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**Cultural Diversity Program  
Annual Progress Report 2022-2023  
Prepared by the Office for Diversity,  
Equity, and Inclusion**

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**Submitted to the:**

**University System of Maryland**

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**INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY**  
**ANNUAL PROGRESS REPORT**

**Institution:** Frostburg State University

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**Point(s) of Contact (names and email addresses):**

Robin Wynder  
[rwynder@frostburg.edu](mailto:rwynder@frostburg.edu)

This report follows the University System of Maryland guidelines for the 2022-2023 Annual Progress Report on Frostburg State University's Cultural Diversity Program:

- Section 1: A Summary of the Institution's Plan to Improve Cultural Diversity
- Section 2: A Description of Efforts to Increase the Numerical Representation of Multiple Traditionally Underrepresented Groups
- Section 3: A Description of Efforts Designed to Create Positive Interactions and Cultural Awareness Among Students
- Section 4: A Description of Emerging Populations that are Currently Underrepresented in Higher Education
- Section 5: If needed, a description of other initiatives that are central to the cultural diversity plan that are not captured in Sections 2, 3, and 4
  
- Appendix 1: Frostburg State University's Cultural Diversity Plan
- Appendix 2: USM Addendum

## **Section 1: A Summary of Frostburg State University's Plan to Improve Cultural Diversity**

Frostburg State University's Cultural Diversity Plan (see Appendix 1) is currently under review and will be updated by the beginning of AY 2023-2024. As part of this update, the University Council on Diversity, Equity, and Inclusion (UCDEI) has developed a ten-goal plan (see below), which was approved by the President's Executive Cabinet in 2021, builds upon previously existing initiatives, and provides suggestions for additional initiatives to continue to improve cultural diversity on campus. The UCDEI has been tasked with selecting five action priorities to address each year in an effort to meet these annually reviewed and updated goals by AY 2024-2025.

In AY 2022-2023, the UCDEI formed five work groups, each tasked with addressing one of the goals. Other stakeholders are included in the implementation process, as appropriate. The individual working groups meet as needed to implement their goal, and the full council meets monthly to report on progress and make adjustments, as necessary. The full council holds a retreat in January and August to re-evaluate progress on previously established goals and determine what steps need to be taken to complete any goals that were not achieved by the established due date (i.e., June 30th each academic year). At the end of each academic year, a report on progress is submitted to the university's governing bodies and the President's Executive Cabinet. The end-of-year report is then posted to the UCDEI [webpage](#).

### **Goal One: Acknowledge the Past and Revisit History to Prevent Future Institutional Racism**

#### *Action Priorities:*

- Continue research on the Brownsville community, archive findings in the FSU Ort Library, and exhibit them in the Adams Wyche Multicultural Center (AWMC).
  - *Progress:* Students in the Introduction to African American Studies course began conducting researching during the spring 2023 semester, with students from other departments (e.g., English and History) who have been part of the process in previous semesters. UCDEI is also working with some of the Brownsville community descendants to retain a forensic historian.
- Renovate the Brownsville Community Lincoln School building and create the AWMC, which will showcase art that captures the history of the Brownsville community.
  - *Progress:* Interior renovations were completed in the spring of 2023 and exterior renovations will commence in the summer of 2023. A ribbon cutting ceremony is scheduled for May 2023 and the building will be ready for occupancy beginning in the fall of 2023. The AWMC will serve as a centrally located facility for the development and expansion of innovative and meaningful life experiences for all students at Frostburg State University. Its programs are intended to enhance cultural diversity on campus, in the community, and in the region.
- Compile data on the desegregation efforts started in 1969, when Frostburg State University hired Mr. William and Mrs. Atkinson.
  - *Progress:* Students in an African American Studies course began research in the spring of 2023. The project will culminate in the spring of 2025.

- Develop a land acknowledgement statement for the FSU campus, to be submitted to the President's Executive Cabinet for approval in the fall of 2023.

## **Goal Two: Lift Minoritized Voices**

### *Action Priorities:*

- Conduct periodic campus climate surveys and focus groups.
  - *Progress:* A campus climate survey and focus groups were conducted in the fall of 2020. The survey will be re-administered, and focus groups will continue on a periodic basis.
- Identify and publish action plans, based on the results of the 2020 campus climate survey.

## **Goal Three: Continue to Prevent Racism in the Campus Culture**

### *Action Priorities:*

- Review data from existing plans and identify areas in need of improvement.
- Build action steps, based on results of the 2020 campus climate survey.
- Confer with the Office of Human Resources to determine if bias complaints are addressed in the annual employee evaluation process.
- Improve student services by identifying ways to accommodate English as a Second Language (ESL) students and families.
- Provide workshops for faculty and staff addressing topics such as biases, microaggressions, and how to build increasingly inclusive curricula.
  - *Progress:* workshops have been conducted both virtually and in-person for faculty, staff, and students, and will continue to be offered annually.
- Provide additional equity and inclusion leadership training to faculty, students, and staff.
- Provide additional faculty training regarding required accommodations for student with disabilities.

## **Goal Four: Critically Examine Student Conduct and Discipline Data**

### *Action Priorities:*

- Review student conduct and discipline data, highlighting any areas of concern.
- Provide bias training for staff completing student conduct referrals, including appropriateness of reporting to police to raise awareness.
- Create a hate/bias response team.

## **Goal Five: Diversity and Inclusion in Campus Policing**

### *Action Priorities:*

- Encourage alumni to apply for FSU police department positions.
- Encourage additional professional development opportunities.

## **Goal Six: Devise a Comprehensive Strategy for Commitment to Preventing Racism**

### *Action Priorities:*

- Incorporate UCDEI and other DEI initiatives into employee's daily responsibilities.
- Review and make more specific UCDEI's mission, vision, and core values.
- Add diversity and inclusion as an action item in the University's Strategic Plan.
- Further incorporate diversity and inclusion into professional development opportunities.
- Promote the Adams Wyche Multicultural Center as a place for all groups to grow their cultural competence.

## **Goal Seven: Establish a Black History Resource Center**

### *Action Priorities:*

- Develop a plan for sharing and communicating student and staff histories, organizations, and artistic expressions.
- Include A Black History Resource Center in the design of the Adams Wyche Multicultural Center.

## **Goal Eight: Disaggregate Student Success Data to Improve Minority Student Persistence**

### *Action Priorities:*

- Explore the feasibility of hiring an external reviewer to disaggregate student success data in an effort to improve upon minority student retention and graduation rates.

## **Goal Nine: Engage in Intrusive Outreach to Students of Color**

### *Action Priorities:*

- Incorporate intrusive communication/learning initiatives with the campus community into the Adams Wyche Multicultural Center's mission and goals.
- Develop procedures for reporting, investigating, and responding to hate/bias complaints as part of the Adams Wyche Multicultural Center's objectives.

## **Goal Ten: Build a Cultural Commitment to Eliminating Racism**

### *Action Priorities:*

- Include diversity and inclusion trainings as part of employees' annual evaluation goals.
  - *Progress:* Completion of required workshops and training were first included in annual evaluations and reflected with merit pay in 2022.
- Demonstrate institutional commitment to and investment in the Adams Wyche Multicultural Center.

### **Section 2: Description of Efforts to Increase Frostburg State University's Numerical Representation of Traditionally Underrepresented Groups**

#### Students

In the spring of 2022, Frostburg developed a Strategic Enrollment Plan that focuses on efforts to engage campus stakeholders in improving the recruitment of Latino students. Additionally, efforts were made to identify and reduce barriers to admission (e.g., application fees) for underrepresented populations. As part of these efforts, FSU participated in the Common App Direct Admission pilot program.

#### Administrative staff and faculty

The Office of Human Resources has worked closely with each of the three colleges and various departments/divisions on campus to not only recruit but also retain traditionally underrepresented groups among faculty and staff. One such effort was a collaboration with the College of Business to hold the annual Employee Development and Leadership Series for FY 2023 with a cohort of nine (9) 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.

### **Section 3: Frostburg State University's Efforts Designed to Create Positive Interaction and Cultural Awareness Among Students, Faculty and Staff on Campus**

#### Faculty and staff training programs

Faculty were encouraged and staff were required to complete *LinkedIn Learning* DEI modules (six for non-supervisory employees and nine for supervisors) covering a variety of topics, including *Leading Inclusive Teams*, *Unconscious Bias*, *Skills for Inclusive Conversations*. Additional training is offered through the Office of Human Resources and the Center for Teaching Excellence throughout the year.

Open to all campus community members, the Office of Diversity, Equity, and Inclusion coordinates the National Coalition Building Institute (NCBI) two-and-a-half day training on *Leadership for Diversity* every two-to-three years. The train-the-trainer session consists of a series of incremental, experiential activities that fine-tune the leadership skills necessary to build inclusive environments and increase cultural competence. Participants also learn the NCBI *Controversial Issue Process*, which

demonstrates how to move hotly contested issues forward by listening to the heartfelt concerns on all sides and reframe the debate in a way that builds bridges and does not divide. The training was last offered in April 2022, with a total of 37 participants and two facilitators. Additionally, the ODEI has worked with the Office of Human Resources to provide workshops and training on inclusive leadership to employee development leadership cohorts (approximately 11 participants).

### Curricular initiatives that promote cultural diversity in the classroom

In addition to previously existing initiatives, two new curricular programs were approved in AY 2022-2023: a Social Justice track in the Philosophy major and a Diversity and Leadership upper division certificate in the College of Business' Diversity and Management minor.

### Co-curricular programming for students

There continue to be numerous opportunities for students to engage in co-curricular activities and programming that provide positive interaction and cultural awareness for students. During the AY 2022-2023 the annual Leadership Retreat and Social Justice Summit provided opportunities for students to engage with faculty and staff during an intense weekend experience to increase awareness surrounding issues of diversity, equity, and inclusion. Students were encouraged to develop action plans to assist them in being agents of positive change on campus. "Times Talks" - a bi-weekly session involving students, faculty, and staff - examines a selected article from the New York Times and provides participants with the opportunity to engage in dialogue around "hot topics". When participants of diverse points of view share their thinking, it allows all participants to utilize skill sets and engage effectively in difficult conversations in a civil manner that demonstrates respect and appreciation for diversity of thought. These sessions in the fall and spring semesters are led by staff from the Office of Civic Engagement; the Office of Diversity, Equity, and Inclusion; and the executive director of the J. Glenn Beall Jr. Institute for Public Affairs. Between February 2022 and February 2023, 14 in-person and three virtual sessions were offered.

Each winter break, a diverse group of students (including members of the President's Leadership Circle) volunteer to travel and help rebuild a community in need of significant help. Previous examples include trips to Louisiana, Texas, and New Jersey to help with rebuilding efforts following devastating storms. These Alternative Breaks are fully immersive and highly organized service trips for students that allow them to make a direct impact on a community while learning more deeply about the issues surrounding that specific community and the larger world in general.

### **Section 4: Emerging Populations that are Currently Underrepresented in Higher Education**

Beginning in the spring of 2023, FSU developed a Strategic Enrollment Plan that called for the formation of a workgroup focused on recruitment and retention of Latino students. Comprised of faculty, staff, students, and alumni, this workgroup reviews data and identifies short- and long-term efforts that will create a stronger sense of belongingness to improve retention for Latino students (e.g., culturally familiar food options) and has identified alumni volunteers to help with recruitment of families where Spanish is their first language. Most recently, Frostburg experienced year-over-year enrollment increases with first-year Latino student enrollment, with fall 2021 increasing by 10 students and fall 2022 increasing by 6 students. Additionally, for fall 2023, Frostburg has seen a 29% increase in Latino first-year applicants and a 68% increase for Latino transfer applicants.