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**Cultural Diversity Program  
Progress Report**

Prepared by Office of the Provost  
April 2016

# **Frostburg State University**

## **Annual Progress Report on Institutional Programs of Cultural Diversity**

### **2015-2016**

This report and associated demographic data provided in Section II, *Appendix A* outline Frostburg State University's significant progress over the last seven years toward achieving the objectives established in its 2008 Cultural Diversity Program.

The report follows the template for the 2015-2016 USM Annual Progress Report on Institutional Programs of Cultural Diversity, and it is organized in the following two sections:

#### **Section I: Report on Frostburg State University Program of Cultural Diversity**

This section includes a narrative explanation for each one of the following four tables:

- ▲ **Table 1:** *Cultural Diversity Plan, Implementation Strategy, and Timeline for Meeting Goals within the Plan*
- ▲ **Table 2:** *Description of Way Institution Addresses Cultural Diversity among Its Students, Faculty, and Staff*
- ▲ **Table 3:** *Efforts to Create Positive Interactions and Awareness among Students, Faculty, and Staff*
- ▲ **Table 4:** *Process for Reporting Campus-Based Hate Crimes*

Combined, and as a whole, Tables 1-4 serve as templates to organize the information about the initiatives, areas of emphasis, and institutional structures by which the institution addresses cultural diversity among its students, faculty, and staff, as well as the implementation strategies for meeting its diversity goals.

#### **Section II: Demographic Data**

This section includes the Appendix A with comparison data for 2013-2014, 2014-2015, and 2015-2016 with that of 2009-2010. The data is presented in the following tables:

- ▲ **Table 5:** *Comparison Table for Students*
- ▲ **Table 6:** *Comparison Table for Faculty*
- ▲ **Table 7:** *Comparison Table for Staff*

## **Section I**

### **REPORT ON FROSTBURG STATE UNIVERSITY PROGRAM OF CULTURAL DIVERSITY**

This section provides a narrative description along with tabulated information provided in Tables 1-4. As a whole, narrative and tables describe information about the initiatives, areas of emphasis, institutional structures, and curricular/co-curricular activities by which the institution addresses cultural diversity among its students, faculty, and staff, as well as the implementation strategies for meeting its diversity goals.

#### **Table 1**

##### ***Cultural Diversity Plan, Implementation Strategies, and Timeline for Meeting Goals within Plan***

##### **Narrative**

Table 1 provides a summary of Frostburg State University's institutional plan to improve cultural diversity as outlined by its goals and implementation strategies. It states specific areas of emphasis and services for targeted populations, specifies the evaluation process for the plan's progress, and indicates where progress has been achieved as well as the areas where continued improvement is needed.

Frostburg State University (FSU) continues to implement and evaluate strategies and initiatives according to their contributions to the diversity goals established in its 2008 Cultural Diversity Program. Column B of Table 1 lists FSU's diversity goals, as follows:

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 has identified relevant implementation strategies for the achievement of each one of the five institutional diversity goals. Although most strategies have remained consistent, new strategies have been added as the institution works towards enhancing its effectiveness in achieving these goals.

The University's diversity goals are ongoing, and remain consistent and relevant to the institutional mission. They are evaluated yearly during the annual reporting of the diversity progress report. However, a step to add to this process to ensure continuous improvement is the development of an assessment plan.

**Table 1**

2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity						
<i>Cultural Diversity Plan, Implementation Strategy, and Timeline for Meeting Goals within Plan</i>						
FROSTBURG STATE UNIVERSITY						
<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
<b>Diversity Plan</b>	<b>Goals and Timeline</b>	<b>Implementation Strategies</b>	<b>Areas of Emphasis/Targeted Services for Specific Populations</b>	<b>Evaluation of Program</b>	<b>Goal Progress Compared to Base Year: 2009-2010</b>	<b>Areas of Needed Improvements</b>
<i>Y=Yes/N=No</i>	<i>A. Cite # of goals (inclusive year(s)) B. Cite goals that are the focus of this report</i>	<i>Cite relevant strategies used for students, faculty, and staff</i>	<i>State specific area institution uses for each targeted population</i>	<i>Y or N (annual/biennial)</i>	<i>Improved Goal # by % or Static</i>	<i>Name specific areas in need of improvement</i>
Y	A. Five (5) Goals 2009-2016					
Y	<b>B. Goal 1:</b> Recruit and Enroll a Growing Number of Undergraduate Minority and First Generation Students  <i>Timeline:</i> Ongoing	Enhance marketing and recruitment efforts that target underrepresented students. Familiarize selected High School students, teachers, and administrators with Frostburg's programs and services. Enhance and promote college-readiness programs. Increase the number of underrepresented students transferring from community colleges.	Recruitment and enrollment of underrepresented student populations	Y - Annually during the reporting of the diversity annual progress report.	The minority student population at FSU represented 42% of its overall undergraduate population in fall of 2015. Additionally, the number of undergraduate minority students enrolled at the University increased 54.9%, from a total of 1,345 minority undergraduates in fall 2009 to 2,083 in fall 2015. African-American student headcount grew by 35.7% over the last six years, from 1,127 in fall 2009 to 1,529 in fall 2015.	Even though the institution conducts a yearly collection of data for purposes of the annual reporting of the diversity report, steps will be initiated towards the development of an assessment plan for the comprehensive evaluation on the institutional effectiveness on meeting the FSU Diversity Goals.
Y	<b>Goal 2:</b> Increase the Retention and Graduation Rates of Undergraduate Minority and First-Generation Students  <i>Timeline:</i> Ongoing	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. Continue programs to enhance student success: Academic Success Network (ASN); Freshman Progress Survey; the Championship Forum; TRiO Student Support Services (SSS); Academic Enrichment Series; Beacon Early-Alert system; and Tutoring Center Services. Implement new programs to enhance student success: Expanding the Academic Success Network Scope; and Predictive Analytics (PAR and HelioCampus).	Retention and degree completion/graduation rate of underrepresented student populations	Y - Annually during the reporting of the diversity annual progress report.		
Y	<b>Goal 3:</b> Enhance the Cultural Diversity of Faculty and Staff  <i>Timeline:</i> Ongoing	Expand efforts to increase the number of minority and diverse faculty and staff. Expand efforts to attract and retain qualified African-American faculty and staff by streamlining the hiring process and implementation of new software (Mobile-Optimized Job site). Continue implementation of the EEO Compliance Office's Minority Recruitment Plan and Retention Strategies.	Recruitment and retention of a more diverse faculty and staff.	Y - Annually during the reporting of the diversity annual progress report.	The number of minority faculty and staff members remained static during the reporting period from 19.8% in 2009 to 19.4% in 2015. While the Non-Tenure Track faculty showed a slight decrease from 6.03% in 2009 to 5.41% in 2015, the Tenure/Tenure Track indicated a slight increase from 13.75% in 2009 to 13.95% in 2015. Similarly, the minority staff members showed a slight decrease from 5.8% in 2009 to 5.2% in 2015.	

**Table 1 (Continued)**

**2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity**

**Cultural Diversity Plan, Implementation Strategy, and Timeline for Meeting Goals within Plan**

**FROSTBURG STATE UNIVERSITY**

<b>Diversity Plan</b>	<b>Goals and Timeline</b>	<b>Implementation Strategies</b>	<b>Areas of Emphasis/Targeted Services for Specific Populations</b>	<b>Evaluation of Program</b>	<b>Goal Progress Compared to Base Year: 2009-2010</b>	<b>Areas of Needed Improvements</b>
<i>Y=Yes/N=No</i>	<i>A. Cite # of goals (inclusive year(s)) B. Cite goals that are the focus of this report</i>	<i>Cite relevant strategies used for students, faculty, and staff</i>	<i>State specific area institution uses for each targeted population</i>	<i>Y or N (annual/biennial)</i>	<i>Improved Goal # by % or Static</i>	<i>Name specific areas in need of improvement</i>
Y	<p><b>Goal 4:</b> Create a Campus Environment that Promotes the Valuing of Cultural Diversity</p> <p><i>Timeline:</i> Ongoing</p>	<p>Expand the scope of campus-wide support activities to help build intercultural understanding, broaden cultural awareness, and increase opportunities for interaction among students, faculty, and staff.</p> <p>Continue the work of the President's Advisory Council on Diversity, Equity, and Inclusion (PACDEI).</p> <p>Expand the scope of the Diversity Center to reach out to racial identity groups and provide continuous support to campus-wide student organizations that focus on diversity issues.</p> <p>Provide for the multicultural quality of the curriculum.</p>	Increase intercultural understanding and broaden cultural awareness for students, faculty, and staff	Y - Annually during the reporting of the diversity annual progress report.	The number of campus entities and programs contributing to promote a campus environment that promotes understanding and awareness of cultural diversity has increased during the reporting period, from two entities in 2009 (PACDE and the Diversity Center) to three entities in 2015 (PACAGBV joined the two existing entities). In addition FSU added partnerships with institutions in the system and considered other university programs in the contribution to meeting this goal.	
Y	<p><b>Goal 5:</b> Promote the Understanding of International Cultures</p> <p><i>Timeline:</i> Ongoing</p>	<p>Expand the scope of the Center for International Education (CIE) to actively recruit and increase the number of international students to promote the understanding of international cultures on campus.</p> <p>Expanded scope of collaborative programs with overseas partners to attract and increase international exchange opportunities for students and faculty.</p> <p>Establish strong connections for international students by offering ESL courses, and cultural activities to facilitate their introduction to American cultures.</p> <p>Increase opportunities for international experiences for students and faculty.</p> <p>Continue the work of the President's Leadership Circle (PLC) to promote learning of current global social issues and cross-cultural leadership through abroad experiential learning opportunities.</p>	Increase recruitment of international students and retention of American students by offering international experiences.	Y - Annually during the reporting of the diversity annual progress report.	The number of international students enrolled at FSU increased from 28 students when the initiative started (2007) to 116 students enrolled 116 students in 2005, including 86 degree-seeking students from 20 countries.	
<b>Legend</b>						
Y = Yes						
N= No						

**Table 2**  
***Description of Way Institution Addresses Cultural Diversity among its Students, Faculty, and Staff***  
**Narrative**

As part of its Cultural Diversity Program, Frostburg State University commits significant resources to the recruitment, enrollment, and retention of students from underrepresented minority groups. In addition to strategies that strive to increase student diversity, several initiatives focus specifically on recruiting and retaining a diverse faculty and staff.

Table 2 details institutional initiatives and structures in place to address cultural diversity through recruitment, enrollment, and retention strategies to increase the number of graduating undergraduate minority and first generation students; and instruction and training activities that promote positive interaction and awareness on campus (Goals One, and Two). It also outlines strategies that enhance the diversity of Frostburg’s faculty and staff (Goal Three); as well as targeted programs and services that contribute to achieve FSU’s cultural diversity goals.

**GOAL ONE: RECRUIT AND ENROLL A GROWING NUMBER OF UNDERGRADUATE MINORITY AND FIRST-GENERATION STUDENTS**

The minority student population at Frostburg represented 42% of its overall undergraduate population in the fall of 2015. Additionally, the number of undergraduate minority students enrolled at the University has increased 54.9%, from a total of 1,345 minority undergraduates in fall 2009 to 2,083 in fall 2015 - see Table 5 in *Appendix A*. African American student headcount has grown by 35.7% over the last six years, from 1,127 in fall 2009 to 1,529 in fall 2015.

Enhancing Marketing and Recruitment Efforts that Target Underrepresented Students

The Admissions Office has consistently purchased a significant percentage of minority names over the last eight years from the pool of students who take the PSAT in their junior year of high school. Table A (below) shows that minorities represented 26.8% of the total names purchased for the fall 2009 entering freshman class, as compared to 32.4% for the fall 2015 class.

**Table A**  
**Student Search Service Comparisons**  
**Fall 2009 to Fall 2015**

Race/ Ethnicity	Fall 2009 Entering Class		Fall 2010 Entering Class		Fall 2011 Entering Class		Fall 2012 Entering Class		Fall 2013 Entering Class		Fall 2014 Entering Class		Fall 2015 Entering Class	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Unknown	1,559	3.9%	1,546	3.8%	1,381	3.8%	1,582	4.4%	1,638	4.6%	1,284	3.6%	2,225	4.9%
African American/Black	5,292	13.2%	5,709	13.9%	4,886	13.6%	4,951	13.8%	4,607	12.8%	4,747	13.5%	7,124	15.7%
Amer Ind or Alaska Nat	167	0.4%	189	0.5%	165	0.5%	175	0.5%	189	0.5%	147	0.4%	202	0.4%
Asian	3,423	8.6%	3,608	8.8%	3,384	9.4%	3,405	9.5%	3,651	10.2%	3,675	10.4%	4,390	9.7%
Hispanic/Latino	1,843	4.6%	2,003	4.9%	1,812	5.0%	1,917	5.4%	2,016	5.6%	2,165	6.1%	2,997	6.6%
White	27,671	69.3%	28,041	68.2%	24,348	67.7%	23,793	66.4%	23,787	66.3%	23,228	65.9%	28,532	62.7%
All	39,955	100.0%	41,096	100.0%	35,976	100.0%	35,823	100.0%	35,888	100.0%	35,246	100.0%	45,470	100.0%

Data Source: PeopleSoft Queries F09;orig SSS file F10, F11,F12,F13,F14,F15

Familiarizing Select High School Students, Teachers, and Administrators with Frostburg’s Programs and Services

Over the reporting period, the Office of Admissions hosted approximately 450 prospective fall 2015 students during 13 different bus trips to Frostburg from primarily minority high schools. Additionally, 59.8% of prospective fall 2015 students attending admitted student receptions sponsored by Admissions were minorities (79 of 132 students).

## Enhancing and Promoting College-Readiness Programs

College-readiness programs help to prepare underrepresented students for postsecondary education at Frostburg. Over the last five years, the grant-based TRIO Upward Bound program has served a total of 156 different participants, and 18.6% of these self-identified as minorities.

Additional academic support for underrepresented high school students from Allegany, Garrett, Washington, and Frederick counties and Baltimore City is provided by Frostburg's Upward Bound Regional Math/Science Center. An average of 59% of program participants (82 of 140) over five years self-identified as minorities. Of the 72 participants who graduated from high school during the past five years, 44 (61%) were minorities, and 37 of these 44 (84%) initially enrolled in college.

## Increasing the Number of Underrepresented Students Transferring from Community Colleges

In addition to the University's efforts to recruit additional minority first-time students, the Office of Admissions also commits resources toward admitting more students who transfer to Frostburg from Maryland community colleges, and an increasing number of these transfer students are from minority groups. Table B (below) shows the number of new minority transfer students has grown from a total of 68 students in fall 2009 to 159 in fall 2015, representing a 134% increase.

**Table B**  
**Transfer Students by Race/Ethnicity**  
**Fall 2009 to Fall 2015**

Race/Ethnicity	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Unknown	7	1.7%	6	1.5%	3	0.6%	3	0.6%	5	1.0%	2	0.4%	4	0.7%
African American/Black	56	13.5%	60	14.5%	85	18.1%	78	16.7%	86	17.0%	115	20.2%	101	18.0%
Amer Ind or Alaska Nat	3	0.7%	.	.	1	.	1	.	1	.	.	.	3	0.5%
Asian	2	0.5%	2	0.5%	4	0.9%	8	1.7%	9	1.8%	15	2.6%	15	2.7%
Hispanic/Latino	7	1.7%	14	3.4%	15	3.2%	12	2.6%	18	3.6%	23	4.0%	22	3.9%
White	31	74.8%	304	73.6%	318	67.7%	320	68.4%	309	60.9%	344	60.4%	362	64.6%
Other	1	7.2%	27	6.5%	31	6.6%	34	7.3%	59	11.6%	52	9.1%	35	6.3%
Hawaiian	.	.	.	.	.	.	1	.	.	.	1	0.2%	.	.
Two or More Races	.	.	.	.	13	2.8%	11	2.4%	20	3.9%	18	3.2%	18	3.2%
	41	100.0		100.0		100.0		100.0		100.0		100.0		100.0
All	6	%	413	%	470	%	468	%	507	%	570	%	560	%

*Data Source: Enrollment Information System File (EIS)*

## **GOAL TWO: INCREASE THE RETENTION AND GRADUATION RATES OF UNDERGRADUATE MINORITY AND FIRST-GENERATION STUDENTS**

Over the last seven years, the University has worked to increase the retention and graduation rates of undergraduate minority and first generation students. For the fall 2014 cohort of first-time, full-time students, the University's second-year retention rates for African Americans (83%) and minorities (80%) exceed that of the total student population (77%). The retention rates increased from 79% (cohort fall 2013) to 83% (cohort fall 2014) for African Americans; from 79% (cohort fall 2013) to 80% (cohort fall 2014) for all minorities, and from 76% (cohort fall 2013) to 77% (cohort fall 2014) for all first-time, full-time students. Six-year graduation rates increased over the reporting period for all student groups (cohort year 2008 to cohort year 2009): from 44% to 50% for African Americans, from 43% to 50% for all minorities, and from 49% to 53% for all first-time, full-time students.

The University has a number of both continuing and new programs intended to enhance student success and increase underrepresented minority and first-generation student retention and graduation rates, as described below.

## **Continuing University Programs to Enhance Student Success**

### Academic Success Network

Created in the summer of 2014, the Academic Success Network (ASN), under the direction of an Associate Provost, encompasses the efforts of Programs Advancing Student Success (PASS), TRiO Student Support Services (SSS), Disability Support Services (DSS), programs managed by the Assistant Provost for Student Success and Retention, and the Center for Academic Advising and Retention (CAAR).

PASS oversees the Tutoring Center and related services, Developmental Mathematics (DVMT), and freshman basic skills testing and course placements. The Assistant Provost for Student Success and Retention moved into CAAR and continues to oversee efforts to retain upper-classmen, reduce the achievement gap, and develop and implement intervention initiatives for at-risk students. CAAR also houses the Director of Freshman Advising and Retention, who manages Introduction to Higher Education orientation classes (ORIE) and other freshman-focused programs.

The ASN accomplished its three goals for the 2014-15 academic year.

1. Increase the first- to second-year retention rate for first-time, full-time students 2% each year in 2014, 2015, and 2016 to reach the target of 80 percent. The fall 2014 retention rate improved to 76.8% from the fall 2013 rate of 75.7%, which is on target to reach the target of 80% by 2016. Of note, the fall 2014 retention rate for all minority students and African Americans exceeded the overall rate with 80% and 83%, rates, respectively.
2. Increase the percent of first-time, full-time freshmen earning a first semester GPA above 2.0 by 5% in 2014 (to 82%) and to 87% in 2015. The percentage of freshmen in good academic standing after the fall 2014 semester was 83.3%.
3. Increase the first- to second-year retention of students who earn above a 3.0 in their first semester by 1% in 2014. There was a slight decrease in the retention rate of students who earned a 3.0 their first semester, dropping from 86.7% to 85.8%. However, the pool of freshmen who achieved at least a 3.0 grew to half of the class, 480 out 957 (50%) compared to the previous year when 40% (360 of 889) of a smaller freshman class earned at least a 3.0.

### Freshman Progress Survey

Recognizing that, by the time mid-term warnings come along, some students are too far behind to catch up before the end of the semester, Frostburg conducted a survey that was completed at the third and fifth weeks of fall 2015 by all faculty who teach first-semester, first-year students. The survey simply asked instructors to identify any issues they may have encountered that would impact a student's success, such as poor attendance, inattention, not completing assignments, or low test scores. Instructors' comments were shared with advisors who could then assist advisees with establishing a plan for tutoring or other interventions.

This was the second year Frostburg conducted the survey, and faculty participation increased from 43% in fall 2014 to 62% for fall 2015. Advisors learned that over 400 students had at least one issue in at least one course and that 38 freshman had issues with 3 or more courses. Advisors were asked to post updates in Beacon so that faculty could be informed about the interventions made with their students. Shared Beacon conversations conducted between freshman instructors and advisors numbered in excess of 340 between the week-3 and week-5 survey. These early alert and messaging platforms allow for better communication between faculty and advisors, and in turn, helps new students better understand college expectations.

### Championship Forum Program

In spring 2015, for a fourth consecutive year, Frostburg was awarded a Maryland College Access Challenge Grant in the amount of \$30,153 to operate a program with the purpose of improving the persistence rate of Pell-

awarded, academically at-risk freshman and sophomore male students. The main components of this highly successful program are: intensive advising with academic coaches; mandatory workshops on financial literacy, learning strategies, and personal growth topics; and weekly study hall sessions. Participants who fulfill program requirements are eligible for a \$550 stipend. Below are the mid-year results of Frostburg's 2015/2016 *Championship Forum Program*.

- Number of participants: 42 male students for spring 2015; 50 male students for fall 2015.
- 78% of the 50 program participants are African American, Latino, or multi-racial.
- 93% of spring semester participants (39 of 42) returned for the fall semester.
- 31% (13 of 42) of program participants earned a 3.0 or better for the spring 2015 semester; 5 of them were on the Dean's List.

### TRiO Student Support Services (SSS)

Student Support Services (SSS) is an educational opportunity program funded by the U.S. Department of Education that serves 275 eligible Frostburg State University students. Of these program participants in 2014-2015, 72% were underrepresented minority students and 36% were males. The program's mission is to provide services to students who are academically underprepared, low income, first generation, or with disabilities in an effort to foster a supportive environment and help them persist to graduation. The services of SSS include intensive advising, establishment of an academic requirement plan, financial aid and financial literacy counseling, tutoring, academic/personal skills development, and assistance with the graduate school application process.

The SSS program has three student persistence or graduation objectives, all of which were exceeded during the reporting period.

*Objective 1: Seventy-five percent (75%) of all participants served by the SSS project will persist from one academic year to the beginning of the next academic year or graduate.*

Persistence Rate for all Participants 2014-15: 94%

*Objective 2: Eighty-five percent (85%) of all enrolled participants served by the SSS project will meet the performance level required to stay in good academic standing.*

Good Academic Standing Rate for all Participants 2014-15: 94%

*Objective 3: Fifty percent (50%) of new participants served each year will graduate within six years.*

Graduation Rate 2009-10 Entering Participants: 68%

### The Academic Enrichment Series

The Academic Enrichment Series (AES) is a service coordinated out of the Center for Academic Advising and Retention (CAAR). There are many student-centered featured workshops each semester on personal and career development, campus and community involvement, effective technology usage, and preparation for the future. The presenters are faculty and staff from Academic and Student Affairs, who develop the learning goals for these sessions and provide a structured delivery to ensure subjects are covered thoroughly. The original purpose of the AES was to mitigate the knowledge gap for low income, underrepresented minority college student groups concerning strategies for successful matriculation. The goal is to assist students in forming networks that allow them the benefits of success measures, such as tutoring and academic advising. Research states that students are more apt to thrive academically when in a supportive campus environment. Thus, the value proposition is the relationships that students can potentially establish by interacting with presenters across campus, that if not for these sessions, the likelihood of meeting some is minimal.

The following student participation numbers include individuals who attended more than one workshop. During the reporting period (fall 2014- spring 2015), there was nearly a 31.2 % decline in participation, with 432 students attending 40 scheduled sessions of varied themes, in comparison to 628 (fall 2013-spring 2014), which was a 6% increase over the previous year of 593 attendees during period (fall 2012-spring 2013). There is definite fluctuation in attendance, which can be attributed to weather closures and delays on campus (two) and presenter requested cancellations (three).

### Beacon Early-Alert System

For the 2014-2015 academic year, the number of faculty and staff using Beacon increased moderately, from 150 in the previous year to 167. The number of notations posted also increased moderately, from 2,755 to 3,269. The primary topics for Beacon notifications continued to be concerns about students' attendance and assignment/test performance. The Beacon notifications give athletic coaches, academic support staff, freshman advisors, and faculty opportunities to reach out to students and help them access support services and improve academic behaviors. The increased communication among faculty, staff, and students has created a stronger and better informed network of support for students.

### Tutoring Center Services

The FSU Tutoring Center is a College Reading and Learning Association (CRLA) certified tutoring program. The CRLA is an international body that establishes peer tutoring standards and training curriculum and independently reviews tutoring and learning centers for operational excellence. To improve efficiency and quality control of tutoring services, during the 2014-2015 academic year, the tutoring services model changed to all center-based and appointment-based tutoring. Beginning with the fall 2015 semester, software was purchased that not only allows students to make appointments online but also provides for data collection and reporting that was previously difficult to gather.

In fall 2015, 476 students used tutoring services. Of that number, 353 (74%) self-identified as ethnic minorities, with 308 (65%) self-identifying as African American or multi-racial. In addition, 221 (46%) of students using tutoring services were male. Due to the gender achievement gap at Frostburg, a goal is to encourage more males to use tutoring services.

### **New University Programs to Enhance Student Success**

In fall 2015, Frostburg undertook two new initiatives expected to increase student persistence and graduation rates at the University and contribute to the University System of Maryland's goal of cutting the achievement gap in Maryland's public universities in half by 2015. These initiatives include expanding the scope of the Academic Success network, and formalizing partnerships with Predictive Analytics Reporting (PAR) Framework and HelioCampus in fall 2015.

### Expanding the Academic Success Network Scope

The Provost created a Retention Committee by merging efforts of the University Advisory Council on Retention with those of the Academic Success Network (ASN). With the ASN serving as the nucleus, the Retention Committee also includes at least one key individual from each College and the Chair of the Faculty Senate. The purpose of the Retention Committee is to:

1. Review current policies and procedures to promote increased retention of students.
2. Recommend initiatives designed to increase student retention.
3. Maintain communication with the campus regarding retention initiatives and goals on retention reported to external agencies.

## Predictive Analytics

The Predictive Analytics Reporting (PAR) Framework and HelioCampus use institutional data to provide powerful dashboards for admissions, financial aid, enrollment, course completion, persistence, retention, and graduation. Access to this information will allow departments throughout campus to make data-informed decisions that will improve student outcomes and success. Both the PAR and HelioCampus projects are underway and should be operational by summer 2016.

### **GOAL THREE: ENHANCE THE CULTURAL DIVERSITY OF FACULTY AND STAFF**

In accordance with its Cultural Diversity Program, the University continues to increase the number of minority faculty and staff at the Institution. As of December 2015, Frostburg State University's workforce consisted of 1,036 full and part-time employees (381 faculty and 655 staff members).

Academic Affairs had 39 minority faculty members representing 10.2% of all faculty on campus - see Table 6 in *Appendix A*. Of these, nine (9) are minority non-tenure track faculty representing 5.4%, and including four (2.4%) African American/Black faculty; three (1.8%) Asian; one (0.6%) Hispanic/Latino; and one (0.6%) American Indian. Of the 30 (14%) minority tenured or tenure-track faculty, ten (4.65%) are African American/Black faculty; 16 (7.4%) Asian; and four (1.9%) Hispanic/Latino.

Minority staff members (34) were employed at a rate of 5.2%. See Table 7 in *Appendix A*. Within the staff there are 17 (2.6%) African American/Black, 10 (1.5%) Asian, four (0.6%) Hispanic/Latino, one (0.1%) American Indian, and two (0.3%) individuals who were two or more races.

#### Expanding Efforts to Attract and Retain Eminently Qualified African American Faculty and Staff

Within the past twelve months, 23 faculty searches in the Academic Affairs Division were conducted, with 17.4% of the positions filled by minority applicants. In the College of Arts and Sciences, one African American/Black faculty and two Asian faculty members were added to the Computer Science Department. One Asian faculty member was hired within the College of Business's Department of Finance. The University administration conducted 47 searches during the same time frame. Of these searches, minorities filled 6.3% of the hires.

Frostburg State University in conjunction with PeopleAdmin is slated to begin utilizing a mobile-optimized job site. The cloud-based software will increase efficiency by streamlining the hiring process, increase visibility through transparency and collaboration, and deliver strategic insights to drive the University's minority mission statement forward.

#### Faculty and Staff Searches

Beginning in March 2016 all search committees for faculty and staff positions will require one member of the committee to be responsible for ensuring that minority outreach is a priority. The Chair of the search committee, when submitting applicants for campus interviews to our Director of ADA/EEO Compliance, will also submit documentation in regards to the efforts made with this initiative. Suggestions include:

- Establishing relationships with colleagues at Historical Black Institutions (HBI), particularly those institutions that are similar in size and geographic location.
- Contacting colleagues at other institutions and seek nominations of minority students nearing graduation, recipients of fellowships and awards, or other interested persons.
- Stressing the importance of diverse applicants.
- Making personal contacts with minorities at professional conferences and invite them to apply to FSU positions.

### EEO Compliance Office's Minority Recruitment Plan and Retention Strategies

Since August 2014, the Frostburg's Office of Human Resources continues to implement the annual Development and Leadership Series, which meets monthly to provide management training, which will lead to increased employee advancement and retention. The cohort consists of 12 individuals from FSU faculty and staff. The goals of this program include:

- Enhancing participant knowledge, skills, and competencies in leadership while developing their ability to manage change.
- Improving supervisory skills, methods, and practices.
- Increasing awareness of supervisory styles and developing increased ability to adapt to different styles of behavior.
- Raising awareness of conflict styles and effective approaches to conflict resolution.
- Building a fundamental understanding of current employment, labor laws, and regulations that impact the workplace.
- Helping to build the skills required to manage an increasingly diverse workforce and assist in fostering an inclusive workplace environment characterized by fairness, understanding, and mutual respect and civility.

**Table 2**

**2015-2016 Annual Report on Institutional Programs of Cultural Diversity**

*Description of Way Institution Addresses Cultural Diversity Among its Students, Faculty, and Staff*

**FROSTBURG STATE UNIVERSITY**

<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>
<b>Recruitment and Retention of Underrepresented Students, Faculty, and Staff</b>	<b>Creates Positive Cultural Interactions and Awareness among Students, Faculty, and Staff</b>	<b>Uses Cultural Sensitivity Instruction and Training for Students, Faculty, and Staff</b>	<b>Uses Administrative Structures, Offices, Councils, and Diversity Officers</b>	<b>Uses Targeted Programs and Services to Achieve Cultural Diversity Goals</b>
Enhancing marketing and recruitment efforts that target underrepresented students.	Implementing intervention initiatives for at-risk students (primarily racial minority), including advising and support with engagement of faculty and staff.	Freshman Orientation Courses (ORIE 101); and freshman-oriented programs such as the NCBI Introductory Workshop—required for all freshman students.	Academic Success Network (ASN) - Promotes efforts of programs and goals for increasing students' success and retention.	Academic Success Network (ASN) - Promotes efforts of programs and goals for increasing students' success and retention.
Familiarizing select High School students, teachers, and administrators with Frostburg's programs and services. The Admission Office hosts bust trips to FSU from primarily minority high schools.	Conducting workshops based on the National Coalition Building Institute (NCBI) best practices for students, faculty, and staff.	"Identity and Difference" courses in the GEP Program.	Center for Academic Advancing and Retention (CARR)	Programs Advancing Student Success (PASS) - Promotes efforts for student success throughout their programs of study.
Enhancing and promoting college-readiness programs such as: the Upward Bound program, and the Upward Bound Regional Math & Science Center.	Establishing "Work Groups" to implement PACDEI's five primary objectives - focused on cultural and diversity issues affecting students, faculty and staff.	Language and Culture Courses offered in the "Humanities" section of the GEP Program.	The ADA/EEO and Immigration Compliance Office	Freshman Progress Survey - Designed to identify issues that might impact students' success.
Increasing the number of underrepresented students transferring from community colleges.	Providing institutional support, organizational structures, and resources needed for the establishment of identity and advocacy groups to support and promote awareness around student organizations on campus:	Interdisciplinary (IDIS) courses offered in the "FSU Colloquia" section of the GEP Program. Interdisciplinary topics vary and include topics on: social problems, culture and identity, concepts of equality and justice, etc.	Title IX Compliance - The Office of Gender Equity	Championship Forum Program - A program for improving the persistence rate of Pell-awarded, academically at-risk freshman and sophomore male students.
Continuing existing programs intended to enhance student success and increase underrepresented minority and first-generation student retention and graduation rates.	Assigning faculty mentors (faculty-student pair mentor structure) for intense advising, study strategies, and academic enrichment for underrepresented minorities enrolled in the McNair Scholars Program.	English as a Second Language (ESL) courses to incoming international students whose English language scores are on the lower end of FSU requirement.	The Diversity Center	TRIO Student Support Services (SSS) - Provides services to low-income, first-generation students, or students with disabilities who are academically underprepared to support them persist through graduation.
Adding new programs intended to enhance student success and increase underrepresented minority and first-generation student retention and graduation rates.	Developing international partnerships with higher education institutions abroad to increase the diversity of international exchange students.	Study abroad programs and activities sponsored by the Center for International Education (CIE) to increase opportunities for international cultural exchange.	The President's Advisory Council on Diversity, Equity, and Inclusion (PACDEI)	Academic Enrichment Series (AES) - Student-centered workshops focused on personal and career development.
Conducting campus workshops and activities designed to introduce students to the life-on-campus and support, including living in a diverse community.	Designing and implementing monthly cultural activities (events and trips) offered by the CIE to introduce international students to American cultures.	Courses from the Women's Studies Program offered as options in the "Identity and Difference" category within the General Education (GEP) Program. The Women's Studies Program is a multicultural minor program.	President's Advisory Council Against Gender-Based Violence (PACAGBV)	Beacon Early-Alert System: A service to provide coaches, academic support staff, freshman advisors, and faculty with opportunities to work with students through support services and improve academic behaviors.

**Table 2 (Continued)**

*Description of Way Institution Addresses Cultural Diversity Among its Students, Faculty, and Staff*

**FROSTBURG STATE UNIVERSITY**

<b>Recruitment and Retention of Underrepresented Students, Faculty, and Staff</b>	<b>Creates Positive Cultural Interactions and Awareness among Students, Faculty, and Staff</b>	<b>Uses Cultural Sensitivity Instruction and Training for Students, Faculty, and Staff</b>	<b>Uses Administrative Structures, Offices, Councils, and Diversity Officers</b>	<b>Uses Targeted Programs and Services to Achieve Cultural Diversity Goals</b>
Partnering with other institutions to increase recruitment and retention of underrepresented minorities enrolled in graduate school to expressly pursue doctoral degrees: The McNair Scholarship Program.	Establishing and offering Crisis-Response Conversations - open to students, faculty, and staff and facilitated by NCBI and the Diversity Center as opportunities to bring the university community together to discuss and understand emerging social issues as needed.	Courses from the African American Studies Program offered as options in the "Identity and Difference" category within the General Education (GEP) Program.	The Center for International Education (CIE)	Tutoring Center Services - Services to support students and guide them to reach academic success.
Establishing an online application system to streamline the study abroad process for FSU students.	Establishing international partnerships with higher education institutions abroad to facilitate exchange of international visiting/exchange professors.	The Diversity Retreat - offered every fall semester for students with a main focus on building community through deeper connections.	The President's Leadership Circle (PLC)	Disability Support Services (DSS) - Provides academic support to students and help them persist through graduation.
Sustaining the online onboarding process to streamline the hiring processes of faculty and staff, and increase visibility through transparency and collaboration.	Establishing and offering mentoring and leadership opportunities for students through participation in merit-based university groups (i.e., President's Leadership Circle). Students are mentored by faculty, staff, or administrators, and participate on experiential learning opportunities to hone their intercultural leadership knowledge.	NCBI Training Institute open to students, faculty, and staff. Trained participants will serve as trainers/facilitators of the NCBI Introductory Diversity Workshop required for Freshman in the ORIE 101 Course.	Retention Committee - University Advisory Council on Retention	Retention Committee - Reviews policies and procedures to increase students' retention.
Requiring search committees for faculty and staff hiring to assign a member of the committee to ensure that minority outreach is a priority.	Offering bus trips for students, faculty, and staff to attend GEM Gradlab, a free workshop for graduate school preparation with a special emphasis on underrepresented minorities.	Implementation of the Leadership Series intended to provide managers training leading to increasing employee advancement and retention.		Predictive Analytics Reporting (PAR) Framework, and HelioCampus - Technology platforms to generate dashboards with data on students as they progress through admissions, enrollment, persistence, completion, and graduation.
Adding new partnerships to increase and retain underrepresented graduate students: PROMISE - Maryland's Alliance for Graduate Education and the Professoriate.		Cultural Intelligence Seminar - Part of the FSU Leadership Series, offered to faculty and staff with a focus on managerial skills for working with an increasingly diverse workforce.		Collaboration between the Center for International Education (CIE) and its overseas partner universities for the development of cooperative-degree programs.
		PROMISE Workshop on Enhancing Faculty Understanding of Diversity Issues in Graduate and Postdoctoral Education.		Study abroad Programs and activities sponsored by the CIE to increase opportunities for international cultural exchange.
				Experiential Learning activities designed by the President's Leadership Circle (PLC) as opportunities for students to participate in intercultural experiences to grow in their leadership philosophies, such as traveling abroad and supporting exploited populations to witness the impact of leadership upon cultures and the human experience.
				Campus-hosted activities for both PROMISE AGEP and the Louis Stokes Alliance for Minority Participation (LSAMP) Program on the FSU campus.
<b>Legend</b>				
Y = Yes				
N= No				

**Table 3**  
***Efforts to Create Positive Interactions and Awareness among Students, Faculty, and Staff***  
**Narrative**

Cultural diversity continues to be highly valued among all members of the campus community. Table 3 outlines and evaluates Frostburg's initiatives and strategies, both curricular and co-curricular, to foster wide-ranging awareness of diversity issues (Goal Four), including those that help increase sensitivity to global perspectives and ideas among campus constituencies (Goal Five).

**GOAL FOUR: CREATE A CAMPUS ENVIRONMENT THAT PROMOTES THE UNDERSTANDING OF CULTURAL DIVERSITY**

The action priorities of Frostburg's Cultural Diversity Program and its strategic plan help to build intercultural understanding and broaden cultural awareness on campus by encouraging students to engage with cultures different than their own. Three campus entities that help to address these priorities are Frostburg State University's Diversity Center, the President's Advisory Council on Diversity, Equity, and Inclusion (PACDEI), and the President's Advisory Council against Gender Based Violence (PACAGBV). In addition, FSU's partnerships with institutions in the University System of Maryland as well as other university's programs contribute to meeting these priorities.

**The Diversity Center**

The Diversity Center primarily reaches out to racial identity groups and other marginalized student identity groups by serving as an advisor or consultant (providing resources as needed) to these organizations: African Student Alliance, Black Student Alliance, HILLEL, Japanese Cultural Club, Latin American Student Organization, NAACP, National Council of Negro Women, National Pan-Hellenic Council, and Spectrum (formerly BTGLASS- an advocacy organization that works to support and promote awareness around lesbian, gay, bisexual, and transgender issues), and the UVUGD Gospel Choir. Diversity Center staff engages in leadership development for the executive boards of the various organizations. It also advises and assists organizations in planning and executing activities, programs, and meetings. The number of participants served is fluid based on participation and organization membership. Assessment measures for these programs are being developed.

Furthermore, the Diversity Center works to facilitate activities to promote interaction and awareness among students, faculty, and staff. One element of this work includes its collaboration with the Center for Academic Advising and Retention (CAAR) 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 (primarily racial minority) students with the engagement and participation of faculty and staff. Another aspect of this work includes directing the FSU Campus Affiliate of the National Coalition Building Institute (NCBI). Through the work of this organization the center assists CAAR's freshmen retention efforts by coordinating and facilitating an NCBI's Introduction to Diversity Workshop that covers living in a diverse community and respecting and celebrating others' differences. This workshop is required of all first-time, full-time freshmen as part of the programs offered in the Introduction to Higher Education (ORIE 101), the University's required orientation course. Approximately 81% of the freshman in ORIE 101 attended the workshop in fall of 2015.

With the mission of providing students, faculty, and staff with opportunities to increase intercultural understanding and broaden cultural awareness on campus by engaging with cultures different than their own, the Diversity Center offers numerous activities targeting instruction and training on cultural sensitivity, including:

- *Diversity Retreat*: Each fall semester the center holds a two-day Diversity Retreat, which is financially supported by the Black Student Alliance, and has as a centerpiece a full-day, "Building Community through Deeper Connections Diversity Workshop". In the fall-2015 semester a total of 52 students and 3 staff members participated in this retreat, which is prefaced and supported by numerous activities to meet its mission.

- *NCBI Training Institute*: In partnership with the NCBI organization, the center offers the NCBI Training Institute open to FSU campus, and the off-campus community, based on availability. A total of 35 participants including students (17), faculty (9), staff (3), and off-campus community members (4), attended the 2016 training institute co-facilitated by two (2) members from the Diversity Center and the NCBI organization, respectively. As a result of this training, upper-class students—trained through this institute—will join faculty and staff as facilitators of the Introductory Diversity Workshop required for all freshmen students in the ORIE 101 course.
- *Cultural Intelligence Seminar*: As part of the FSU Leadership Series for faculty and staff, sponsored by the Office of Human Resources, the Diversity Center facilitates the Cultural Intelligence Seminar. This instruction/training opportunity focuses on developing managerial abilities and skills for working with an increasingly diverse workforce, and fostering an inclusive workplace environment. In April 2015, the center presented a workshop on *Cultural Intelligence*.
- *Crisis-Response Conversations*: In partnership with NCBI, the center offers campus-crisis response activities as needed. In spring 2015, the center and NCBI facilitators in consort with the FSU President held a “Campus Conversation: Frostburg Cares” in response to the Baltimore Uprising. Approximately 200 faculty, staff, and students attended the event focused on increasing knowledge and awareness about the issues involved, understanding on its impact on students who are residents of that area, and brainstorming ways that students could contribute positively to their communities upon their return. The Holistic Life Foundation planned a follow-up session for spring 2016 to continue the conversation and introduce a working tool to use in times of crisis: “Breathing Love into the Campus Community”.

### **President’s Advisory Council on Diversity, Equity, and Inclusion (PACDEI)**

The President's Advisory Council on Diversity, Equity, and Inclusion (PACDEI) promotes 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. The PACDEI has been actively engaged in implementing its strategic plan for AY 2015-16. Work groups were established to focus on the council's five primary objectives: exploring student-focused issues; engaging students in a campus climate survey; creating a safe and welcoming campus environment; supporting University efforts for the recruitment and retention of a culturally rich population of students, faculty, and staff; and working with NCBI to serve as a vehicle to promote diversity education and training. The council also 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.

### **President's Advisory Council against Gender Based Violence (PACAGBV)**

The President's Advisory Council Against Gender Based Violence (PACAGBV) promotes the creation of a campus environment that supports all people in an atmosphere of mutual respect and understanding by leading campus-wide efforts to educate students, faculty, and staff about the issue of gender-based violence and relating programming, policies, and services. The council has been actively engaged in implementing its mission by coordinating initiatives and programs that focus on gender-based violence including, among others, homophobic hate crimes. One of the PACAGBV key programs is the FSU Safe Zone program designed to 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’s goal is to contribute to an open campus climate that is safe, accepting, and just for all members of the University community and through education, advocacy, and awareness empower them to speak out against homophobia and heterosexism. The Council also provides recommendations in light of State and Federal expectations and best practices, and works in collaboration with other units on campus to reach out to the campus community.

## Partnerships and other University's Programs

- *McNair Scholars Program*: Since 1991, the Diversity Center and the Office of the Provost have partnered with the University of Maryland College Park, TRiO Academic Achievement Program's McNair Scholars. The mission of this program is to increase the number of underrepresented minorities enrolled in graduate school to expressly pursue doctoral degrees. The Diversity Center continues to work with CAAR and the Office of the Provost by referring students to the support services provided by the program through intense advising, study strategies, and academic enrichment. They are also paired with faculty mentors to develop research skills. Additionally, students receive financial counseling and assistance to prepare for the graduate school admission process. Since the program's inception, there have been 80 students from Frostburg participating in this unique program. The six-year graduation rate for these students has been 100%. Over 32% of the participants have been males. The 2014-2015 cohort included eight students (two African American males, five African American females, and one Caucasian female), three of whom graduated in December 2014, and five graduated in May 2015.
- *PROMISE- Maryland's Alliance for Graduate Education and the Professoriate (PROMISE-AGEP)*: Since 2012, FSU became a partner in PROMISE-AGEP designed to increase pathways to the professoriate for underrepresented graduate students and postdoctoral fellows in STEM by using a new AGEP investment from the National Science Foundation to recruit, retain, and prepare STEM students in the state of Maryland for academic careers. The PROMISE AGEP program, led by the University of Maryland Baltimore County (UMBC) works with partner USM institutions to prepare students for doctoral study and provide pathways to the professoriate. The USM institutions will join the community colleges to provide mentored teaching experiences on their respective campuses. All activities will be statewide. Through the partnership, FSU's College of Liberal Arts and Sciences participate as an associate member of the University of System of Maryland Louis Stokes Alliance for Minority Participation (LSAMP) Program with a commitment to work to make sure that FSU's underrepresented undergraduate STEM students are represented at USM-wide LSAMP activities.
- *Identity and Difference courses in the General Education Program (GEP)*: 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.
- *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 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.

## GOAL FIVE: PROMOTE THE UNDERSTANDING OF INTERNATIONAL CULTURES

### The Center for International Education

The University's Center for International Education (CIE) actively recruits international students in order to promote the understanding of international cultures at Frostburg. In the fall 2015 semester, Frostburg enrolled 116 students, including 86 degree-seeking students from 20 countries. University records indicate that the first year in which a significant number of international students were enrolled at Frostburg was fall 2007. At that time, only 28 international students attended the University. The CIE works with all departments across campus to ensure a continued growth in international diversity.

### Increasing the Number of International Students

Frostburg State University is continually adding exchange partners across the world to increase the diversity of international students and fall 2015 was no exception. The CIE worked to establish new partnerships with institutions in China, Estonia, and Vietnam. Additionally, through these and other strong overseas partnerships, the University welcomed 30 exchange students and 4 visiting professors. The exchange students study English and take academic courses, while the visiting faculty members observe teaching methods, conduct research, and share their knowledge with the Frostburg faculty. During fall 2015, Frostburg continued its work to develop important cooperative-degree programs with five of its overseas partner universities. Once fully established, these programs will bring a large number of international transfer students to the campus to earn a degree from Frostburg State University. The following universities are presently partnering with Frostburg to develop cooperative-degree programs:

- Hunan University of Commerce – B.S. in Economics/Minor in Finance
- China University of Mining and Technology – B.S. in Accounting
- Communication University of China – M.S. in Computer Science
- National United University (Taiwan) – B.S. in Engineering and Business Administration
- Hanoi University of Industry – B.S. in Computer Science

### Establishing Strong Connections for International Students

Academic success and intercultural interaction is the key to establishing a strong connection between the various nationalities represented at Frostburg. The CIE is tasked with this important responsibility and helps coordinate activities for the students while encouraging them to participate in all activities offered at the University. To assist in this process, Frostburg offers English as a Second Language (ESL) courses for international students to feel more confident during these interactions. Additionally, the CIE offers numerous cultural activities each month to introduce international students to American cultures.

### Increasing International Opportunities for Students

The CIE works diligently not only to increase diversity at the University, but also increase international experiences for Frostburg students and faculty. In spring, summer, and fall 2015, 71 Frostburg 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.

In order to encourage the students to study abroad each year, the CIE staff members visit classrooms, host successful bi-annual study abroad information fairs, hold bi-weekly information sessions with prospective and past study abroad students to share experiences, and promote study abroad at Admissions open house events to encourage prospective students to get excited about Frostburg and plan for their future study abroad opportunities. Furthermore, in February 2015, the CIE launched the new online application system Horizons/Simplicity. This new online format has helped streamline the study abroad process for Frostburg students.

### **The President's Leadership Circle**

In addition to those provided by the CIE, another international opportunity for students at Frostburg State University is the President's Leadership Circle (PLC). The PLC is a merit-based honorary program in which senior-level students are nominated by faculty, staff, and administrators. Students selected are representatives of the three colleges in the institution and the diverse demographics of the student population on campus. Through experiential learning opportunities, coordinated by the Office of Leadership and Experiential Learning, PLC students have opportunities to represent the University at key events, and participate in intercultural experiences to grow in their leadership philosophies, such as traveling abroad and be part of supporting exploited populations to witness the impact of leadership upon cultures and the human experience.

The PLC promotes students' intercultural understanding and diversity awareness through experiential exposure to global topics (i.e. climate change) and their cultural impact (i.e. access to clean drinking water in 3<sup>rd</sup> world countries). In the past, PLC students have testified in front of state legislature, shadowed the University President, networked with alumni, and made other lifetime connections. These experiences also include trips to China, India, Ecuador, Uganda, the United Arab Emirates, and the Czech Republic.

In AY 2015-2016, the President's Leadership Circle included 12 top performing student leaders on the FSU campus. These 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 Packwach, especially at the Pachwach Health Center maternity ward, local villages in and around Packwach in the West Nile region, and Busia in Eastern Uganda. Through this experience, students helped with water purification as well as furthering educational opportunities for rural Ugandans.

**Table 3**

**2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity**  
***Efforts to Create Positive Interactions and Awareness Among Students Faculty and Staff***  
**FROSTBURG STATE UNIVERSITY**

<b>A</b>	<b>B</b>	<b>C</b>
<b>Provides Cultural Diversity Instruction &amp; Training of Students Faculty and Staff</b>	<b>Provides Curricular Initiatives that Promote Cultural Diversity in Classroom</b>	<b>Provides Co-Curricular Programs and Events for Students</b>
<p>National Coalition Building Institute (NCBI) Training Institute: Offered by the NCBI organizational and the Diversity Center, and it is open to FSU students, faculty, and staff. Students trained through the NCBI Institute will join faculty and staff as facilitators of the NCBI-Introductory Diversity Workshop required for all freshman students in the ORIE 101 course.</p>	<p>ORIE 101: Introduction to Higher Education course -- a University required orientation course for all freshman. Students enrolled in ORIE must participate in university programs. While some programs are required, students can choose from a variety of options offered, including:</p> <ul style="list-style-type: none"> <li>• The National Coalition Building Institute (NCBI) Introductory Workshop – Required. Promotes diversity education, understanding and awareness of intercultural differences.</li> <li>• Relating, Dating and Communicating:</li> <li>• StepUp: students can share their thoughts on different scenarios in which bystander intervention has the potential to mitigate incidences of sexual violence.</li> </ul>	<p>Diversity Retreat: A weekend-long retreat event held by the Diversity Center and financially supported by the Black Student Alliance. It has as a center piece a full-day, “Building Community through Deeper Connections Diversity Workshop”.</p>
<p>Cultural Intelligence Seminar: The seminar is part of the FSU Leadership Series for faculty and staff. The seminar is facilitated by the Diversity Center with a focus on developing managerial abilities and skills for working with an increasingly diverse workforce and fostering an inclusive workplace environment.</p>	<p>"Identity and Difference" courses in the GEP Program. This category includes a group of courses designed to meet the <i>Modes of Inquiry</i> requirements for the GEP Program. Students can choose from a list of 30 courses, available as options:</p> <p>AAST 200 Intro. to African American Studies            AAST 400 Africans of the Diaspora            ART 301 Artistic Traditions: Asia            ART 302 Artistic Traditions: Africa &amp; the Americas            CMST 350 Intercultural Communication            ENGL 231 African American Literature            GEOG 104/114* Human Geography            GEOG 110 World Regional Geography: Cultural Diversity            GEOG 427 Geography of Languages and Religions            HIST 100/111*The Contemporary World in Historical Perspective            HIST 418 Native Peoples of the Americas            HIST 436 Women’s Issues in World History            HLTH 125 Health and Culture            INST 150 Introduction to World Religions            INST 200 Intro. to International Studies            MDFL 111 Intercultural Understanding            MDFL 301 Latin American Women’s Issues            MUSC 117 Music of Africa, Asia &amp; the Americas            MUSC 250 Gender and Sexuality in Music            MUSC 311 Jazz History            PHIL 308 Political Philosophy            PHIL 311 Asian and African Philosophy            PHIL 409 Philosophy and Women            POSC 131 Introduction to Comparative Politics            PSYC 220 Psychology of Women            PSYC 325 African American Psychology            RECR 100 Leisure &amp; Diverse American Culture            SOCI 224 Cultural Anthropology            SOCI 305/SOWK 305 Racial &amp; Cultural Minorities            WMST 201 Introduction to Women’s Studies</p>	<p>Events organized by the Center for International Education (CIE) - Cultural events and trips offered throughout the semester for international students to facilitate the development of intercultural connections:</p> <ul style="list-style-type: none"> <li>• Trip to Lurray Caverns</li> <li>• Bus trip to Washington D.C.</li> <li>• Alternative Spring Break (Civic Engagement)</li> <li>• Ski Trip at the WISP</li> <li>• Chinese New Year Celebration</li> <li>• Thanksgiving Dinner Celebration</li> <li>• The Elephant Wrestler Theater Performance</li> <li>• Bus trip to Baltimore, MD</li> <li>• Chinese Tea Ceremony</li> <li>• Cricket Tournament</li> <li>• Authentic Indian Yoga Classes</li> <li>• Bollywood Masala Orchestra and Dancers of India Theater Performance</li> <li>• Visit to Amish Community in Lancaster, PA</li> <li>• Colorful China Theater Performance</li> <li>• Visit to Valley Forge National Historic Park</li> <li>• Appalachian Festival at FSU</li> <li>• African-American History Trip to D.C.</li> </ul>

**Table 3 (Continues)**

***Efforts to Create Positive Interactions and Awareness Among Students Faculty and Staff***

**FROSTBURG STATE UNIVERSITY**

<b>Provides Cultural Diversity Instruction &amp; Training of Students Faculty and Staff</b>	<b>Provides Curricular Initiatives that Promote Cultural Diversity in Classroom</b>	<b>Provides Co-Curricular Programs and Events for Students</b>
Academic Achievement Program's McNair Scholars - A partnership between FSU and University of MD College Park, to increase the number of underrepresented minorities attending graduate school and pursuing doctoral degrees.	Language and Culture courses offered in the <i>Humanities</i> section of the GEP Program.: SPAN 250: Overview of Spanish Language & Culture FREN 250: Overview of French Language & Culture	Crisis-Response Conversations: Events offered by the NCBI and the Diversity Center to students and the campus community as opportunities to discuss and understand current -emerging social issues, as needed.
The Safe Zone Program - An event organized by the FSU President's Advisory Council Against Gender-Based Violence (PACAGBV) to 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's goal is to contribute to an open campus climate that is safe, accepting, and just for all members of the University community.	FSU Colloquia - Interdisciplinary (IDIS) courses offered in the "FSU Colloquia" section of the GEP Program. Course topics vary and include: IDIS 150: Campus Social Problems. IDIS 150: Equal Protection and Justice. IDIS 150: Exploring American Culture. IDIS 150: Exploring Leadership. IDIS 150: Leadership for Men and Women.	Study abroad programs and activities sponsored by the Center for International Education (CIE) to increase opportunities for international cultural exchange: <ul style="list-style-type: none"> <li>• FSU is currently affiliated with study abroad vendors—Offer overseas experiences to students (semester, year-long, summer, and intersession). Many of these vendors also provide opportunities for internships, experiential learning, and volunteering abroad.</li> <li>• Exchange Programs—through partnerships between FSU and universities around the world, students are offered opportunities to study abroad at a lower cost.</li> <li>• Faculty-led Study Abroad Programs—FSU faculty members lead a group of students in an overseas experience (either for credit or a leadership experience).</li> </ul>
	English as a Second Language (ESL) courses for incoming international students: MDFL 190: Special Topics in Foreign Language and Literature MDFL 111: Intercultural Understanding ENGL 101: Freshmen Composition	Experiential Learning activities coordinated by the Office of Experiential Learning and Leadership. As members of the FSU President's Leadership Circle (PLC), students participate in intercultural - experiential learning activities designed as opportunities to get engaged in international programs to support exploited populations while developing awareness of global social issues.
		Events organized by the Women's Studies Program and offered to students, faculty, and staff featuring guest speakers as well as FSU faculty to highlight the impact of women on current social issues and the effect of current social problems on women - globally.
		Events organized by the African American Studies Program and offered to students, faculty, and staff featuring guest speakers as well as FSU faculty, including: <ul style="list-style-type: none"> <li>- On-campus screening of "The New Black" in partnership with the Maryland Office of Civil Rights</li> <li>- "The Thinning of the Thin Blue Line: The Struggle for Renewed Legitimacy in American Policing"</li> <li>- Capoeira (Afro-Brazilian blend of martial arts) workshop</li> <li>- Erica Dawson Poetry Reading</li> <li>- "Lessons from the Jim Crow Museum" - A lecture by the founder of the Jim Crow Museum of Racist Memorabilia,</li> <li>- "HIP HOP'S Reshaping of the Music Industry in the Age of Social Media, a lecture by FSU faculty.</li> <li>- Conflict Kitchen event organized FSU faculty.</li> </ul>
<b>Legend</b>		
Y = Yes		
N = No		

**Table 4**  
***The Institution Has a Process for Reporting Campus-Based Hate Crimes***

The University’s process for responding to hate crimes and bias motivated incidents remains the same as documented in the 2015 Cultural Diversity Program Report. Campus crime and arrest data are compiled by the University Police Department and submitted to the Maryland State Police as part of the Uniform Crime Report.

During the reporting period (February 2015 to February 2016), there was one reported bias-motivated incident. University Police investigated the incident (see Table C below).

**Table C**  
**Status Report on Campus-Based Hate Crimes and Bias-Motivated Incidents**  
**February 2015 to February 2016**

Date	Location	Incident	Summary
10/27/15	University Drive/College Ave Lot (FSU Campus)	Hate Crime	Three Frostburg State University Students reported, while on campus in the vicinity of University Drive and College Avenue lot, occupants of a passing vehicle began to yell racial slurs and threw bottles and tooth picks at them.

*Source: University Police Department*

**Table 4**

<b>2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity</b>
<i>Institution has a Process for Reporting Campus-Based Hate Crimes</i>
<b>FROSTBURG STATE UNIVERSITY</b>
Yes.
The University Police Department leads the process for responding and reporting campus-based hate crimes. Campus crime and arrest data are compiled by the University Police Department and submitted to the Maryland State Police as part of the Uniform Crime Report.
<b>Legend</b>
Y = Yes
N = No

## **Section II DEMOGRAPHIC DATA**

### **Appendix A Comparison Tables for Students, Faculty, and Staff**

This section includes the Appendix A with comparison data for 2013-2014, 2014-2015, and 2015-2016 with that of 2009-2010. The data is presented in the following tables:

- ▲ **Table 5:** *Comparison Table for Students*
- ▲ **Table 6:** *Comparison Table for Faculty*
- ▲ **Table 7:** *Comparison Table for Staff*

**Appendix A**  
**Frostburg State University**  
**Comparison Tables for Faculty, Staff, and Students**

**Table 5**  
**Student Headcount by Career**

**Updated March 21, 2016**

Career		Fall 2009				Fall 2013				Fall 2014				Fall 2015			
		Male	Female	All		Male	Female	All		Male	Female	All		Male	Female	All	
		N	N	N	%	N	N	N	%	N	N	N	%	N	N	N	%
Doctorate	Unknown	.	.	.	.	.	.	.	.	.	.	.	.	2	3	5	6.76
	African American/Black	.	.	.	.	.	.	.	.	.	1	1	1.45	.	1	1	1.35
	Amer Ind or Alaska Nat	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Hisp/Latino	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	White	.	.	.	.	.	.	.	.	21	45	66	95.70	21	45	66	89.20
	Other	.	.	.	.	.	.	.	.	.	1	1	1.45	.	1	1	1.35
	Native Hawaiian or Pac Island	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Two or More Races	.	.	.	.	.	.	.	.	1	.	1	1.45	1	.	1	1.35
All	.	.	.	.	.	.	.	.	22	47	69	100	24	50	74	100	
Graduate	Unknown	5	9	14	2.22	18	13	31	4.03	39	26	65	9.83	47	53	100	13.90
	African American/Black	9	11	20	3.17	16	30	46	5.97	19	32	51	7.72	15	26	41	5.69
	Amer Ind or Alaska Nat	1	2	3	0.48	.	2	2	0.26	.	1	1	0.15	.	1	1	0.14
	Asian	1	2	3	0.48	12	5	17	2.21	11	4	15	2.27	8	6	14	1.94
	Hisp/Latino	.	4	4	0.63	6	6	12	1.59	4	5	9	1.36	5	2	7	0.97
	White	168	404	572	90.8	231	394	625	81.17	185	298	483	73.10	190	302	492	68.20
	Other	6	8	14	2.22	16	11	27	3.51	13	11	24	3.63	45	14	59	8.18
	Native Hawaiian or Pac Island	.	.	.	.	1	.	1	0.13	1	.	1	0.15	.	.	.	.
	Two or More Races	.	.	.	.	4	5	9	1.17	4	8	12	1.82	2	5	7	0.97
All	190	440	630	100	304	466	770	100	276	385	661	100	312	409	721	100	
Undergraduate	Unknown	46	60	106	2.23	28	24	52	1.11	28	24	52	1.06	23	23	46	0.93
	African American/Black	551	576	1127	23.7	663	609	1272	27.04	708	706	1414	28.77	776	753	1529	30.80
	Amer Ind or Alaska Nat	9	9	18	0.38	3	2	5	0.11	3	2	5	0.10	4	8	12	0.24
	Asian	44	33	77	1.62	31	28	59	1.25	37	47	84	1.71	30	47	77	1.55
	Hisp/Latino	69	54	123	2.59	100	110	210	4.46	105	130	235	4.78	123	130	253	5.10
	White	1683	1574	3257	68.5	1448	1398	2846	60.50	1367	1446	2813	57.23	1295	1446	2741	55.30
	Other	14	33	47	0.99	42	45	87	1.85	43	55	98	1.99	59	32	91	1.83
	Native Hawaiian or Pac Island	.	.	.	.	3	2	5	0.11	2	2	4	0.08	1	1	2	0.04
	Two or More Races	.	.	.	.	83	85	168	3.57	95	115	210	4.27	106	104	210	4.23
All	2416	2339	4755	100	2401	2303	4704	100	2388	2527	4915	100	2417	2544	4961	100	
All	2606	2779	5385	100	2705	2769	5474	100	2686	2959	5645	100	2753	3003	5756	100	

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

**Appendix A**  
**Frostburg State University**  
**Comparison Tables for Faculty, Staff, and Students**

**Table 6**  
**Instructional Faculty**  
**Split By Tenure/Tenure Track and Non-Tenure Track**

Updated March 21, 2016

		Year															
Tenure Status	Race/Ethnicity*	2009				2013**				2014**				2015**			
		Male N	Female N	All N	%												
Non-Tenure Track	Unknown	.	.	.	.	1	.	1	0.56	5	5	10	5.81	2	3	5	3.01
	African American/Black	.	2	2	1.34	.	3	3	1.69	.	2	2	1.16	2	2	4	2.41
	Amer Ind or Alaska Nat	.	.	.	.	.	1	1	0.56	1	.	1	0.58	1	.	1	0.60
	Asian	3	1	4	2.68	1	2	3	1.69	1	1	2	1.16	2	1	3	1.80
	Hisp/Latino	.	3	3	2.01	1	3	4	2.25	1	2	3	1.74	.	1	1	0.60
	White	64	76	140	93.96	80	84	164	92.13	65	86	151	87.79	69	81	150	90.36
	Other	.	.	.	.	2	.	2	1.12	.	2	2	1.16	.	2	2	1.20
	Native Hawaiian or Pac Island	.	.	.	.	.	.	.	.	1	.	1	0.58	.	.	.	.
	All	67	82	149	100	85	93	178	100	74	98	172	100	76	90	166	100
	Tenure/ Tenure Track	Unknown	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
African American/Black		7	2	9	4.27	6	2	8	3.74	6	3	9	4.21	7	3	10	4.65
Asian		9	7	16	7.58	12	7	19	8.88	11	6	17	7.94	10	6	16	7.44
Hisp/Latino		1	3	4	1.9	1	2	3	1.40	1	3	4	1.87	1	3	4	1.86
White		116	66	182	86.26	111	73	184	85.98	106	70	176	82.24	107	71	178	82.79
Other		.	.	.	.	.	.	.	.	6	2	8	3.74	6	1	7	3.26
All		133	78	211	100	130	84	214	100	130	84	214	100	131	84	215	100
All	200	160	360	100	215	177	392	100	204	182	386	100	207	174	381	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 2013 through Fall 2015 data based on the new race/ethnicity codes.

\*\* 2013 through 2015 data reflect the Maryland Higher Education Commission's Standard Occupational Classifications..

**Appendix A**  
**Frostburg State University**  
**Comparison Tables for Faculty, Staff, and Students**

**Table 7**  
**Staff by Principal Occupational Assignment**

**Updated March 21, 2016**

Occupational Code	Race/Ethnicity*	Year															
		2009				2013**				2014**				2015**			
		Male N	Female N	All N	%												
Exec/Admin/Mngr	Unknown	.	.	.	.	4	5	9	3.7	1	2	3	1.25	2	4	6	2.49
	African American/Black	2	1	3	5.17	.	.	.	.	4	5	9	3.75	3	6	9	3.73
	Amer Ind or Alaska Nat	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Asian	.	.	.	.	4	.	4	1.65	4	.	4	1.67	4	.	4	1.66
	Hisp/Latino	.	.	.	.	1	1	2	0.82	.	.	.	.	1	.	1	0.41
	White	35	20	55	94.83	104	124	228	93.83	98	125	223	92.92	98	123	221	91.7
	Other	.	.	.	.	.	.	.	.	1	.	1	0.42	.	.	.	.
	All	37	21	58	100	113	130	243	100	108	132	240	100	108	133	241	100
Teaching Assist	White	.	.	.	.	.	.	.	.	2	5	7	100	2	5	7	100
	All	.	.	.	.	.	.	.	.	2	5	7	100	2	5	7	100
Professional	Unknown	.	1	1	0.65	2	1	3	2.97	4	.	4	4.12	6	3	9	9.47
	African American/Black	4	5	9	5.81	1	5	6	5.94	4	2	6	6.19	.	1	1	1.05
	Amer Ind or Alaska Nat	1	.	1	0.65	.	.	.	.	.	.	.	.	.	.	.	.
	Asian	3	.	3	1.94	.	1	1	0.99	2	1	3	3.09	1	2	3	3.16
	Hisp/Latino	.	.	.	.	1	1	2	1.98	.	1	1	1.03	.	.	.	.
	White	60	81	141	90.97	28	61	89	88.12	23	56	79	81.44	26	55	81	85.26
	Other	.	.	.	.	.	.	.	.	.	3	3	3.09	.	.	.	.
	Two or more races	.	.	.	.	.	.	.	.	.	1	1	1.03	.	1	1	1.05
	All	68	87	155	100	32	69	101	100	33	64	97	100	33	62	95	100
Clerical	Unknown	.	2	2	1.05	2	2	4	2.26	5	9	14	7.78	4	10	14	.
	African American/Black	1	7	8	4.19	6	7	13	7.34	5	6	11	6.11	4	2	6	.
	Amer Ind or Alaska Nat	.	.	.	.	.	.	.	.	1	.	1	0.56	1	.	1	.
	Asian	.	3	3	1.57	.	1	1	0.56	1	3	4	2.22	.	3	3	.
	Hisp/Latino	1	.	1	0.52	1	.	1	0.56	1	1	2	1.11	1	1	2	.
	White	25	152	177	92.67	32	122	154	87	28	118	146	81.11	22	114	136	.
	Other	.	.	.	.	2	2	4	2.26	.	.	.	.	1	.	1	.
	Two or More Races	.	.	.	.	.	.	.	.	1	1	2	1.11	.	1	1	.
	All	27	164	191	100	43	134	177	100	42	138	180	100	33	131	164	100
Technical	Hisp/Latino	1	.	1	2.17	.	.	.	.	.	.	.	.	.	.	.	.
	White	24	21	45	97.83	1	6	7	100	1	6	7	100	.	6	6	100
	All	25	21	46	100	1	6	7	100	1	6	7	100	.	6	6	100
Skilled Crafts	Unknown	.	.	.	.	.	.	.	.	2	1	3	3.3	2	1	3	3.19
	African American/Black	.	.	.	.	1	1	2	2.11	.	1	1	1.1	.	1	1	1.06
	Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Hisp/Latino	.	.	.	.	1	.	1	1.05	1	.	1	1.1	1	.	1	1.06
	White	34	1	35	100	47	45	92	96.84	44	42	86	94.51	48	41	89	94.68
All	34	1	35	100	49	46	95	100	47	44	91	100	51	43	94	100	
Serv/Maint	Unknown	.	.	.	.	.	.	.	.	2	.	2	4.26	2	.	2	4.16
	African American/Black	.	3	3	3.53	1	.	1	1.89	.	.	.	.	.	.	.	.
	Asian	.	1	1	1.18	.	.	.	.	.	.	.	.	.	.	.	.
	White	45	36	81	95.29	51	1	52	98.11	44	1	45	95.74	45	1	46	95.83
	All	45	40	85	100	52	1	53	100	46	1	47	100	47	1	48	100
All	236	334	570	100	290	386	676	100	279	390	669	100	274	381	655	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 2013 through Fall 2015 data based on the new race/ethnicity codes.

\*\* 2013 through 2015 data reflect the Maryland Higher Education Commission's Standard Occupational Classifications.