not yet concluded. 64 of the 150 (40%) of in-person visits during fall 21 were conducted in urban areas. 45% of spring 22 travel conducted was to urban areas. Additionally, we continue to strengthen our relationship with the College Bound Foundation representatives on campus to address the hurdles students face through the admissions and enrollment process.</p> <p>In support of future enrollment growth and diversification of staff, the Admissions Office is actively recruiting and seeking out qualified candidates who also speak Spanish. One of the three Admissions counselors on staff (all hired within the past 9 months) is a minority. We have three vacancies and continue to actively recruit qualified minority staff through the alumni network of Frostburg State and other platforms.</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>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>We are providing transportation for group visits this spring to select Baltimore City High Schools where there is a significant amount of interest. We have seen significant growth in interest of students from Western and Baltimore Polytechnic High Schools. Additionally, we are working with Bard High School and Early College to provide transportation for those students as well.</p>	
<p><b>FSU 1.3: Enhance college-readiness programs and promote them to minority and first-generation students.</b></p> <p>Continue programs designed to prepare underrepresented students for postsecondary education at FSU.</p> <p>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>The Student Support Services program included 47 first-time full-time students in the fall 2020 cohort. Retention rates into the third semester are:  45/47= 96% for the entire group  31/33= 94% for the minority subgroup, and  27/29= 93% for the African American subgroup.</p> <p>The SSS program included 78 first-time full-time students in the fall 2015 cohort.  Six-year graduation rates are:  57/78 = 73% for the entire group  44/63 = 70% for the minority subgroup and  38/54 = 70 for the African American subgroup.</p>	
<p><b>FSU 1.4: Increase the number of underrepresented students who transfer to FSU from community colleges.</b></p>		<p>Maryland Community College enrollments have declined for two consecutive years by approximately 11% each year. As a result, all transfer student enrollment has declined over the past several years, with the decline beginning pre-Covid. Fall 21 enrollments of minority transfer students stabilized and remained the same whereas non-minority transfer student enrollment continued to decline.</p>	

<p>Continue to expand 2+2 and dual- degree programs with community colleges.</p> <p>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>Dual-admission agreement and enhanced transfer agreement is now in place with Garrett and Cecil Colleges. Additionally, many Maryland Community Colleges and the university have partnered to offer dual enrollment opportunities for students pursuing the RN and RN to BSN programs. Community colleges include, and not limited to, College of Southern Maryland, Frederick Community College, Montgomery Community College, Hagerstown Community College, Prince George's Community College and more.</p>	<p>Investigate additional methods to ensure the makeup and size of the transfer student class meets the university's goals.</p>
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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. Staff provided support for 15 non-degree and undeclared transfer students over the summer	CAAR will continue to provide individualized support services to undeclared transfer students.
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*FSU's Diversity Goal 2: Increase the Retention and Graduation Rates of Undergraduate Minority and First-Generation Students*

Timeline for meeting FSU Goal 2 is fall 2022; FSU's Diversity Program will be reviewed and updated in AY 2022-2023

Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty.  Strategies are numbered followed by their Action Priorities.	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
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<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>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>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 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>Center for Academic Advising and Retention (CAAR) implemented a new support program for first-year students on academic probation after the first semester. The program includes schedule revision outreach, mandatory welcome meeting to review expectations, and bi-weekly, one-on-one support meetings. Eighty-nine students are participating in the program.</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.
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FSU began implementation of the Excellence in Academic Advising (EAA), which features a shared advising structure. Incoming first-year students in Fall '21 were paired with both a University Advisor from CAAR as well as a Faculty Mentor. In Fall, 98.8% of first-year students assisted by University Advisors reported being treated with respect, and 96% reported that their questions and concerns were addressed.

FSU is following through on a second EAA recommendation by implementing the Navigate student success platform late spring and summer '22. The platform will improve the coordination of care for students as well as allow stakeholders to access actionable student data related to academic performance, credit trends, etc.

FSU's Diversity Goal 3: Enhance the Cultural Diversity of Faculty and Staff			
Timeline for meeting FSU Goal 3 is 2022; FSU's Diversity Program will be reviewed and updated in AY 2022-2023			
Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty.  Strategies are numbered followed by their Action Priorities.	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
<b>FSU 3.1: Expand efforts to attract and retain eminently qualified minority faculty and staff.</b>  Establish working relationships with doctoral granting HBCUs throughout the United States with similar demographic population and geographic location.  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.  Utilize The REGISTRY, a national database of diverse and strategic candidates seeking ladder-rank employment as faculty members at institutions of higher education.	The number of minority faculty and staff at Frostburg State University.	The University continues its efforts to increase the number of minority faculty and staff at FSU. As of December 2021, the University's workforce consisted of 872 full and part-time employees (333 faculty; 492 staff members; 47 graduate students). Females are employed at a rate of 53.78% (469) and are represented in 100% of all administrative offices and academic departments. Minorities are employed at a rate of 12%. The University's workforce is comprised of Black/ African American 4.5% (40). White employees represented 88.07% (768) of the University's workforce.  Since the beginning of 2020 all external jobs that qualified as national searches to HigherEdJobs, which includes a Diversity and Inclusion package, most successful source in recruiting diverse candidates and faculty members seeking ladder-rank employment. HigherEdJobs sends all of our job postings to approximately 345, 000 candidates as part of their Diversity and Inclusion outreach and mailing list.	Continuous recruitment, not only when there are openings.  Maintain professional networks and make note of potential candidates from underrepresented groups.  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>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>Implement the annual Development and Leadership Series to provide management training to increase employee advancement and retention.</p>		<p>The University's Office of Human Resources moved forward for FY2022 with the annual Employee Development and Leadership Series. The cohort consisted of seven (7) faculty and staff members who met monthly for leadership and development sessions which has been proven instrumental in furthering employee advancement into leadership roles/ positions and employee morale/ satisfaction. A fundamental goal of this program is to build the skills required to manage and lead an increasingly diverse workforce and assist in fostering an inclusive workplace environment characterized by fairness, understanding, and mutual respect and civility.</p>	<p>Annual recruitment and selection.</p>
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USM Goal 2: *Create Positive Interactions and Cultural Awareness among Students, Faculty, and Staff on Campus*

<p><i>FSU's Diversity Goal 4: Create a Campus Environment that Promotes the Valuing of Cultural Diversity</i></p>			
<p>Timeline for meeting FSU Goal 4 is fall 2022; FSU's Diversity Program will be reviewed and updated and revised in AY 2022-2023</p>			
<p>Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including: faculty and staff cultural training programs. curricular initiatives that promote cultural diversity in the classroom; and co-curricular programming for students 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 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>FSU's Office for 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>Office for 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>During 2021-2022, the Office for Diversity, Equity and Inclusion worked collaboratively with faculty and staff to:</p> <p>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 Association for the Advancement of Colored People (NAACP), National Council of Negro Women (NCNW) and Spectrum (for students identifying as lesbian, gay, bisexual, queer and transgender).</p> <p>The online platform titled, <i>Brave &amp; Bold Dialogues™: Diversity, Equity &amp; 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. With the start of the fall 2021 semester, all first-time/first-year students were required to complete this program. The ODEI followed up with DEI program presented to each of the ORIE101 Introduction of Higher Education classes. To date 87% of these students have completed the program which is comparable to the completion rate of the required Alcohol, Drug and Sexual Assault programs required of the same students.</p> <p>The FSU Social Justice Summit was held during the fall 2021 semester. Thirty-two (32) Students and four (4) staff participated in this year's retreat for a total of thirty-six (36) participants. This event provides FSU students with the opportunity to increase their awareness surrounding issues of diversity, equity, and inclusion. Action plans developed during the weekend will assist them in being agents of positive change on campus. Seven of the retreat attendees participated in the 2.5-day National Coalition Building Institute (NCBI) Leadership for Equity and Inclusion Train-the-Trainer. These individuals are committed to serving as DEI facilitators on campus.</p> <p>The ODEI and UCDEI held a 2.5-day National Coalition Building Institute (NCBI) Leadership for Equity and Inclusion Train-the-Trainer with a total of 31 participants and two facilitators. This training helps participants learn practical skills in becoming more culturally competent by exploring campus community issues and developing a replicable set of techniques to become an innovative leader in diverse settings. Nearly 50% of the participants were students with the remainder being faculty and staff.</p>	<p>To increase the effectiveness of reaching first year students beginning in 2020-2021 academic year, all first-year students are 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>
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Continue the work of the University Council on Diversity, Equity, and Inclusion).

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 2021-2022 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, Center for Academic Advising and Retention, 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. During the 2021-2022 academic year the UCDEI used the findings of the fall '20 Campus Climate Survey and 2020-2021 focus groups to create a plan to transform the campus to one with an anti-racist focus. The council created a list with well over 30 suggested action plans. Five of those actions plans were set as action priorities for 2021-2022: 1) Continue to develop plans for the Adams/Wyche Multicultural Center. Progress: Needed changes to the exterior (relocation of the university's fleet of cars and vans and the kiosk were completed as well as asbestos abatement and interior demolition. Key stakeholders are being included in developing the floor plan use of the building. 2) Researching the appropriateness and effectiveness of a Land Acknowledgement Statement for the FSU Campus. Progress: Council members have been consulting with experts in Indigenous Studies and attending conference workshops to explore the use of land acknowledgement statements. 3) Increase transparency of the work of UCDEI. Progress The council's communication workgroup has been working to update the DEI website. A summary of the Campus Climate Survey has been posted on the website. The 10-pt plan report has been written and will be posted on the website. 4) Continue to host DEI focus groups, workshops, and trainings for the entire campus community. Progress: Faculty and staff are now required to complete 6 (for non-supervisory staff)-9 (for supervisory staff) LinkedIn Learning DEI modules; completion will be reflected in annual evaluations and considered in

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>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>merit pay. A workshop on bias/ hate speech, free speech, the 1<sup>st</sup> amendment, and public institutions of higher education was presented spring '22. A workshop on how to be effective change agents integrating social media was held spring '22. A <i>#Bobcats Against Bias</i> campaign was held spring '22 included workshops on racial healing; avoiding spreading misinformation with the use of memes in social media; social media and civility. 31 students, faculty, and staff participated in a 2.5-day DEI leadership development- National Coalition Building Institute Leadership for Equity and Inclusion Train-the-Trainer. 5) Create a hate/bias response team to process hate/bias complaints/ incidents and provide investigative training for team leader. Progress: One staff member has completed the investigator training and two more are scheduled to complete the training by the end of the spring 2022 semester. A committee established by the president has been working on the development of a bias incident policy and procedure. We have participated in a Bias Incident Reporting and Response Webinar and are using that webinar to inform our work going forward.</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> <p>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.</p> <p>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.</p> <p>Providing recommendations in light of State and Federal expectations and best practices.</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). 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> <p>Two staff members have completed the Investigator Training #1- Title IV and #2- Bias and Hate Incidents. Two additional staff members are scheduled to complete the training.</p>	
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<p>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, 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. The 2021 McNair recruitment session drew five interested students.</p> <p>FSU's new 3+3 BS in Chemistry/ Pharm.D. with UMES will leverage UMES's status as a HBCU to provide increased access to students of color who want to become pharmacists.</p> <p>FSU is developing new accelerated Master of Environmental Management degree with UMES. This degree will prepare students for public policy and sustainability management careers. The program has a stated goal of increasing the diversity of students pursuing these careers. Initially, it will be open only to FSU's undergraduate student population, and students of a variety of majors will be able to matriculate.</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. Highlight McNair student achievements at FSU Undergraduate Research Symposium.</p> <p>Continue development of unique interinstitutional programs to increase diversity of graduate enrollment.</p> <p>Maintain inclusion of DEI in re-envisioned GEP.</p>
<p>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>Identity and Difference</i> category in the <i>GEP</i> 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. Student Learning Assessment related to the <i>Appreciation of Cultural Identities</i> GEP goal shows that students continue to achieve at or above the desired benchmark on all assessment dimensions each year. A new course in this category for Fall 2022 is EON 113 Economic of Race. New Learning Goals for a re-envisioned GEP include DEI principles: Global Cultures and Perspectives and Personal and Civic Responsibility and Engagement.</p> <p>The African American Studies Program and the Women's Studies Program, 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</p>	<p>Continue to support and develop relevant academic programs and coursework promoting diversity, equity, inclusion, and justice.</p>

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.

The International Studies Major and the Global Business Concentration in the Business Administration Major provide interdisciplinary coursework across multiple departments related to the exploration of other cultures and societies. These programs utilize a great number of Identity and Difference courses in their requirements and electives. *The Foreign Languages and Literature program* (Spanish Major and Minor, French Minor) provide introduction to Spanish and French language and culture (SPAN 250 and FREN 250) as well as upper-level courses taught in French and Spanish about art, history, literature, and culture of countries and regions that speak these languages.

*New curricular programs will be brought online in AY 2022-2023:*

Social Justice Track in the Philosophy Major

Diversity and Leadership Upper Division Certification in the College of Business

Diversity and Management Minor

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

Timeline for Goal 5 is fall 2022: FSU's Diversity Program will be reviewed and updated in AY 2022-2023

<p>Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including:                      faculty and staff cultural training programs.                      curricular initiatives that promote cultural diversity in the classroom, and co-curricular programming for students.                      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</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>Actively recruit international students overseas and throughout the United States.</p> <p>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 2021, FSU enrolled 372 international students (down from 401 in spring 2020), due to the pandemic.</p> <p>In collaboration with the FSU President’s Office, the university will increase the number of partnerships with international universities. These partnerships may or may not bring students to the FSU campus. Some partnerships will be designed for online enrollment, while others will require students to enroll into face-to-face classes. Due to the pandemic, some of the partnerships are on hold.</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>Plan and implement student abroad programs conducted or sponsored by the university.</p>	<p>The presence of study abroad opportunities for students and the level of participation in those programs</p>	<p>During the year 2020-2021, zero FSU students participated in study abroad programs due to the pandemic. Looking forward, study abroad numbers are continuing to increase.</p>	
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<p>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:          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>	
<p>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>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 campus leadership. 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>

### **Appendix 3: USM Addendum**

*DEI data or metrics, briefly describe (a) tracking the metric or collecting the data and (b) any movement in the metrics, and/or any movement as evidenced by the data*

The HEDS Diversity and Equity Campus Climate Survey was administered in 2020-2021 for the first time. The University will administer the survey again in fall 2022 where data trends and comparisons can be analyzed. The UCDEI is specifically interested in questions on the climate for and views on diversity and equity at our campus, comparing our institution's results to those of other institutions. Results on overall campus climate, people's sense of belonging to the community, and whether the campus is free from tensions related to individual or group differences.