

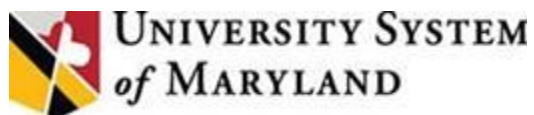


*One University. A World of Experiences.*

## CULTURAL DIVERSITY PROGRAM ANNUAL PROGRESS REPORT

PREPARED BY THE OFFICE OF THE PROVOST  
April 2017

Submitted to



2016-2017

INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT

FROSTBURG STATE UNIVERSITY  
ANNUAL PROGRESS REPORT ON INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY  
2016 – 2017

This report follows the University System of Maryland (USM) guidelines for the 2016-2017 Annual Progress Report on Institutional Programs of Cultural Diversity, and it is organized in the following two sections.

SECTION I

- **Institutional Plan and Goals** ..... Page 1  
Provides a summary narrative of Frostburg State University’s (FSU) Institutional Goals to improve cultural diversity as required by Education §11-406, and their alignment with USM/MHEC guidelines.
- **Implementation** ..... Pages 1 - 7  
Stipulates initiatives for meeting FSU’s Institutional Diversity Goals, along with implementation strategies and indicators of success to demonstrate progress.

SECTION II

- **Institutional Demographic Data** ..... Pages 8 – 10  
Provides associated comparative demographic data for the academic years of 2014-2015, 2015-2016, and 2016-2017 with that of 2009-2010. These data outlines FSU’s significant progress over the last eight years towards achieving its Institutional Diversity Goals. The data is presented in Tables 4 -6, for students, faculty, and staff, respectively.

SECTION I

INSTITUTIONAL PLAN AND GOALS

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Frostburg State University (FSU) continues to implement and evaluate strategies and initiatives according to their contributions to the following five *Diversity Goals* established in its 2008 Cultural Diversity Program.

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

FSU’s *Diversity Goals* address the three guidelines required by USM/MHEC, as demonstrated in Tables 1-3.

IMPLEMENTATION

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Tables 1-3 describe the implementation of initiatives, strategies, and best practices designed to address each of the three guidelines required by USM/MHEC through the five Institutional Diversity Goals.

- **Table 1:** *Efforts to increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty: FSU’s Diversity Goals 1-3.*
- **Table 2:** *Efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus: FSU’s Diversity Goals 4-5.*
- **Table 3:** *Efforts and process for the reporting of hate-based crimes consistent with federal requirements.*

**Table 1**

*Efforts to Increase the Numerical Representation of Traditionally Underrepresented Groups among Students, Administrative Staff, and Faculty*

<p><b>FSU's Diversity Goal 1: Recruit and Enroll a Growing Number of Undergraduate Minority and First Generation Students</b></p> <p>The minority student population at Frostburg represented 44% of its overall undergraduate population in the fall of 2016. Additionally, the number of undergraduate minority students enrolled at the University has increased 59.1%, from 1,345 minority undergraduates in fall 2009 to 2,140 in fall 2016 (see <b>Table 4 in Section II</b>). African American student headcount has grown by 36% over the last six years, from 1,127 in fall 2009 to 1,533 in fall 2016.</p>																																																														
<p><b>Detail all Implementation Initiatives and Strategies designed to recruit traditionally underrepresented students.</b></p>	<p><b>Metrics to measure how progress of each initiative is being evaluated</b></p>	<p><b>Data to demonstrate where progress has been achieved / Indicators of Success</b></p>	<p><b>Areas where continuous improvement is needed</b></p>																																																											
<p>Enhance marketing and recruitment efforts that target underrepresented students</p>	<p>Purchase of names from minority populations from the pool of students who take the PSAT in their junior year of high school.</p>	<p><b>Student Search Services Comparison data</b> (in table below) shows that minorities represented 26.8% of the total names purchased for the fall 2009 entering freshman class, as compared to 31.4% for the fall 2016 class.</p> <table border="1"> <thead> <tr> <th rowspan="2">Race/ Ethnicity</th> <th colspan="2">Fall 2009 Entering Class</th> <th colspan="2">Fall 2016 Entering Class</th> </tr> <tr> <th>N</th> <th>%</th> <th>N</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Unknown</td> <td>1,559</td> <td>3.9%</td> <td>2,557</td> <td>4.8%</td> </tr> <tr> <td>African American/Black</td> <td>5,292</td> <td>13.2%</td> <td>7,440</td> <td>14.1%</td> </tr> <tr> <td>Amer Ind or Alaska Nat</td> <td>167</td> <td>0.4%</td> <td>252</td> <td>0.5%</td> </tr> <tr> <td>Asian</td> <td>3,423</td> <td>8.6%</td> <td>5,269</td> <td>10.0%</td> </tr> <tr> <td>Hispanic/Latino</td> <td>1,843</td> <td>4.6%</td> <td>3,571</td> <td>6.8%</td> </tr> <tr> <td>White</td> <td>27,671</td> <td>69.3%</td> <td>33,653</td> <td>63.8%</td> </tr> <tr> <td>All</td> <td>39,955</td> <td>100.0%</td> <td>52,742</td> <td>100.0%</td> </tr> </tbody> </table> <p><i>Data Source: PeopleSoft Queries F09;orig SSS file ,F16</i></p>	Race/ Ethnicity	Fall 2009 Entering Class		Fall 2016 Entering Class		N	%	N	%	Unknown	1,559	3.9%	2,557	4.8%	African American/Black	5,292	13.2%	7,440	14.1%	Amer Ind or Alaska Nat	167	0.4%	252	0.5%	Asian	3,423	8.6%	5,269	10.0%	Hispanic/Latino	1,843	4.6%	3,571	6.8%	White	27,671	69.3%	33,653	63.8%	All	39,955	100.0%	52,742	100.0%	<p>Continue to investigate other avenues of “prospect” and “inquiry names” to ensure that the makeup and size of the freshmen class meets the university’s goals.</p>															
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<p>Familiarize select high school students, teachers, and administrators with FSU’s programs and services</p>	<p>Monitor number of bus trips with minority attendees. Monitor minority student attendance at admitted student receptions.</p>	<p>The Office of Admissions hosted approximately 401 prospective high school students during 14 different bus trips to FSU from primarily minority high schools. Additionally, 57.6% of prospective fall 2016 students attending the “admitted student receptions” sponsored by the Admissions Office were minorities (57 of 99 students).</p>	<p>Seek out new communication strategies to increase knowledge of counselors in minority markets.</p>																																																											
<p>Enhance and promote college-readiness programs</p>	<p>Programs to prepare underrepresented students for postsecondary education at FSU. Additional academic support for underrepresented high school students from Allegany, Garrett, Washington, and Frederick counties and Baltimore City.</p>	<p>Over the last five years, the grant-based <i>TRiO Upward Bound Program</i> has served 156 participants, and 18.6% of these self-identified as minorities. The FSU’s <i>Upward Bound Regional Math/Science Center</i> provided additional academic support for underrepresented high school students. An average of 59% of program participants (86 of 145) over five years self-identified as minorities. Of the 70 participants who graduated from high school during the past five years, 45 (64%) were minorities, and 36 of these 45 (80%) initially enrolled in college.</p>	<p>Investigate additional methods to ensure the makeup and size of the transfer student class meets the university’s goals.</p>																																																											
<p>Increase the number of underrepresented students transferring from community colleges</p>	<p>Commit resources toward admitting more students who transfer to FSU from Maryland community colleges.</p>	<p>An increasing number of transfer students are from minority groups. <b>Transfer Students by Race/Ethnicity data</b> (in table below) shows that new minority transfer students represented 16.3% of the new transfer student population in fall 2009 compared to 30.5% in fall 2016.</p> <table border="1"> <thead> <tr> <th rowspan="2">Race/Ethnicity</th> <th colspan="2">Fall 2009</th> <th colspan="2">Fall 2016</th> </tr> <tr> <th>N</th> <th>%</th> <th>N</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Unknown</td> <td>7</td> <td>1.7%</td> <td>8</td> <td>1.5%</td> </tr> <tr> <td>African American/Black</td> <td>56</td> <td>13.5%</td> <td>115</td> <td>22.4%</td> </tr> <tr> <td>Amer Ind or Alaska Nat</td> <td>3</td> <td>0.7%</td> <td>.</td> <td>.</td> </tr> <tr> <td>Asian</td> <td>2</td> <td>0.5%</td> <td>9</td> <td>1.8%</td> </tr> <tr> <td>Hisp/Latino</td> <td>7</td> <td>1.7%</td> <td>23</td> <td>4.5%</td> </tr> <tr> <td>White</td> <td>311</td> <td>74.8%</td> <td>313</td> <td>60.9%</td> </tr> <tr> <td>Other</td> <td>30</td> <td>7.2%</td> <td>36</td> <td>7.0%</td> </tr> <tr> <td>Hawaiian</td> <td>.</td> <td>.</td> <td>.</td> <td>.</td> </tr> <tr> <td>Two or More Races</td> <td>.</td> <td>.</td> <td>10</td> <td>1.9%</td> </tr> <tr> <td>All</td> <td>416</td> <td>100.0%</td> <td>514</td> <td>100.0%</td> </tr> </tbody> </table> <p><i>Data Source: Enrollment Information System file (EIS)</i></p>	Race/Ethnicity	Fall 2009		Fall 2016		N	%	N	%	Unknown	7	1.7%	8	1.5%	African American/Black	56	13.5%	115	22.4%	Amer Ind or Alaska Nat	3	0.7%	.	.	Asian	2	0.5%	9	1.8%	Hisp/Latino	7	1.7%	23	4.5%	White	311	74.8%	313	60.9%	Other	30	7.2%	36	7.0%	Hawaiian	.	.	.	.	Two or More Races	.	.	10	1.9%	All	416	100.0%	514	100.0%	
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**FSU's Diversity Goal 2: Increase the Retention and Graduation Rates of Undergraduate Minority and First Generation Students**

Detail all Implementation Initiatives and Strategies designed to retain traditionally underrepresented students.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved / Indicators of Success	Areas where continuous improvement is needed
Sustain and continue implementation of continuing and new programs intended to enhance student success and increase underrepresented minority and first-generation student retention and graduation rates.	<p>Continue programs to enhance student success: Academic Success Network (ASN); Freshman Progress Survey; TRiO Student Support Services (SSS); Academic Enrichment Series; Beacon Early-Alert system; and Tutoring Center Services.</p> <p>Implement new programs to enhance student success: Expanding the Academic Success Network Scope; and Predictive Analytics (PAR) and HelioCampus.</p>	<p>Second-year retention and six-year graduation data generated the following indicators of progress:</p> <p>For the fall 2015 cohort of first-time, full-time students, FSU's second-year retention rates for African American students (78%) and minorities (77%) exceeded or equaled that of the total student population (77%).</p> <p>The retention rates decreased from 83% (cohort fall 2014) to 78% (cohort fall 2015) for African Americans and from 80% (cohort fall 2014) to 77% (cohort fall 2015) for all minorities.</p> <p>The retention rate for all first-time, full-time students remained unchanged at 77% for both the 2014 and 2015 cohorts.</p> <p>Six-year graduation rates decreased over the reporting period for all student groups (cohort year 2009 to cohort year 2010): from 50% to 39% for African American students, from 50% to 40% for all minorities, and from 53% to 49% for all first-time, full-time students.</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.

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

Detail all Implementation Initiatives and Strategies designed to recruit and retain traditionally underrepresented faculty and staff.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved / Indicators of Success	Areas where continuous improvement is needed
Expand efforts to attract and retain eminently qualified African American faculty and staff.	<p>Establish working relationship with doctoral granting HBCU's with similar demographic population and geographic location.</p> <p>Utilize <b>The REGISTRY</b>, a national database of diverse and strategic candidates seeking ladder-rank employment as faculty members at institutions of higher education.</p> <p>Enforce the requirement for all search committees for faculty and staff positions that one member of the committee be responsible for ensuring that minority outreach is a priority.</p> <p>Implement the annual Development and Leadership Series, to provide management training leading to increased employee advancement and retention.</p>	<p>FSU established a working relationship with three doctoral granting HBCU's (North Carolina Agricultural Technical State University, South Carolina State University, and Delaware State University). As of December 2016, the University workforce consisted of 1,044 full and part-time employees (387 faculty and 657 staff members).</p> <p>Academic Affairs had 44 minority faculty members representing 11.4% of all faculty on campus (<i>see Table 5 in Section II</i>). Of these, fourteen (14) are minority non-tenure track faculty representing 8.33%, and including six (3.57%) African American/Black faculty; six (3.57%) Asian; one (0.60%) Hispanic/Latino; and one (0.60%) American Indian. Four faculty indicated a race code as other representing 2.38%. Of the 32 (14.6%) minority tenured or tenure-track faculty, nine (4.11%) are African American/Black faculty; 19 (8.68%) Asian; and four (1.83%) Hispanic/Latino. Seven faculty indicated a race code as other representing 3.20%.</p> <p>Minority staff members (42) were employed at a rate of 6.39% (<i>see Table 6 in Section II</i>). Within the staff there are 24 (3.65%) African American/Black, 12 (1.82%) Asian, five (0.76%) Hispanic/Latino, one (0.15%) individual who was two or more races, and one staff member indicated a race code as other representing 0.15% and 5 unknown at 0.76%.</p>	Conduct qualitative analysis of reasons for university exit, and utilize this information to develop and enhance recruitment and retention strategies.

Table 2

Efforts Designed to Create Positive Interactions and Cultural Awareness among Students, Faculty, and Staff on Campus

FSU's Diversity Goal 4: Create a Campus Environment that Promotes the Understanding of Cultural Diversity			
Detail all Implementation Initiatives and Strategies designed to create positive interactions and cultural awareness among students, faculty, and staff—including professional development programs for faculty and staff, curricular initiatives that promote cultural diversity in the classroom, and co-curricular programming for students.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved / Indicators of Success	Areas where continuous improvement is needed
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.	FSU's <i>Center for Student Diversity, Equity, and Inclusion</i> (formerly known as the Diversity Center). 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>During 2016-2017, the Center worked collaboratively with faculty and staff to:</p> <ul style="list-style-type: none"> <li>• Provide advice to marginalized student identity groups: African Student Alliance (ASA), NAACP, National Council of Negro Women, (NCNW), and the gospel choir (UVUGD).</li> <li>• Provide assistance in leadership development and support for planning of executive activities, programs and meeting to University student organizations: Black Student Alliance (BSA), HILLEL, Latin American Student Organization, and Spectrum (for students identifying as lesbian, gay, bisexual, queer and transgender).</li> <li>• Promote interaction and awareness among students, faculty, and staff in efforts to retain upper-classmen, reduce the achievement gap, and develop and implement intervention initiatives for at-risk students by providing advising and support to referred students.</li> <li>• Coordinate the FSU Campus Affiliate of the National Coalition Building Institute (NCBI), and facilitate the NCBI's Introduction to Diversity Workshop—required of all first-time, full-time freshmen as part of the programs offered in the Introduction to Higher Education (ORIE 101). Participation in the workshop increased to 85% (up from 81% fall 2015) in the fall 2016 semester.</li> </ul>	Explore strategies to increase participation in the freshmen Introduction to Diversity workshops.
	FSU's <i>Center for Student Diversity, Equity, and Inclusion</i> – Plan activities to engage students, faculty, and staff in experiences targeting instruction and training on cultural sensitivity.	<p>During 2016-2017, the Center planned and implemented the following activities:</p> <ul style="list-style-type: none"> <li>• <i>Diversity Retreat</i>: A two-day activity, sponsored by the Black Student Alliance every fall. A full day is dedicated to a Workshop on “Building Community through Deeper Connections” In fall 2016, a total of 49 students and 3 staff members participated in this retreat.</li> <li>• <i>NCBI Training Institute</i>: This train-the-trainer activity includes students, faculty, and staff—trained through this institute—as facilitators of the Introductory Diversity Workshop required for all freshmen students in the ORIE 101 course.</li> <li>• <i>Cultural Intelligence Seminar</i>: An instruction/training session within the FSU Leadership Series for faculty and staff, sponsored by the Office of Human Resources, and facilitated by the Diversity Center. The session focuses on developing managerial abilities and skills for working with an increasingly diverse workforce, and fostering an inclusive workplace environment.</li> <li>• <i>Crisis-Response Conversations</i>: Following the election in the fall, and in response to reports of students feeling unsafe and unwelcome on campus and in the community, the Center, in partnership with NCBI and the Black Student Alliance, hosted Attorney Rasheed Cromwell of the Harbor Institute, Inc. in presenting a lecture on “Black Lives Matter”. Approximately 160 administrators, faculty, staff, and students attended the event focused on increasing knowledge and awareness about the Black Lives Matter movement, and the history and necessity of social justice programs.</li> <li>• <i>Overcome Frostburg</i>: A spin-off movement from the <i>Crisis Response Conversations</i> specifically designed to identify incidents and issues that would cause students to feel unsafe and unwelcome. This effort engaged faculty, staff, and administrators in problem and conflict resolution activities.</li> <li>• <i>Activism 101 Workshop</i>: A follow-up activity, led by Attorney Cromwell, will include hand-on activities to prepare students on developing plans for their own social justice movements.</li> <li>• <i>Town Hall Meetings</i>: The FSU's Center for Civic Engagement, in collaboration with academic departments, provided students with guidance and opportunities for engaging in civil discourse around difficult topics in effective and respectful manner.</li> </ul>	Seek funding to sustain activities led by the Center, and hold a “Train-the-Trainer institute during spring 2018.

	<p>FSU <i>President's Advisory Council on Diversity, Equity, and Inclusion (PACDEI)</i> – Plan and implement activities for promoting a campus community that values and embraces all genders, races/ethnicities, languages, sexual orientations, ages, faiths, cultural and social class contexts, and intellectual and physical abilities.</p>	<p>PACDEI provides recommendations about best practices, offers information regarding current research in the field, and partners with units on campus to offer relevant programming to the campus community. During 2016-2017 PACDEI distributed “mini-grants” to assist faculty’s efforts to infuse the curriculums with more focused multicultural approaches.</p> <p>Grants were distributed to fund curricular and co-curricular activities. Three grants were awarded to support academic programs: African American Studies, Women’s Studies, Visual Arts. One grant was awarded to support the Greek Council activities.</p>	<p>Reconvene PACDEI with updated goals for AY 2017-2018.</p> <p>Explore strategies to increase number of grants awarded.</p>
	<p>Create the <i>Office of Gender Equity</i> to provide resources and services for promoting social justice; and to plan and implement efforts to educate students, faculty, and staff about the issue of gender-based violence and relating programming, policies, and services.</p>	<p>FSU established the <i>Office of Gender Equity</i> in 2016 as the institutional body in charge of providing leadership to promote, sustain, and advance a campus climate free of gender-based harassment and violence. The Office has been actively engaged in implementing its mission by:</p> <ul style="list-style-type: none"> <li>• Providing an equitable, safe, and inclusive environment for all students through the coordination of activities intended to oversee prevention, education, response, and assessment of sexual misconduct, gender-based harassment, intimate partner violence, and stalking.</li> <li>• Revamping the <i>FSU Safe Zone</i> program designed to fight homophobic hate crimes, and through education, advocacy, and awareness activities support students, faculty, and staff who identify as a Safe Zone advocate on behalf of the lesbian, gay, bisexual, transgender, and queer (LGBTQ) community. The program will be launched in fall 2017.</li> <li>• Assessing student perceptions and experiences of gender-based harassment and violence through the biennial <i>Campus Climate Survey</i>. Survey data from spring 2016 shows positive responses about students’ perceptions concerning their University experience, including increased engagement in the campus community and a higher sense of being valued as an individual.</li> <li>• Providing recommendations in light of State and Federal expectations and best practices.</li> </ul>	<p>Allocation of sufficient resources for sustainable prevention, response, outreach, and compliance.</p>
	<p>FSU’s <i>Gender-Based Harassment and Elimination Task Force (G-BHAVE)</i> – 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>In 2016, FSU restructured the previously existing <i>President's Advisory Council Against Gender Based Violence (PACAGBV)</i> into the current FSU’s <i>Gender-Based Harassment and Elimination Task Force (G-BHAVE)</i>. The purpose of restructuring the organization was to make it more inclusive with representation from students, faculty, and staff across campus as well as experts and stakeholders from the Frostburg community at large.</p>	
<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>Develop partnerships with other institutions in the University System of Maryland to increase the number of underrepresented minorities pursuing graduate school.</p>	<p>FSU’s partnership with the University of Maryland College Park, <i>TRiO Academic Achievement Program’s McNair Scholars</i> has enrolled 80 students since its inception, in 1991. The six-year graduation rate for these students has been 100%. Over 35% of the participants have been males. The 2015-2016 cohort included eight students (one African American male, three African American females, one Asian female, one Hispanic male, and two Caucasian males).</p> <p>FSU became a partner with the <i>PROMISE- Maryland’s Alliance for Graduate Education and the Professoriate (PROMISE-AGEP)</i>. In 2016, FSU faculty and administrators participated in research symposia and professional development activities to prepare students for doctoral study and provide pathways to the professoriate.</p>	<p>Identify funding to support FSU students to participate in activities hosted at partner institutions. Identify opportunities for PROMISE programs to be hosted on the FSU campus. Increase faculty awareness and participation in the PROMISE initiative.</p>



	Sustain University's curricular programs to promote understanding of cultural diversity.	<ul style="list-style-type: none"> <li>• <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.</li> <li>• <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.</li> </ul>	
<b>FSU's Diversity Goal 5: Promote the Understanding of International Cultures</b>			
<b>Detail all Implementation Initiatives and Strategies designed to create positive interactions and cultural awareness among students, faculty, and staff—including professional development programs for faculty and staff, curricular initiatives that promote cultural diversity in the classroom, and co-curricular programming for students.</b>	<b>Metrics to measure how progress of each initiative is being evaluated</b>	<b>Data to demonstrate where progress has been achieved / Indicators of Success</b>	<b>Areas where continuous improvement is needed</b>
Active recruitment of international students by the Center for International Education (CIE) to promote the understanding of international cultures at FSU.	Plan and implement activities designed to increase the number of international students and ensure a continued growth in international diversity.	The CIE works with all academic departments across campus to ensure a continued growth in international diversity. During the last year, CIE changed its emphasis on recruitment of students who would enroll on "exchange" basis for one or two years, and moved to dual programs that would recruit "degree-seeking" international students. In fall 2016, FSU enrolled 147 students, including 114 degree-seeking students from 22 countries. University records indicate that the first year in which a significant number of international students were enrolled at FSU was fall 2007. At that time, only 28 international students attended the University.	Assess the effectiveness of cooperative-degree programs as a recruitment strategy for international students, and evaluate its impact on sustaining international education at FSU.
	Increase number of exchange partners to increase the diversity of international students.	In 2016, the CIE established new partnerships with institutions in China, Japan, Taiwan, and Vietnam; and as a result, FSU welcomed 33 exchange students and five (5) visiting professors.	
	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.	Based on a desire to build international enrollments at the University, a decision was made in 2015 to redirect the University's efforts away from a principal focus on international exchange students to developing cooperative degree program with our partner universities overseas. This redirection in part came about through a review of data indicating that exchange students were not coming to Frostburg in the numbers that were evident in earlier years. By 2017, Frostburg had established four cooperative degree programs at the undergraduate and graduate levels with universities in China and Vietnam: <ul style="list-style-type: none"> <li>• Hunan University of Commerce;</li> <li>• China University of Mining and Technology – B.S. in Accounting</li> <li>• Communication University of China – M.S. in Computer Science</li> <li>• Hanoi University of Industry – B.S. in Computer Science</li> </ul> A fifth program is under development with a university in Taiwan. Hunan University of Commerce will be admitting the first cohort of approximately 120 students into FSU English and Accounting courses on summer 2017 (taught by FSU faculty members). Twenty to thirty of these students will attend face-to-face classes on the FSU campus beginning fall 2017. These students will earn a Bachelor of Science degree in Economics with a minor in Finance.	
	Establish strong connections for international students on campus.	FSU offers English as a Second Language (ESL) courses for international students to feel more confident during their interactions with students, faculty, and staff on campus. Additionally, the CIE offers numerous cultural activities throughout the semester to introduce international students to American cultures.	
Increase international curricular opportunities for students.	Plan and implement study abroad programs conducted or sponsored by the university.	In 2016, 82 FSU students participated in study abroad programs conducted or sponsored by the university. These students were able to bring a wealth of experiences back to their classes and perhaps changed their outlook on the world.	

	<p>Plan and implement recruitment activities for students to study abroad.</p>	<p>To encourage students to study abroad each year, the CIE implemented the following recruitment activities:</p> <ul style="list-style-type: none"> <li>• Conducted classroom visits</li> <li>• Hosted bi-annual study abroad and international fairs</li> <li>• Planned bi-weekly information sessions with prospective and former study abroad students to share experiences</li> <li>• Held information tables in the Lane University Center</li> <li>• Promoted study abroad at admissions open house events to encourage prospective students to get excited about FSU and plan for their future study abroad opportunities.</li> </ul>	<p>CIE will 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>Design and implement study abroad opportunities for students by faculty members.</p>	<p>Faculty members from all three colleges created and implemented study abroad experiences for students in Ireland, Taiwan, Costa Rica, Brazil, Ecuador, China, Peru, and Canada. These short-term experiences abroad are intended to promote long-term study and provide study abroad trips for those students who cannot spend an entire semester abroad due to finances or rigorous course study plans.</p>	
<p>Develop co-curricular programs and organizations to promote students' intercultural understanding and diversity awareness through experiential exposure to global topics.</p>	<p>Establish, coordinate and sustain the <i>University President's Leadership Circle (PLC)</i> – 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>In previous years, PLC students have testified in front of state legislature, shadowed the University President, networked with alumni, and made other lifetime connections. These experiences also included trips to China, India, Ecuador, Uganda, the United Arab Emirates, and the Czech Republic.</p> <p>In AY 2016-2017, the PLC included 12 top performing student leaders on the FSU campus. Students were divided into two smaller groups to participate in unique experiential learning opportunities in rural villages of Uganda, to assist with Water School (the university's partner) projects in and around Packwach, in the West Nile region, and Busia in Eastern Uganda.</p> <p>Through these experiences, PLC students helped with water purification, sanitation and hygiene at a local commerce point and a local school as well as furthering educational opportunities for rural Ugandans.</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.</p>

**Table 3**

*Efforts and Process for the Reporting of Hate-Based Crimes Consistent with Federal Requirements*

<i>Efforts and process for the reporting of hate-based crimes consistent with federal requirements.</i>			
<b>Detail all Implementation Initiatives, Strategies, and campus processes for the reporting of hate-based crimes.</b>	<b>Metrics to measure how progress of each initiative is being evaluated</b>	<b>Data to demonstrate where progress has been achieved / Indicators of Success</b>	<b>Areas where continuous improvement is needed</b>
<p>The University Police Department leads the process for responding and reporting Campus-Based Hate Crimes and Bias Motivated Incidents.</p>	<p>Compile campus crime data, and arrest data.</p> <p>Submit data to the Maryland State Police as part of the Uniform Crime Report.</p>	<p>During the reporting period (February 1, 2016 - February 1, 2017), there was one reported incident coded as a RRE Incident:</p> <p>Date:9/23/16</p> <p>Location: Clock Tower</p> <p>Incident: RRE</p> <p>Case# FC2016-05069</p> <p>Information: <i>Individual handing out Jehovah Witness literature on campus in the area near the FSU's Clock Tower was approached by an unknown white male advising he hates Christians. Subject grabbed the literature, tore it up and threw it in the trash can.</i></p>	



## SECTION II

### INSTITUTIONAL DEMOGRAPHIC DATA

**Table 4**  
Student Headcount by Career

Updated February 22, 2017

Career		Fall 2009				Fall 2014				Fall 2015				Fall 2016				UG Minority				
		Male	Female	All		Male	Female	All		Male	Female	All		Male	Female	All		2009	2014	2015	2016	
		N	N	N	%	N	N	N	%	N	N	N	%	N	N	N	%					
Doctorate	Unknown	.	.	.	.	.	.	.	.	2	3	5	6.76	1	3	4	5.13	N %	1345 28.29	1952 39.71	2083 41.96	2140 43.81
	African American/Black	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.					
	Amer Ind or Alaska Nat	.	.	.	.	.	1	1	1.45	.	1	1	1.35	.	.	.	.					
	Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.					
	Hisp/Latino	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.					
	White	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.					
	Other	.	.	.	.	21	45	66	95.70	21	45	66	89.20	25	47	72	92.30					
	Native Hawaiian or Pac Island	.	.	.	.	.	1	1	1.45	.	1	1	1.35	.	.	.	.					
	Two or More Races	.	.	.	.	.	.	.	.	.	.	.	.	.	1	1	1.28					
	All	.	.	.	.	1	.	1	1.45	1	.	1	1.35	1	.	1	1.28					
		.	.	.	.	22	47	69	100	24	50	74	100	27	51	78	100					
Graduate	Unknown	5	9	14	2.22	39	26	65	9.83	47	53	100	13.90	37	63	100	14.00	N %	1127 23.7	1414 28.77	1529 30.80	1533 31.40
	African American/Black	9	11	20	3.17	19	32	51	7.72	15	26	41	5.69	15	29	44	6.16					
	Amer Ind or Alaska Nat	1	2	3	0.48	.	1	1	0.15	.	1	1	0.14	.	.	.	.					
	Asian	1	2	3	0.48	11	4	15	2.27	8	6	14	1.94	8	8	16	2.24					
	Hisp/Latino	.	4	4	0.63	4	5	9	1.36	5	2	7	0.97	5	9	14	1.96					
	White	168	404	572	90.8	185	298	483	73.10	190	302	492	68.20	158	291	449	62.90					
	Other	6	8	14	2.22	13	11	24	3.63	45	14	59	8.18	65	20	85	11.90					
	Native Hawaiian or Pac Island	.	.	.	.	1	.	1	0.15	.	.	.	.	.	.	.	.					
	Two or More Races	.	.	.	.	4	8	12	1.82	2	5	7	0.97	2	4	6	0.84					
	All	190	440	630	100	276	385	661	100	312	409	721	100	290	424	714	100					
Undergraduate	Unknown	46	60	106	2.23	28	24	52	1.06	23	23	46	0.93	21	16	37	0.76	N %	2345 48.84	2539 50.78	4884 96.68	5079 101.58
	African American/Black	551	576	1127	23.7	708	706	1414	28.77	776	753	1529	30.80	780	753	1533	31.40					
	Amer Ind or Alaska Nat	9	9	18	0.38	3	2	5	0.10	4	8	12	0.24	2	7	9	0.18					
	Asian	44	33	77	1.62	37	47	84	1.71	30	47	77	1.55	34	59	93	1.90					
	Hisp/Latino	69	54	123	2.59	105	130	235	4.78	123	130	253	5.10	123	160	283	5.79					
	White	1683	1574	3257	68.5	1367	1446	2813	57.23	1295	1446	2741	55.30	1221	1394	2615	53.50					
	Other	14	33	47	0.99	43	55	98	1.99	59	32	91	1.83	54	38	92	1.88					
	Native Hawaiian or Pac Island	.	.	.	.	2	2	4	0.08	1	1	2	0.04	1	1	2	0.04					
	Two or More Races	.	.	.	.	95	115	210	4.27	106	104	210	4.23	109	111	220	4.50					
	All	2416	2339	4755	100	2388	2527	4915	100	2417	2544	4961	100	2345	2539	4884	100					
All	2606	2779	5385	100	2686	2959	5645	100	2753	3003	5756	100	2662	3014	5676	100						

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

**Table 5**  
**Instructional Faculty**  
**Split By Tenure/Tenure Track and Non-Tenure Track**

Updated February 22, 2017

		Year															
Tenure Status	Race/Ethnicity*	2009				2014**				2015**				2016**			
		Male	Female	All		Male	Female	All		Male	Female	All		Male	Female	All	
		N	N	N	%	N	N	N	%	N	N	N	%	N	N	N	%
Non-Tenure Track	Unknown	.	.	.	.	5	5	10	5.81	2	3	5	3.01	1	.	1	0.60
	African American/Black	.	2	2	1.34	.	2	2	1.16	2	2	4	2.41	4	2	6	3.57
	Amer Ind or Alaska Nat	.	.	.	.	1	.	1	0.58	1	.	1	0.60	1	.	1	0.60
	Asian	3	1	4	2.68	1	1	2	1.16	2	1	3	1.80	3	3	6	3.57
	Hisp/Latino	.	3	3	2.01	1	2	3	1.74	.	1	1	0.60	.	1	1	0.60
	White	64	76	140	93.96	65	86	151	87.79	69	81	150	90.36	63	86	149	88.69
	Other	.	.	.	.	.	2	2	1.16	.	2	2	1.20	.	4	4	2.38
	Native Hawaiian or Pac Island	.	.	.	.	1	.	1	0.58	.	.	.	.	.	.	.	.
	All	67	82	149	100	74	98	172	100	76	90	166	100	72	96	168	100
Tenure/ Tenure Track	Unknown	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	African American/Black	7	2	9	4.27	6	3	9	4.21	7	3	10	4.65	7	2	9	4.11
	Asian	9	7	16	7.58	11	6	17	7.94	10	6	16	7.44	13	6	19	8.68
	Hisp/Latino	1	3	4	1.9	1	3	4	1.87	1	3	4	1.86	1	3	4	1.83
	White	116	66	182	86.26	106	70	176	82.24	107	71	178	82.79	106	74	180	82.19
	Other	.	.	.	.	6	2	8	3.74	6	1	7	3.26	5	2	7	3.20
	All	133	78	211	100	130	84	214	100	131	84	215	100	132	87	219	100
All		200	160	360	100	204	182	386	100	207	174	381	100	204	183	387	100

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

\*Data reported for fall 2009 based on the 1977 race/ethnicity codes. Fall 2014 through Fall 2016 data based on the new race/ethnicity codes.

\*\* 2014 through 2016 data reflect the Maryland Higher Education Commission's Standard Occupational Classifications.

**Table 6**  
**Staff by Principal Occupational Assignment**

Updated February 22, 2017

Year

Occupational Code	Race/Ethnicity*	2009				2014**				2015**				2016**			
		Male		Female		Male		Female		Male		Female		Male		Female	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Exec/Admin/Mngr	Unknown	.	.	.	.	1	2	3	1.25	2	4	6	2.49	1	1	2	0.83
	African American/Black	2	1	3	5.17	4	5	9	3.75	3	6	9	3.73	4	6	10	4.13
	Amer Ind or Alaska Nat	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Asian	.	.	.	.	4	.	4	1.67	4	.	4	1.66	3	.	3	1.24
	Hisp/Latino	.	.	.	.	.	.	.	.	1	.	1	0.41	1	.	1	0.41
	White	35	20	55	94.83	98	125	223	92.92	98	123	221	91.7	103	123	226	93.39
	Other	.	.	.	.	1	.	1	0.42	.	.	.	.	.	.	.	.
	All	37	21	58	100	108	132	240	100	108	133	241	100	112	130	242	100
Teaching Assist	White	.	.	.	.	2	5	7	100	2	5	7	100	2	5	7	100
	All	.	.	.	.	2	5	7	100	2	5	7	100	2	5	7	100
Professional	Unknown	.	1	1	0.65	4	.	4	4.12	6	3	9	9.47	.	1	1	1.05
	African American/Black	4	5	9	5.81	4	2	6	6.19	.	1	1	1.05	1	4	5	5.26
	Amer Ind or Alaska Nat	1	.	1	0.65	.	.	.	.	.	.	.	.	.	.	.	.
	Asian	3	.	3	1.94	2	1	3	3.09	1	2	3	3.16	2	5	7	7.37
	Hisp/Latino	.	.	.	.	.	1	1	1.03	.	.	.	.	.	2	2	2.11
	White	60	81	141	90.97	23	56	79	81.44	26	55	81	85.26	34	45	79	83.16
	Other	.	.	.	.	.	3	3	3.09	.	.	.	.	1	.	1	1.05
	Two or more races	.	.	.	.	.	1	1	1.03	.	1	1	1.05	.	.	.	.
	All	68	87	155	100	33	64	97	100	33	62	95	100	38	56	95	100
Clerical	Unknown	.	2	2	1.05	5	9	14	7.78	4	10	14	.	1	1	2	1.21
	African American/Black	1	7	8	4.19	5	6	11	6.11	4	2	6	.	5	3	8	4.85
	Amer Ind or Alaska Nat	.	.	.	.	1	.	1	0.56	1	.	1	.	.	.	.	.
	Asian	.	3	3	1.57	1	3	4	2.22	.	3	3	.	1	1	2	1.21
	Hisp/Latino	1	.	1	0.52	1	1	2	1.11	1	1	2	.	.	1	1	0.61
	White	25	152	177	92.67	28	118	146	81.11	22	114	136	.	35	116	151	91.52
	Other	.	.	.	.	.	.	.	.	1	.	1	.	.	.	.	.
	Two or More Races	.	.	.	.	1	1	2	1.11	.	1	1	.	.	1	1	0.61
	All	27	164	191	100	42	138	180	100	33	131	164	100	42	123	165	100
Technical	Hisp/Latino	1	.	1	2.17	.	.	.	.	.	.	.	.	.	.	.	.
	White	24	21	45	97.83	1	6	7	100	.	6	6	100	.	6	6	100
	All	25	21	46	100	1	6	7	100	.	6	6	100	.	6	6	100
Skilled Crafts	Unknown	.	.	.	.	2	1	3	3.3	2	1	3	3.19	.	.	.	.
	African American/Black	.	.	.	.	.	1	1	1.1	.	1	1	1.06	.	1	1	1.03
	Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Hisp/Latino	.	.	.	.	1	.	1	1.1	1	.	1	1.06	1	.	1	1.03
	White	34	1	35	100	44	42	86	94.51	48	41	89	94.68	53	42	95	97.94
All	34	1	35	100	47	44	91	100	51	43	94	100	54	43	97	100	
Serv/Maint	Unknown	.	.	.	.	2	.	2	4.26	2	.	2	4.16	.	.	.	.
	African American/Black	.	3	3	3.53	.	.	.	.	.	.	.	.	.	.	.	.
	Asian	.	1	1	1.18	.	.	.	.	.	.	.	.	.	.	.	.
	White	45	36	81	95.29	44	1	45	95.74	45	1	46	95.83	43	2	45	100
All	45	40	85	100	46	1	47	100	47	1	48	100	43	2	45	100	
All		236	334	570	100	279	390	669	100	274	381	655	100	291	365	657	100

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

\*Data reported for fall 2009 based on the 1977 race/ethnicity codes. Fall 2014 through Fall 2016 data based on the new race/ethnicity codes.

\*\* 2014 through 2016 data reflect the Maryland Higher Education Commission's Standard Occupational Classifications.