



One University. A World of Experiences.

**Cultural Diversity Program
Progress Report**

Prepared by:

Office of the Provost

April 2015

Executive Summary

This report and associated demographic data provided in 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. Frostburg State University's *Status Report on Campus-Based Hate Crimes and Bias-Motivated Incidents* appears at the end of the document.

The University continues to implement and evaluate strategies and initiatives according to their contributions to the following diversity goals:

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

The minority student population at Frostburg represented 39.7% of its overall undergraduate population in the fall of 2014 (**Goal One**). Additionally, the number of undergraduate minority students enrolled at the University has increased 63.2%, from a total of 1,196 minority undergraduates in fall 2008 to 1,952 in fall 2014 - see Table 1 in Appendix A. African-American student headcount has grown by 40.8% over the last six years, from 1,004 in fall 2008 to 1,414 in fall 2014.

One important strategy to increase minority enrollment is purchasing minority names from the pool of students who take the PSAT in their junior year of high school. Other strategies include University-sponsored bus trips to Frostburg from primarily minority high schools, college-readiness programs such as Upward Bound that help to prepare underrepresented students for postsecondary education at Frostburg, and the recruitment of minority students attending Maryland community colleges.

Over the last seven years, the University has worked to increase the retention and graduation rates of undergraduate minority and first generation students (**Goal Two**). For the fall 2013 cohort of first-time, full-time students, the University's second-year retention rates for African Americans (79.0%) and minorities (79.0%) exceed that of the total student population (76.0%). The retention rates decreased from 80.0% (cohort fall 2012) to 79.0% (cohort fall 2013) for African Americans, increased from 78.0% (cohort fall 2012) to 79.0% (cohort fall 2013) for all minorities, and decreased from 77.0% (cohort fall 2012) to 76.0% (cohort fall 2013) for all first-time, full-time students. Six-year graduation rates remained the same over the reporting period for African Americans and all minorities (cohort year 2007 to cohort year 2008): from 44.0% to 44.0% and from 43.0% to 43.0%, respectively; however, the graduation rate for this same time period (cohort year 2007 to cohort year 2008) increased from 47.0% to 49.0% 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. Continuing programs include The Championship Forum; TRiO Student Support Services (SSS); the Academic Enrichment Series; increased use of the student early-warning system, Beacon; and the restructuring of Frostburg's Tutoring Center's services. New initiatives included the Academic Success Network, Freshman Progress Survey, a pilot collaborative program to assist at-risk students, and academic workshops for athletes.

In accordance with its Cultural Diversity Program, the University continues to increase the number of minority faculty and staff at the institution (**Goal Three**). As of December 2014, Frostburg State University's workforce consisted of 1,055 full and part-time employees (386 faculty and 669 staff members). Academic Affairs had 39 minority faculty members, which represented 10% of all faculty on campus. Minority staff members (46) were employed at a rate of 6.9 percent.

Within the Academic Affairs Division, 22 faculty searches were conducted in FY 2014, with 27% of the positions filled by minority applicants. The University administration conducted 38 searches in FY 2014. Of these searches, minorities filled 2.4% of the hires.

During FY15, the University's Office of Human Resources (OHR) implemented a new online onboarding program using PeopleAdmin software. The program is designed to provide services that will enable employees to efficiently and effectively grow in their work opportunities from the first day of their employment. The Office of Human Resources has been charged with promoting an environment where employees are treated fairly and equitably, diversity is respected, employee contributions are recognized and valued, and development opportunities are encouraged.

In August 2014, Frostburg's Office of Human Resources also implemented a Development and Leadership Series which meets monthly to provide managers training that will lead to increased employee advancement and retention. The cohort consists of 10 individuals from FSU faculty and staff. The goals of the program include enhancing participants' leadership and supervisory skills; raising awareness of conflict styles and approaches to conflict resolution; building a fundamental understanding of employment and labor laws; and building the skills required to make a diverse workforce and foster an inclusive workplace environment characterized by fairness, understanding and mutual respect and civility.

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 (**Goal Four**). Two campus entities that help to address these priorities are the President's Advisory Council on Diversity, Equity, and Inclusion (PACDEI) and the Diversity Center.

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 2014-15. 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.

The Diversity Center primarily reaches out to racial identity groups and other marginalized student identity groups through 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.

Another aspect of the work of the Diversity Center involves the University's required orientation course for all freshmen, Introduction to Higher Education Course (ORIE 101). Students enrolled in ORIE must participate in University programs. One of these programs, which is sponsored by the Diversity Center, must be an introductory National Coalition Building Institute (NCBI) workshop that covers living in a diverse community and respecting and celebrating others' differences.

Since 1991, the Diversity Center and the Office of the Provost have partnered with the University of Maryland College Park, 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. Students in the program are provided 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 admissions process. Since the program's inception, there have been 76 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 University's Center for International Education (CIE) actively recruits international students in order to promote the understanding of international cultures at Frostburg (**Goal Five**). In fall semester 2014, Frostburg enrolled 98 students from 24 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. Between fall 2007 and fall 2014 the number of international students at Frostburg has increased by 250 percent. The CIE works with all departments across campus to ensure a continued growth in international diversity.

Frostburg State University is continually adding exchange partners across the world to increase the diversity of international students and 2014 was no exception. The CIE worked to establish new partnerships with institutions in France, China, and Vietnam. Additionally, potential partners in Kazakhstan, Japan, Spain, Peru, and Ecuador were vetted and continue to be discussed as potential partners in the future. Through these strong partnerships from over 16 different countries, the University welcomed during the reporting period 49 exchange students and three visiting exchange professors. The students study English and academic courses, while the visiting faculty members observe teaching methods, conduct research, and share their knowledge with the Frostburg faculty.

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, numerous cultural activities are offered each month through the CIE that introduce international students to American cultures.

The CIE works diligently to not only increase diversity at the University, but to also increase international experiences for Frostburg students and faculty. In 2014, 64 Frostburg students studied on every continent except for Antarctica. In 2014, the CIE partnered with the Simplicity Corporation to move the promotion and application process for study abroad to an online format. This new online format will help streamline the study abroad process for Frostburg students and hopefully encourage additional participation in this wonderful opportunity for expanding horizons and developing personal growth through experiential learning across the globe. The implementation of the program is expected in early 2015.

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 an elite group of exceptional students nominated by faculty and staff members. 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, the United Arab Emirates, Uganda, the Czech Republic, and Ecuador.

In AY 2014-2015, the President's Leadership Circle has been honed into 12 top performing student leaders on our campus. These students were divided into two smaller groups to partake in unique experiential learning opportunities. The first group traveled to India where they spent time not only learning about the culture of both Indians and refugees from Tibet, but also working and volunteering to promote education for all. The second group will be traveling to Uganda in March 2015 to assist the Water School in Nebbi with water purification as well as furthering educational opportunities for rural Ugandan.

Section I
Introduction to the Report
Implementing and Evaluating Frostburg's Cultural Diversity Program

This report and associated demographic data provided in 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 University continues to implement and evaluate strategies and initiatives according to their contributions to the following diversity goals:

1. Recruit and Enroll a Growing Number of Undergraduate Minority and First Generation Students
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The second section of the report, *Increasing the Number of Traditionally Underrepresented Groups Among Students, Faculty, and Staff*, details strategies that promote cultural diversity by recruiting, enrolling, retaining, and graduating an increasing number of undergraduate minority and first generation students (Goals 1 and 2). Also evaluated are strategies that enhance the diversity of Frostburg's faculty and staff (Goal 3).

Cultural diversity continues to be highly valued among all members of the campus community. Section III, *Creating Cultural Awareness among Students, Faculty, and Staff*, discusses and evaluates Frostburg's strategies to foster wide-ranging awareness of diversity issues (Goal 4), including those that help increase sensitivity to global perspectives and ideas among campus constituencies (Goal 5). Frostburg State University's *Status Report on Campus-Based Hate Crimes and Bias-Motivated Incidents* appears at the end of this document.

Section II
Increasing the Number of Underrepresented Groups among
Students, Faculty, and Staff

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.

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

The minority student population at Frostburg represented 39.7% of its overall undergraduate population in the fall of 2014. Additionally, the number of undergraduate minority students enrolled at the University has increased 63.2%, from a total of 1,196 minority undergraduates in fall 2008 to 1,952 in fall 2014 - see Table 1 in Appendix A. African-American student headcount has grown by 40.8% over the last six years, from 1,004 in fall 2008 to 1,414 in fall 2014.

Enhancing Marketing and Recruitment Efforts that Target Underrepresented Students

The Admissions Office has consistently purchased a significant percentage of minority names over the last seven years from the pool of students who take the PSAT in their junior year of high school. Table 1 shows that minorities represented 26.0% of the total names purchased for the fall 2008 entering freshman class, as compared to 30.0% for the fall 2014 class.

Table 1
Student Search Service Comparisons
Fall 2008 to Fall 2014

Race/ Ethnicity	Fall 2008 Inquiries		Fall 2009 Inquiries		Fall 2010 Inquiries		Fall 2011 Inquiries		Fall 2012 Inquiries		Fall 2013 Inquiries		Fall 2014 Inquiries	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Unknown	1,420	3.8%	1,559	3.9%	1,546	3.8%	1,381	3.8%	1,582	4.4%	1,638	4.6%	1,284	3.6%
African American/Black	5,150	13.7%	5,292	13.2%	5,709	13.9%	4,886	13.6%	4,951	13.8%	4,607	12.8%	4,747	13.5%
Amer Ind or Alaska Nat	159	0.4%	167	0.4%	189	0.5%	165	0.5%	175	0.5%	189	0.5%	147	0.4%
Asian	2,901	7.7%	3,423	8.6%	3,608	8.8%	3,384	9.4%	3,405	9.5%	3,651	10.2%	3,675	10.4%
Hispanic/Latino	1,551	4.1%	1,843	4.6%	2,003	4.9%	1,812	5.0%	1,917	5.4%	2,016	5.6%	2,165	6.1%
White	26,317	70.2%	27,671	69.3%	28,041	68.2%	24,348	67.7%	23,793	66.4%	23,787	66.3%	23,228	65.9%
All	37,498	100.0%	39,955	100.0%	41,096	100.0%	35,976	100.0%	35,823	100.0%	35,888	100.0%	35,246	100.0%

Data Source: PeopleSoft Queries F08, F09;orig SSS file F10, F11,F12,F13,F14

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

Over the reporting period, the Office of Admissions hosted approximately 350 prospective fall 2014 students during 14 different bus trips to Frostburg from primarily minority high schools. Additionally, 53.5% of prospective fall 2014 students attending Admissions-sponsored admitted student receptions were minorities (53 of 99 students).

Enhancing and Promoting College-Readiness Programs

College-readiness programs help to prepare underrepresented students for postsecondary education at Frostburg. Over the last four years, the grant-based Upward Bound program has served a total of 144 different participants, and 20.1% 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 61% of program participants over five years self-identified as minorities. Of the 231 former program participants who graduated from high school by 2009, 217 (94%) subsequently enrolled at a college or university and 127 (59%) of those enrolled obtained a bachelor's or associate's degree. Fifty-seven percent (57%) of the degrees awarded to these students were in a mathematics or science discipline.

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 2 shows the number of new minority transfer students has grown from a total of 50 students in fall 2008 to 172 in fall 2014, representing a 244% increase.

Table 2
Transfer Students by Race/Ethnicity
Fall 2008 to Fall 2014

Race/Ethnicity	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Unknown	5	1.3%	7	1.7%	6	1.5%	3	0.6%	3	0.6%	5	1.0%	2	0.4%
African American/Black	39	10.5%	56	13.5%	60	14.5%	85	18.1%	78	16.7%	86	17.0%	115	20.2%
Amer Ind or Alaska Nat	1	0.3%	3	0.7%	.	.	1	.	1	.	1	.	.	.
Asian	4	1.1%	2	0.5%	2	0.5%	4	0.9%	8	1.7%	9	1.8%	15	2.6%
Hispanic/Latino	6	1.6%	7	1.7%	14	3.4%	15	3.2%	12	2.6%	18	3.6%	23	4.0%
White	298	80.3%	311	74.8%	304	73.6%	318	67.7%	320	68.4%	309	60.9%	344	60.4%
Other	18	4.9%	30	7.2%	27	6.5%	31	6.6%	34	7.3%	59	11.6%	52	9.1%
Hawaiian	.	.	.	.	.	.	.	.	1	.	.	.	1	0.2%
Two or More Races	.	.	.	.	.	.	13	2.8%	11	2.4%	20	3.9%	18	3.2%
All	371	100.0%	416	100.0%	413	100.0%	470	100.0%	468	100.0%	507	100.0%	570	100.0%

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 2013 cohort of first-time, full-time students, the University’s second-year retention rates for African Americans (79.0%) and minorities (79.0%) exceed that of the total student population (76.0%). The retention rates decreased from 80.0% (cohort fall 2012) to 79.0% (cohort fall 2013) for African Americans, increased from 78.0% (cohort fall 2012) to 79.0% (cohort fall 2013) for all minorities, and decreased from 77.0% (cohort fall 2012) to 76.0% (cohort fall 2013) for all first-time, full-time students. Six-year graduation rates remained the same over the reporting period for African Americans and all minorities (cohort year 2007 to cohort year 2008): from 44.0% to 44.0% and from 43.0% to 43.0%, respectively; however, the graduation rate for this same time period (cohort year 2007 to cohort year 2008) increased from 47.0% to 49.0% 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. Continuing programs include The Championship Forum; Trio Student Support Services (SSS); the Academic Enrichment Series; increased use of the student early-warning system, Beacon; and the restructuring of Frostburg’s Tutoring Center’s services. New initiatives included the Academic Success Network, Freshman Progress Survey, a pilot collaborative program to assist at-risk students, and academic workshops for athletes.¹

Continuing University Programs to Enhance Student Success

Championship Forum Program

For a third consecutive year, in spring 2014 Frostburg was awarded a Maryland College Access Challenge Grant in the amount of \$34,015 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, entitled *The Championship Forum*, 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 2014/2015 *Championship Program*.

¹ Frostburg State University’s January 2015 Achievement Gap Report also references the programs and initiatives discussed in this document under Goal Two.

- Number of participants: 42 male students for spring 2014; 57 male students for fall 2014.
- 84% of the 57 program participants are African-American, Latino, or multi-racial.
- 98% of spring semester participants (41 of 42) returned for the fall semester.
- 45% (19 of 42) of program participants earned a 3.0 or better for the spring 2014 semester; 10 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 2013-2014, 68.8% were underrepresented minority students and 40.7% 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. The success of males in the program equaled or exceeded that of other participants in 2013-2014.

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 2013-14: 91%

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 2013-14: 93%

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

Graduation Rate 2008-09 Entering Participants: 64%

Academic Enrichment Series

The Academic Enrichment Series (AES), a cooperative program between Frostburg's divisions of academic affairs and student affairs, features workshops on learning strategies, technology skill building, and career development. Students attending the workshops build relationships with faculty and staff presenters, increasing the likelihood that participants will use campus resources important for student success. Initially AES programs were established for low income, underrepresented minority students, and topics were selected specifically to help these students benefit from resources on campus – especially financial aid and tutoring. Presently, the programs also serve a wider student population. The following student participation numbers include individuals who participated in more than one workshop. During the reporting period (fall 2013- spring 2014), there was nearly a 6% increase in the number of attendees, with 628 participants attending 16 different themed sessions in comparison to 593 during the previous reporting period (fall 2012-spring 2013). There was a fall-to-fall increase in attendance (fall 2012:191 and fall 2013: 325); however, the spring-to-spring attendance decreased (spring 2013: 402 and spring 2014: 303). Some of the decline during this period was likely due to weather closures and delays on campus.

Increased Use of Beacon

The 2013-2014 academic year saw a significant increase in faculty and staff use of the Beacon early alert system with twice as many users (150 vs. 74) and over four times the number of notifications posted (2,755 vs. 618). 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.

Restructuring of the 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. Frostburg's center historically has provided peer tutoring in groups and on an individual basis to students experiencing difficulty in specific 100 and 200-level courses. The center is restructuring its services by expanding current centralized tutoring in writing and math to include courses in the natural sciences and business. The purpose of these changes is to provide more focused, effective, and efficient tutoring services. Another goal of the restructuring of services is to decrease the achievement gap of underrepresented minority students by providing additional support for courses with high "D," "F," and "W" rates. In fall 2013, the center provided tutoring services to 787 students with 641 served in spring 2014. Spring 2014 also saw an increase in student use of the center's mathematics tutoring services and the initiation of centralized biology tutoring in efforts to focus on STEM disciplines to prepare historically under-represented students for demands of the future.

New University Programs to Enhance Student Success

In fall 2014, Frostburg undertook several 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 the establishment of the Academic Success Network, the creation of the Freshman Progress Survey, a collaborative pilot program established by the director of the Diversity Center and assistant provost for student success and retention, and academic workshops for student athletes. In addition to these new actions, the University continues to pursue improved student persistence and graduation rates through the increased use of its existing Beacon student early alert system and the restructuring of services provided by its Tutoring Center.

Academic Success Network

Created in the summer of 2014, the Academic Success Network, 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 new Center for Academic Advising and Retention (CAAR).

As in the past, PASS oversees the Tutoring Center and related services. 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. The Center for Academic Advising and Retention also manages the freshman orientation classes (ORIE), as well as directs students to appropriate services. The director of freshman advising and retention leads these freshman-oriented programs.

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 instituted a survey that was completed at the third and fifth weeks of fall 2014 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.

Just under half of the faculty responded to the surveys, indicating a need for greater buy-in, but by the middle of the academic term, 100 fewer freshmen received warnings this year than last year (418 vs. 518) in a first-year class that was 64 students larger this fall (961 vs. 897 in fall 2013). For the spring 2015 semester, there was a 7% increase in the number of freshmen in good academic standing when compared to the percentage for spring 2014. Demographic data was not collected during this pilot. However, the future use of the survey will gather student demographic data in order to assess its impact on Frostburg's gender-based achievement gap and the retention of all students.

Collaborative Pilot Program to Assist At-Risk Students

Upon review of institutional data that indicated students were withdrawing from Frostburg for nonacademic reasons, the director of the Diversity Center and assistant provost for student success and retention established a collaborative and evidenced-based pilot program that facilitates student academic success along with personal development and responsibility. Under the pilot program, Diversity Center and Center for Academic Advising and Retention staff mediate roommate disputes, conduct diversity training, and provide service and leadership opportunities for students to improve their communication skills and enhance their enjoyment, appreciation, and respect of Frostburg's diverse university community.

Academic Workshops for Athletes

The assistant provost for student success and retention works collaboratively with the Department of Athletics to conduct academic workshops for Frostburg's football players to further the retention of these students and improve the overall male persistence and graduation rates at the University. The workshops are designed to meet the needs of a diverse population, including African American, Latino, and Pell-eligible students who are members of the team. The fall 2013 team roster had 159 members. Of these players, 38.9% were African Americans, 4.4% were Latinos, and 38.9% were low-income students as identified by their Pell eligibility.

During summer training in 2013, when the athletes returned to campus, the assistant provost presented a workshop that focused on learning strategies. Student athletes were administered a learning styles inventory and the results were interpreted for both students and coaches. The students were also provided study strategies to enhance their preferred styles of acquiring and retaining new information. The goal was to develop independent learners who benefit from their strengths. The coaches were given resources to augment the material covered during the session, which could be used throughout the year to assist the team.

GOAL THREE: ENHANCE THE CULTURAL DIVERSITY OF FACULTY AND STAFF

In accordance with its Cultural Diversity Program, Frostburg continues to increase the number of minority faculty and staff at the institution. As of December 2014, Frostburg State University's workforce consisted of 1,055 full and part-time employees (386 faculty and 669 staff members).

Academic Affairs had a total of thirty-nine minority (39) faculty members, which represented 10% of all faculty on campus - see Table 2 in Appendix A. Of these, nine were minority non-tenure track faculty,

including two (1.2%) African American/Black faculty; two (1.2%) Asian; three (1.7%) Hispanic/Latino; one (0.6%) Native Hawaiian or Pacific Islander; and one (0.6%) American Indian. Of the 30 minority tenured or tenure-track faculty, nine (4.2%) were African American/Black faculty, 17 (7.9%) Asian, and four (1.9%) Hispanic/Latino.

Minority staff members (46) were employed at a rate of 6.9%. - see Table 3 in Appendix A. Within the staff there were 27 African American/Black (4.0%), 11 Asian (1.6%), four Hispanic/Latino (0.6%), one American Indian (0.1%), and three individuals who were two or more races (0.4%).

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

Within the Academic Affairs Division, 22 faculty searches were conducted in FY 2014, with 27% of the positions filled by minority applicants. In the College of Arts and Sciences, two Asian faculty members were added to the Computer Science and Biology department respectively. The Computer Science department also added one African American/Black faculty member. One Asian faculty member was hired within the College of Business, and one African American/Black in the Department of Communication Studies. The University administration conducted 38 searches in FY 2014. Of these searches, minorities filled 2.4% of the hires.

Online Onboarding Program

During FY15, the University's Office of Human Resources (OHR) implemented a new online onboarding program using PeopleAdmin software. The program is designed to provide services that will enable employees to efficiently and effectively grow in their work opportunities from the first day of their employment. The Office of Human Resources has been charged with promoting an environment where employees are treated fairly and equitably, diversity is respected, employee contributions are recognized and valued, and development opportunities are encouraged.

The Leadership Series

In August 2014, Frostburg's Office of Human Resources also implemented a Development and Leadership Series, which meets monthly to provide training to managers that will lead to increased employee advancement and retention. The cohort consists of 10 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.

Section III

Creating Cultural Awareness among Students, Faculty, and Staff

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. Two campus entities that help to address these priorities are the President's Advisory Council on Diversity, Equity, and Inclusion (PACDEI) and Frostburg State University's Diversity Center.

The 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 2014-15. 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.

The Diversity Center

The Diversity Center primarily reaches out to racial identity groups and other marginalized student identity groups through 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. However, every African American/Black, Asian, Indigenous, and Latino student identified as such in the PAWS system receives a "Welcome" letter at the beginning of the fall semester informing them of the services of the office and the opportunity to become engaged through the various student groups. Assessment measures for these programs are being developed.

Another aspect of the work of the Diversity Center involves the University's required orientation course for all freshmen, Introduction to Higher Education Course (ORIE 101). Students enrolled in ORIE must participate in University programs. One of these programs, which is sponsored by the Diversity Center, must be an introductory National Coalition Building Institute (NCBI) workshop that covers living in a diverse community and respecting and celebrating others' differences.

Since 1991, the Diversity Center and the Office of the Provost have partnered with the University of Maryland College Park, 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. Students in the program are provided 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 its inception, there have

been 76 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.

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 (**Goal Five**). In fall semester 2014, Frostburg enrolled 98 students from 24 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. Between fall 2007 and fall 2014 the number of international students at Frostburg has increased by 250 percent. 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 2014 was no exception. The CIE worked to establish new partnerships with institutions in France, China, and Vietnam. Additionally, potential partners in Kazakhstan, Japan, Spain, Peru, and Ecuador were vetted and continue to be discussed as potential partners in the future. Through these strong partnerships from over 16 different countries, the University welcomed 49 exchange students and three visiting exchange professors. The students study English and academic courses, while the visiting faculty members observe teaching methods, conduct research, and share their knowledge with the Frostburg faculty.

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, numerous cultural activities are offered each month through the CIE that introduce international students to American cultures.

Increasing International Opportunities for Students

The CIE works diligently to not only increase diversity at the University, but to also increase international experiences for Frostburg students and faculty. In 2014, 64 Frostburg students studied on every continent except for Antarctica. 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 2014 the CIE has partnered with the Simplicity Corporation to move the promotion and application process for study abroad to an online format. This new online format will help streamline the study abroad process for Frostburg students and hopefully encourage additional participation in this wonderful opportunity for expanding horizons and developing personal growth through experiential learning across the globe. The implementation of the program is expected in early 2015.

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 an elite group of exceptional students nominated by faculty and staff members. 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, the United Arab Emirates, Uganda, the Czech Republic, and Ecuador.

In AY 2014-2015, the President's Leadership Circle has been honed into 12 top performing student leaders on our campus. These students were divided into two smaller groups to partake in unique experiential learning opportunities. The first group traveled to India where they spent time not only learning about the culture of both Indians and refugees from Tibet, but also working and volunteering to promote education for all. The second group will be traveling to Uganda in March 2015 to assist the Water School in Nebbi with water purification as well as furthering educational opportunities for rural Ugandan.

Status Report on Campus-Based Hate Crimes and Bias-Motivated Incidents

The University's process for responding to hate crimes and bias motivated incidents remains the same as documented in the February 2009 Cultural Diversity Program. 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 2014 to February 2015), there were two reported bias-motivated incidents. University Police investigated both incidents (see Table A below).

Table A
Status Report on Campus-Based Hate Crimes and Bias-Motivated Incidents
February 2014 to February 2015

Date	Location	Incident	Summary
9/3/14	Ort Library	Racial Defacement/ Damage to Property	A Frostburg State University student reported that someone had written a racial slur on the wall of a study room on the 5th floor of the library.
11/16/14	Stadium Drive (FSU Campus)	Hate Crime	A Frostburg State University student reported that he was walking on Stadium Drive when the occupants of a passing vehicle began to yell racial slurs at him.

Source: University Police Department



One University. A World of Experiences.

Appendix A

Cultural Diversity Program Progress Report

Comparison Tables for Faculty, Staff, and Students

Prepared by

The Office of the Provost

April 2015

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

Table 1
Student Headcount by Career

Career		Fall 2008				Fall 2012				Fall 2013				Fall 2014			
		Male N	Female N	All N	%	Male N	Female N	All N	%	Male N	Female N	All N	%	Male N	Female N	All N	%
Doctorate	Unknown	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	African American/Black	.	.	.	.	.	.	.	.	.	.	.	.	1	1	1.45	
	Amer Ind or Alaska Nat	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Hisp/Latino	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	White	.	.	.	.	.	.	.	.	.	.	.	.	21	45	66	95.70
	Other	.	.	.	.	.	.	.	.	.	.	.	.	.	1	1	1.45
	Native Hawaiian or Pac Island	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Two or More Races	.	.	.	.	.	.	.	.	.	.	.	.	1	.	1	1.45
	All	.	.	.	.	.	.	.	.	.	.	.	.	22	47	69	100
Graduate	Unknown	3	10	13	2.05	4	5	9	1.14	18	13	31	4.03	39	26	65	9.83
	African American/Black	6	11	17	2.69	20	21	41	5.19	16	30	46	5.97	19	32	51	7.72
	Amer Ind or Alaska Nat	.	2	2	0.32	.	2	2	0.25	.	2	2	0.26	.	1	1	0.15
	Asian	2	2	4	0.63	11	7	18	2.28	12	5	17	2.21	11	4	15	2.27
	Hisp/Latino	.	4	4	0.63	3	6	9	1.14	6	6	12	1.59	4	5	9	1.36
	White	207	378	585	92.4	242	423	665	84.18	231	394	625	81.17	185	298	483	73.10
	Other	1	7	8	1.26	25	11	36	4.56	16	11	27	3.51	13	11	24	3.63
	Native Hawaiian or Pac Island	.	.	.	.	1	.	1	0.13	1	.	1	0.13	1	.	1	0.15
	Two or More Races	.	.	.	.	3	6	9	1.14	4	5	9	1.17	4	8	12	1.82
	All	219	414	633	100	309	481	790	100	304	466	770	100	276	385	661	100
Undergraduate	Unknown	50	53	103	2.25	27	22	49	1.06	28	24	52	1.11	28	24	52	1.06
	African American/Black	501	503	1004	21.9	602	559	1161	25.07	663	609	1272	27.04	708	706	1414	28.77
	Amer Ind or Alaska Nat	6	9	15	0.33	3	1	4	0.09	3	2	5	0.11	3	2	5	0.10
	Asian	47	34	81	1.77	38	18	56	1.21	31	28	59	1.25	37	47	84	1.71
	Hisp/Latino	58	38	96	2.1	76	67	143	3.09	100	110	210	4.46	105	130	235	4.78
	White	1695	1555	3250	70.9	1506	1459	2965	64.03	1448	1398	2846	60.50	1367	1446	2813	57.23
	Other	11	22	33	0.72	30	39	69	1.49	42	45	87	1.85	43	55	98	1.99
	Native Hawaiian or Pac Island	.	.	.	.	6	6	12	0.26	3	2	5	0.11	2	2	4	0.08
	Two or More Races	.	.	.	.	80	92	172	3.71	83	85	168	3.57	95	115	210	4.27
	All	2368	2214	4582	100	2368	2263	4631	100	2401	2303	4704	100	2388	2527	4915	100
All	2587	2628	5215	100	2677	2744	5421	100	2705	2769	5474	100	2686	2959	5645	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 2
Instructional Faculty
Split By Tenure/Tenure Track and Non-Tenure Track

		Year															
Tenure Status	Race/Ethnicity*	2008				2012**				2013**				2014**			
		Male N	Female N	All N	%	Male N	Female N	All N	%	Male N	Female N	All N	%	Male N	Female N	All N	%
Non-Tenure Track	Unknown	.	.	.	.	.	.	.	.	1	.	1	0.56	5	5	10	5.81
	African American/Black	1	1	2	1.34	.	2	2	1.20	.	3	3	1.69	.	2	2	1.16
	Amer Ind or Alaska Nat	.	.	.	.	.	.	.	.	.	1	1	0.56	1	.	1	0.58
	Asian	1	3	4	2.68	1	1	2	1.20	1	2	3	1.69	1	1	2	1.16
	Hisp/Latino	.	1	1	0.67	.	4	4	2.41	1	3	4	2.25	1	2	3	1.74
	White	69	73	142	95.3	75	81	156	93.98	80	84	164	92.13	65	86	151	87.79
	Other	.	.	.	.	1	.	1	0.60	2	.	2	1.12	.	2	2	1.16
	Native Hawaiian or Pac Island	.	.	.	.	.	.	.	.	.	.	.	.	1	.	1	0.58
All	71	78	149	100	78	88	166	100	85	93	178	100	74	98	172	100	
Tenure/ Tenure Track	Unknown	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	African American/Black	6	2	8	3.83	7	2	9	4.25	6	2	8	3.74	6	3	9	4.21
	Asian	9	7	16	7.66	10	7	17	8.02	12	7	19	8.88	11	6	17	7.94
	Hisp/Latino	1	3	4	1.91	1	3	4	1.89	1	2	3	1.40	1	3	4	1.87
	White	113	68	181	86.6	107	75	182	85.85	111	73	184	85.98	106	70	176	82.24
	Other	.	.	.	.	.	.	.	.	.	.	.	.	6	2	8	3.74
	All	129	80	209	100	125	87	212	100	130	84	214	100	130	84	214	100
All	200	158	358	100	203	175	378	100	215	177	392	100	204	182	386	100	

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

*Data reported for fall 2008 and fall 2009 based on the 1977 race/ethnicity codes. Fall 2010 through Fall 2014 data based on the new race/ethnicity codes.

** 2012 through 2014 data reflect the Maryland Higher Education Commission's Standard Occupational Classifications.

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

Table 3
Staff By Principle Occupational Assignment

		Year																
		2008				2012**				2013**				2014**				
Occupational Code	Race/Ethnicity*	Male N	Female N	All N	%	Male N	Female N	All N	%	Male N	Female N	All N	%	Male N	Female N	All N	%	
Exec/Admin/Mngr	Unknown	.	.	.	.	2	.	2	0.82	4	5	9	3.7	1	2	3	1.25
	African American/Black	2	1	3	5.26	7	4	11	4.49	.	.	.	.	4	5	9	3.75
	Amer Ind or Alaska Nat	1	.	1	1.75	1	.	1	0.41	.	.	.	.	.	.	.	.
	Asian	.	.	.	.	5	.	5	2.04	4	.	4	1.65	4	.	4	1.67
	Hisp/Latino	.	.	.	.	1	2	3	1.22	1	1	2	0.82	.	.	.	.
	White	36	17	53	92.98	103	120	223	91.02	104	124	228	93.83	98	125	223	92.92	
	Other	1	.	1	0.42
	All	39	18	57	100	119	126	245	100	113	130	243	100	108	132	240	100	
Teaching Assist	White	.	.	.	.	.	.	.	.	.	.	.	.	2	5	7	100
	All	.	.	.	.	.	.	.	.	.	.	.	.	2	5	7	100
Professional	Unknown	.	.	.	.	.	.	.	.	2	1	3	2.97	4	.	4	4.12
	African American/Black	3	3	6	4.05	.	4	4	3.23	1	5	6	5.94	4	2	6	6.19	
	Amer Ind or Alaska Nat	1	.	1	0.68	.	.	.	.	.	.	.	.	.	.	.	.
	Asian	3	.	3	2.03	2	1	3	2.42	.	1	1	0.99	2	1	3	3.09	
	Hisp/Latino	.	1	1	0.68	2	1	3	2.42	1	1	2	1.98	.	1	1	1.03	
	White	59	78	137	92.57	33	81	114	91.94	28	61	89	88.12	23	56	79	81.44	
	Other	.	.	.	.	.	.	.	.	.	.	.	.	.	3	3	3.09
	Two or more races	.	.	.	.	.	.	.	.	.	.	.	.	.	1	1	1.03
All	66	82	148	100	37	87	124	100	32	69	101	100	33	64	97	100		
Clerical	Unknown	.	2	2	1.11	.	2	2	1.08	2	2	4	2.26	5	9	14	7.78	
	African American/Black	3	8	11	6.11	6	7	13	7.03	6	7	13	7.34	5	6	11	6.11	
	Amer Ind or Alaska Nat	.	.	.	.	.	.	.	.	.	.	.	.	1	.	1	0.56
	Asian	.	2	2	1.11	.	1	1	0.54	.	1	1	0.56	1	3	4	2.22	
	Hisp/Latino	1	.	1	0.56	.	3	3	1.62	1	.	1	0.56	1	1	2	1.11	
	White	17	147	164	91.11	31	134	165	89.19	32	122	154	87	28	118	146	81.11	
	Other	.	.	.	.	.	1	1	0.54	2	2	4	2.26	.	.	.	.
	Two or More Races	.	.	.	.	.	.	.	.	.	.	.	.	1	1	2	1.11
All	21	159	180	100	37	148	185	100	43	134	177	100	42	138	180	100		
Technical	Hisp/Latino	1	.	1	2	.	.	.	.	.	.	.	.	.	.	.	.
	White	25	24	49	98	1	5	6	100	1	6	7	100	1	6	7	100	
	All	26	24	50	100	1	5	6	100	1	6	7	100	1	6	7	100	
Skilled Crafts	Unknown	1	.	1	2.86	.	.	.	.	.	.	.	.	2	1	3	3.3
	African American/Black	.	.	.	.	.	1	1	1.1	1	1	2	2.11	.	1	1	1.1
	Asian	.	.	.	.	.	1	1	1.1	.	.	.	.	.	.	.	.
	Hisp/Latino	.	.	.	.	1	.	1	1.1	1	.	1	1.05	1	.	1	1.1
	White	33	1	34	97.14	46	42	88	96.7	47	45	92	96.84	44	42	86	94.51	
All	34	1	35	100	47	44	91	100	49	46	95	100	47	44	91	100		
Serv/Maint	Unknown	.	1	1	1.14	1	.	1	1.82	.	.	.	.	2	.	2	4.26
	African American/Black	.	3	3	3.41	.	.	.	.	1	.	1	1.89	.	.	.	.
	Asian	.	1	1	1.14	.	.	.	.	.	.	.	.	.	.	.	.
	White	48	35	83	94.32	53	1	54	98.18	51	1	52	98.11	44	1	45	95.74	
	All	48	40	88	100	54	1	55	100	52	1	53	100	46	1	47	100	
All	234	324	558	100	295	411	706	100	290	386	676	100	279	390	669	100		

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

*Data reported for fall 2008 and fall 2009 based on the 1977 race/ethnicity codes. Fall 2010 through Fall 2014 data based on the new race/ethnicity codes.

** 2012 through 2014 data reflect the Maryland Higher Education Commission's Standard Occupational Classifications.