



**Frostburg State University**  
**Cultural Diversity Program**  
**Progress Report**

**Prepared by**  
**Office of the Provost**  
**Division of Student and Educational Services**

**February 2012**

## Executive Summary

This report presents a progress update of the Frostburg State University (FSU) Cultural Diversity Program for the time period of February 2011 to February 2012.

The University continues to commit resources toward recruiting and enrolling a growing number of undergraduate minority and first-generation students (**Goal 1**). The total number of undergraduate minority students increased each fall semester between 2008 and 2010; however, overall minority enrollment has declined slightly for undergraduates for the most recent reporting period (a 1.9% decrease from fall 2010 to fall 2011). In contrast, the overall percentage of minorities within the total undergraduate student population has increased slightly (from 28.9% for fall 2010 to 29.1% in fall 2011). Additionally, the number of African-American students grew over the reporting period, from 23.2% of the total undergraduate student population in fall 2010 to 24.4% in fall 2011. On-going strategies to increase minority enrollment include sending electronic and paper communications to underrepresented students, sponsoring University bus trips to the FSU campus, arranging off-campus admitted student receptions, increasing minority student transfers, and enhancing and promoting college-readiness and bridge programs.

Increasing the retention and graduation rates of undergraduate minority and first-generation students (**Goal 2**) is a priority of the University and a central goal of its Cultural Diversity Program. The University's second-year retention rates for undergraduate first-generation students and all minority students decreased over the reporting period. The retention rate for first generation students decreased from 76.0% (cohort fall 2009) in 2010 to 70.0% (cohort fall 2010) in 2011, while the rate of all minorities decreased from 72.0% (cohort fall 2009) in 2010 to 70.0% (cohort fall 2010) in 2011. For the reporting period, the University experienced a slight decrease in the graduation rate of all minorities: from 41.0% (cohort fall 2004) in 2010 to 40.0% (cohort fall 2005) in 2011.

During the reporting period, the University dedicated significant resources to both new and ongoing initiatives designed to improve student retention and graduation rates. These initiatives included adding a new Assistant Provost to guide the University's student retention work, connecting freshmen to campus life through learning communities, and expanding campus-wide programs and services that enhance student academic skills and performance.

The Assistant Provost for Student Success and Retention will provide leadership and coordination for university-wide programs and efforts that will improve FSU student persistence and reduce time to degree. Open to all freshmen, the Learning Community program includes three fall-semester student support communities that help low-income and first-generation college students make a successful transition from high school to college life. The University's *Closing the Achievement Gap* program incorporates important student retention efforts. These efforts include actively pursuing several course redesign projects; expanding MAP-Works, an early warning system that allows faculty, staff, and coaches to record contacts and issue alerts about students who may be experiencing difficulty in adjusting to the academic and social life of college; and increasing institutional need-based financial aid. The University's Programs for Academic Support and Studies (PASS) provide group tutoring and personal instruction to assist students in developing the skills necessary for academic success and ultimately for obtaining a degree.

The University continues to support initiatives that enhance the cultural diversity of its faculty and staff (**Goal 3**). As of November 2011, the University's workforce consisted of 939 full and part-time employees (369 faculty and 570 staff members). Over the reporting period, the percentage of tenured/tenure-track minority faculty members decreased by 1.1% (from 12.0% in 2010 to 10.9% in 2011.) Also for 2011, non-tenure/tenure-track minority faculty members were employed at a rate of 5.1% and minority staff members at a rate of 4.7% for 2011 (a 1.2% decrease from 2010.)

As part of its Cultural Diversity Program, the University has progressively implemented the EEO Compliance Office's Minority Recruitment Plan and Retention Strategies, including the assignment of an Equity

Officer to each college or division to help monitor and coordinate diversity initiatives. Additionally, all search committees appoint a member to oversee minority recruitment efforts. Job announcements are sent to historically black institutions and a contact list is used within Office of Human Resources to target the most diverse applicant pool.

Frostburg State University's Cultural Diversity Program works to create a welcoming and safe environment that promotes the understanding of cultural diversity (**Goal 4**). Various programs are offered on the FSU campus by a cross-section of academic departments, administrative offices, and student organizations that enhance the development of students' multicultural competency skills.

The President's Advisory Council on Diversity (PACD) plays an important role in fostering a respect for diversity at the University. It meets regularly to set goals and launch initiatives to improve the campus climate with respect to diversity, form workgroups to conduct research on selected issues and analyze results, and make recommendations to the president. The University's Diversity Center also works specifically to foster a sense of community among students of all races, genders, and national origins. This goal is accomplished through activities, workshops, retreats, and programs that help students develop an understanding of cultural differences. In addition, FSU enhances the multiculturalism of its curriculum through the Women's Studies program, the International Studies program, and the Undergraduate Education Initiative.

The University's Center for International Education (CIE) has worked to promote the understanding of international cultures on campus (**Goal 5**) by revitalizing international student recruitment and enrollment. International student enrollment at FSU grew 41.2% during the past year, from 51 students from 20 countries in fall 2010 to 72 students from 17 countries in fall 2011. The University has re-intensified its efforts to increase international opportunities for students and faculty. The total number of student participants enrolled in study abroad programs administered by the FSU Center for International Education increased from 42 students to 15 countries in AY 2010-2011 to 83 students to 26 countries in AY 2011-2012.

In 2011, University continued to provide services and programs to FSU's international students and to American students, faculty, and staff to promote intercultural understanding on campus. In addition to monthly social and cultural activities offered by the CIE and designed to aid international students in the acculturation process, student clubs and campus organizations have become actively involved in this process. Two important organizations in this regard are the Chinese Culture Club and the recently formed Muslim Students Association.

Frostburg State University has made significant progress toward implementing the initiatives outlined in its Cultural Diversity Program. However, additional resources are needed for full implementation. In 2009, the University estimated that its Cultural Diversity Program required an additional \$214,000 in funding. Over the last two years, FSU has been unable to provide these additional funds. As suggested in previous reports, an approach to helping Frostburg State University and other University System of Maryland (USM) institutions acquire additional resources for diversity and cultural programs is to make competitive grants available through the USM or the Maryland Higher Education Commission (MHEC).

## Introduction

This report presents a progress update of the Frostburg State University (FSU) Cultural Diversity Program for the time period of February 2011 to February 2012. Appendix A presents comparison data in separate tables for faculty, staff, and students from 2008 to 2011. Through implementation of the strategies identified in this report, the University diligently pursues the five overarching goals of the program:

- Recruit and Enroll a Growing Number of Undergraduate Minority and First-Generation Students
- Increase the Retention and Graduation Rates of Undergraduate Minority and First-Generation Students
- Enhance the Cultural Diversity of Faculty and Staff
- Create a Campus Environment that Promotes the Valuing of Cultural Diversity
- Promote the Understanding of International Culture

### Goal 1: Recruit and Enroll a Growing Number of Undergraduate Minority and First-Generation Students

The total number of undergraduate minority students increased each fall semester between 2008 and 2010; however, overall minority enrollment has declined slightly for undergraduates for the most recent reporting period (a 1.9% decrease from fall 2010 to fall 2011). In contrast, the overall percentage of minorities within the total undergraduate student population has increased slightly (from 28.9% for fall 2010 to 29.1% in fall 2011- see Table 1 in Appendix A). Additionally, the number of African-American students grew over the reporting period, from 23.2% of the total undergraduate student population in fall 2010 to 24.4% in fall 2011.

#### Enhancing Marketing and Recruitment Efforts that Target Underrepresented Students

Electronic and paper communications to underrepresented students who meet FSU admission criteria continue to be a key recruitment initiative at the University (*Strategy 1.1*). For the fall 2011 entering class, the total number of names purchased through the Student Search Service decreased; however, there was a slight increase in the percentage of minority names purchased. Minorities represented 28.0% of the total names purchased for the fall 2010 class compared to 28.5% for the fall 2011 class (see Table 1).

Additionally, admissions counselors continue to travel to urban high schools in Baltimore, Montgomery and Prince George's counties as well as Baltimore City in Maryland, and in Washington, D.C. In these targeted areas, an increasing number of college fair programs are geared toward Hispanic students, and FSU Admissions staff members attend many of these programs, including the Alcanza fair in Northern Virginia and the Latino College Fair in College Park. When possible, the Admissions office has a current FSU student of Hispanic origin attend these fairs.

**Table 1**  
**Student Search Service Comparisons**  
**Fall 2008 to Fall 2011**

Race/ Ethnicity	Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	Entering Class		Entering Class		Entering Class		Entering Class	
	N	%	N	%	N	%	N	%
Unknown	1,420	3.8%	1,559	3.9%	1,546	3.8%	1,381	3.8%
African American/Black	5,150	13.7%	5,292	13.2%	5,709	13.9%	4,886	13.6%
Amer Ind or Alaska Nat	159	0.4%	167	0.4%	189	0.5%	165	0.5%
Asian	2,901	7.7%	3,423	8.6%	3,608	8.8%	3,384	9.4%
Hispanic/Latino	1,551	4.1%	1,843	4.6%	2,003	4.9%	1,812	5.0%
White	26,317	70.2%	27,671	69.3%	28,041	68.2%	24,348	67.7%
All	37,498	100.0%	39,955	100.0%	41,096	100.0%	35,976	100.0%

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

Familiarizing Select High School Students, Teachers, and Administrators with FSU Programs and Services

University-sponsored bus trips to the FSU campus and off-campus admitted student receptions are also important ongoing components of the University’s efforts to create a culturally diverse campus (*Strategy 1.2*). For the fall 2011 entering class, the Office of Admissions hosted approximately 330 students on campus during 13 different bus trips from primarily minority high schools or programs. Admitted student receptions were held in Frederick, Towson, and Annapolis to encourage students from those areas to enroll at Frostburg. For the fall 2011 class, of the 105 students who attended a reception, 39 were minority.

Increasing the Number of Underrepresented Students Transferring from Community Colleges

Office of Admissions staff members continue to be represented at USM-sponsored transfer days at community colleges throughout Maryland. In addition, admissions and advising center staff continue to offer personalized visits at the four community colleges in Western Maryland. The percentage of minority students entering as new transfer students rose over the last four years, from 13.5% in fall 2008 to 22.1% for the fall 2011 class (see Table 2).

**Table 2**  
**Transfer Students by Race/Ethnicity**  
**Fall 2008 to Fall 2011**

Race/Ethnicity	Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	N	%	N	%	N	%	N	%
Unknown	5	1.3%	7	1.7%	6	1.5%	3	0.6%
African American/Black	39	10.5%	56	13.5%	60	14.5%	85	18.1%
Amer Ind or Alaska Nat	1	0.3%	3	0.7%	.	.	1	.
Asian	4	1.1%	2	0.5%	2	0.5%	4	0.9%
Hisp/Latino	6	1.6%	7	1.7%	14	3.4%	15	3.2%
White	298	80.3%	311	74.8%	304	73.6%	318	67.7%
Other	18	4.9%	30	7.2%	27	6.5%	31	6.6%
Two or More Races	.	.	.	.	.	.	13	2.8%
All	371	100.0%	416	100.0%	413	100.0%	470	100.0%

Data Source: Enrollment Information System File (EIS)

Enhancing and Promoting College-Readiness Programs

The University continues to sponsor a number of college-readiness and bridge programs designed to prepare and encourage underrepresented students to continue their education beyond secondary school (*Strategy 1.4*). The Upward Bound grant program is geared toward students from Allegany County to help increase their self-esteem, leadership skills, and preparation for postsecondary education. Over the last three years, the program has served 117 total students, with 17.1% of these participants being minorities.

The Upward Bound Regional Math/Science Center provides academic enhancement in mathematics and science to underrepresented secondary school students from the four Western Maryland counties as well as Baltimore City (*Strategy 1.5*). Over the last three years, the percentage of minority students served by this program has ranged from 63% to 68%. The program’s success is measured in the number of students who participate and ultimately graduate from college. Of the 156 students in the program who graduated from high school in 2006 or earlier, 145 (93%) have attended college. Of those who went to college, 97 (67%) completed their post-secondary degrees and 62 (64%) of the graduates completed degrees in mathematics or science.

## **Goal 2: Increase the Retention and Graduation Rates of Undergraduate Minority and First-Generation Students**

During the reporting period, the University dedicated significant resources to both new and ongoing initiatives designed to improve student retention and graduation rates<sup>1</sup>. These initiatives included adding a new Assistant Provost to guide the University's student retention work, connecting freshmen to campus life through its successful Learning Community program, and continuing or expanding campus-wide programs and services that enhance student academic skills and performance.

The second-year retention rate of FSU undergraduates decreased from 74.0% (cohort fall 2009) in fall 2010 to 71.0% (cohort fall 2010) in fall 2011. The retention rate for first generation students decreased from 76.0% (cohort fall 2009) in 2010 to 70.0% (cohort fall 2010) in 2011, while the rate of all minorities decreased from 72.0% (cohort fall 2009) in 2010 to 70.0% (cohort fall 2010) in 2011.

### Assistant Provost for Student Success and Retention

After the conclusion of a national search, the University hired an Assistant Provost for Student Success and Retention in January 2012. The Assistant Provost will provide leadership and coordination for university-wide programs and efforts that will improve FSU student persistence and reduce time to degree. This role is critical component of the University's strategic plan and the allocation of resources that will support the priorities identified in that plan.

### Expanding and Strengthening First-Year Programs that Enhance Academic Performance and Retention

An important initiative designed to increase the retention and graduation rates of undergraduate minority and first-generation students is the University's Learning Community program. Open to all freshmen, the Learning Community program (**Strategy 2.1**) includes three fall-semester student support communities that are sponsored by FSU's TRIO Student Support Services program. This program works specifically to help low-income and first-generation college students make a successful transition from high school to college life. Through the collaborative efforts of the Tutoring Center, Student Support Services (SSS), and the Department of Foreign Languages and Literature, the University has also increased services to those students whose first language is not English. Of the 39 first-time student enrolling in the SSS communities for fall 2010, 31 (79.5%) returned for fall 2011.

Following an extensive review, the Academic Standards Subcommittee recommended that the Phoenix Program be discontinued as not effective enough to justify the resources allocated to it. Probation and dismissal policies were changed to immediately dismiss students who earn a 0.00 grade point average (GPA) their first semester, and to require that an individualized academic recovery plan be developed by all first semester students who earn a GPA above 0.00 and below 1.4 in collaboration with their academic advisors. The plans are based on the individual circumstances of each student, the advising load is distributed among more faculty and staff, and students who are more likely to be successful are provided support.

### Closing the Achievement Gap

In an effort to enhance student persistence, the University continues to focus upon its current retention strategies through the work of its *Closing the Achievement Gap* Task Force (**Strategy 2.2**). These strategies are briefly discussed below.

- Continuing to support the University's Learning Community program, which provides the opportunity for all first-time, full-time freshmen to explore a potential major, career, or particular interest in a

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<sup>1</sup> For the reporting period, the six-year graduation rate of undergraduates decreased from 48.0% (cohort fall 2004) in 2010 to 45.0% (cohort fall 2005) in 2011. Over the same time period, the University experienced a slight decrease in the graduation rate of all minorities: from 41.0% (cohort fall 2004) in 2010 to 40.0% (cohort fall 2005) in 2011.

supportive environment. Learning communities enroll students in thematically linked courses and help to establish support networks with peers, faculty, and University staff.

- Actively pursuing several course redesign projects, including a pilot of its algebra-based developmental math course (DVMT 100) in the spring of 2011 (see below).
- Utilizing Supplemental Instruction (SI) in the General Psychology course redesign and in Frostburg's Probability and Statistics (MATH 209) course. The latter is one of several mathematics courses that fulfills General Education Program requirements and is required for several majors.
- Expanding upon MAP-Works, an early warning system that allows faculty, staff, and coaches to record contacts and issue alerts about students who may be experiencing difficulty in adjusting to the academic and social life of college. Fall 2011 marks the beginning of the University's second year using this retention initiative. Previously only freshmen were included in MAP-Works, but this year the program was expanded to all students. The initiative's aim is to help students address issues before academic and social problems become serious and threaten their ability to persist at the University.
- Increasing institutional need-based financial aid. Frostburg continues to review its processes for defining and distributing institutional need-based categories of aid in an effort to identify additional aid resources for all students.

### Improving Skills in Mathematics and Expanding Course Redesign

In an effort to improve entering students' skills in mathematics, FSU offers its Pre-Algebra Mathematics (DVMT 095) as part of the Summer Online Freshman Initiative (SOFI). For summer 2010, 19 (95%) of the 20 students enrolled in this course achieved a passing grade. In the summer of 2011, all 24 (100%) of the students who took the class passed. By improving their mathematics skills over the summer, these students were then eligible to enroll in a college-level mathematics class for their first fall semester.

In addition, the University has significantly expanded its course redesign initiative to improve student academic success. The University's redesign efforts are part of the USM Course Redesign Initiative in conjunction with the National Center for Academic Transformation (NCAT). In 2008, the University successfully piloted and implemented its course redesign of General Psychology. Students enrolled in the redesigned General Psychology course sections perform significantly better than those enrolled in traditionally taught sections.

A course redesign of developmental mathematics (DVMT 100: Intermediate Algebra) was piloted in spring semester 2011. After assessing the results of the pilot and making necessary adjustments, the course was fully implemented in fall 2011. For the pilot semester (Spring 2011), 26 (47.3%) of the 55 students enrolled in the redesigned Intermediate Algebra (DVMT 100) course achieved a passing grade. Following assessment of the pilot and modification of the course design, the redesigned DVMT 100 course was fully implemented in fall 2011, and 157 (79.7%) of 197 students enrolled in the course passed. Of the 29 students who did not pass the course during the spring 2011 pilot, 13 completed the class in fall 2011 (bringing the overall spring 2011 pass rate to 70.9%).

The University also piloted a redesign of its Introduction to Human Communication course in the fall of 2011. In addition, the English department has submitted a proposal for a redesign of the Freshman Composition course, and the Department of Mathematics is expected to submit a proposal for the College Algebra course in the near future.

### Expanding and Strengthening Support, Monitoring, and Advising Programs

The University's Programs for Academic Support and Studies (PASS) continue to provide group tutoring and personal instruction (*Strategy 2.3*). These programs also assist students in developing the skills necessary for academic success and ultimately for obtaining a degree. The University's academic support services offered through the Office of Student Support Services include tutoring, math support, study groups, peer mentoring, academic advising, career development, and assistance with the financial aid process.

### **Goal 3: Enhance the Cultural Diversity of Faculty and Staff**

Frostburg State University continues to support initiatives that enhance the cultural diversity of its faculty and staff. As of November 2011, the University's workforce consisted of 939 full and part-time employees (369 faculty and 570 staff members). Over the reporting period, the percentage of tenured/tenure-track minority faculty members decreased by 1.1% (from 12.0% in 2010 to 10.9% in 2011, see Table 2 in Appendix A). Also for 2011, non-tenure/tenure-track minority faculty members were employed at a rate of 5.1% and minority staff members at a rate of 4.7% for 2011 (a 1.2% decrease from 2010, see Table 3 in Appendix A).

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

As part of its Cultural Diversity Program, the University has progressively implemented the EEO Compliance Office's Minority Recruitment Plan and Retention Strategies (*Strategy 3.1*). These strategies include assigning an Equity Officer to each college or division to help monitor and coordinate diversity initiatives. Additionally, all search committees appoint a member to oversee minority recruitment efforts. Job announcements are sent to historically black institutions and a contact list is used within Office of Human Resources to target the most diverse applicant pool.

In March 2012, FSU's Office of Human Resources is planning to implement an onboarding program for its new employees. Effective onboarding will serve three interrelated purposes:

- Ensuring that employees feel welcome, comfortable, prepared, and supported by their department and by the institution as a whole.
- Increasing employees' ability to make an impact with the University, both long- and short-term.
- Helping employees to succeed in their occupations, leading to increased retention and allowing the University to continue to meet its mission

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

Within the Academic Affairs Division, eleven faculty searches were conducted in 2011, with 18% of the positions filled by minority applicants (*Strategy 3.2*). In the College of Business, two faculty searches were conducted and 50% of the positions were filled by minorities. In the College of Education, one African American and one Hispanic faculty member were each hired into non-tenure track positions.

The FSU administration has experienced an increase in minority hires since the implementation of the Minority Recruitment Plan (*Strategy 3.2*). From January 2010 to present, 27 administrative searches have been completed. Of these searches, minority applicants filled two (7.4%) of the positions. In the Division of Student and Educational Services, the Residence Life Office hired an African-American Assistant Director, as well as three part-time African-American staff members to work as Resident Directors. The Division of Administration and Finance hired an Asian as the Men and Women's Head Swim Coach.

In an effort to help retain minority faculty and staff, the University's mentoring program is designed to help new staff members feel welcomed and part of the campus community. During 2011, eighteen new staff members were matched with mentors (*Strategy 3.3*).

### **Goal 4: Create a Campus Environment that Promotes the Understanding of Cultural Diversity**

Frostburg State University's Cultural Diversity Program works to create an environment that is welcoming and safe for students. Various programs are offered on the FSU campus by a cross-section of academic and administrative offices, as well as student organizations that enhance the development of students' multicultural competency skills. By providing a wide variety of educational programs and diversity workshops, the University helps students understand the similarities and differences between cultural behavior patterns, arts, beliefs, institutions, and all other products of human behavior and thought.



### The President's Advisory Council on Diversity (PACD)

The President's Advisory Council on Diversity (PACD) plays an important role in fostering a respect for diversity at the University. It meets regularly to set goals and launch initiatives to improve the campus climate with respect to diversity, form workgroups to conduct research on selected issues and analyze results, and make recommendations to the president. The council is currently in the process of re-evaluating its missions and goals in order to become more action-oriented. One of the council's previously established goals – the reactivation of the National Coalition Building Institute, FSU Campus Affiliate – was met in fall 2011. Related events included the President's Leadership for Equity and Inclusion workshop (including the president's cabinet, deans, and assistant deans from the three colleges and various other key-players); a three-day "Train the Trainer" event where faculty, staff, and students trained to be facilitators of the "Welcoming Diversity: Leadership for Equity and Inclusion;" and the "Controversial Issues" workshops. The director of the Diversity Center has been established as the director of the FSU NCBI Campus Affiliate.

### The University Diversity Center

The University's Diversity Center works specifically to foster a sense of community among students of all races, genders, and national origins. This goal is accomplished through activities, workshops, retreats, and programs that help students develop an understanding of cultural differences.

The Diversity Center plays an important role in the University's goal of enhancing diversity instruction and training available for students, faculty, and staff. As mentioned previously, the center has taken the lead in re-establishing FSU chapter of NCBI. In addition, several events were organized for fall 2011, including a training session provided to approximately 60 Residence Life Office staff; the annual diversity retreat centered around a full-day workshop with 57 participants and 9 facilitators; two "all-campus" workshops; and the NCBI "Welcoming Diversity: Leadership for Equity and Inclusion" introductory workshop available to all Introduction to Higher Education course sections. Beginning in fall 2012, all freshmen will be required to participate in this NCBI workshop. For the fall of 2012, a learning community will be offered that will partner an Introduction to Higher Education course section with an identity and difference course.

Another important role of the Diversity Center is to provide advising and other support for FSU's minority student organizations. The Black Student Alliance (BSA), which is one of the largest and oldest University-funded student organizations on campus, focuses directly on diversity issues. Frostburg helps to nurture this group by conducting an annual BSA Executive Board Retreat. This intensive weekend retreat serves to prepare the group's leadership for each new academic year and is combined with regular one-day retreats held during the fall and spring semesters. The BSA director is also currently serving as the advisor to the Latin American Student Organization (LASO).

The Diversity Center also serves as a resource to a number of other student organizations that focus on diversity issues, including: the Chinese Cultural Club (CCC); the African Student Association (ASA); the African American Studies Society (AASS); and the Gay/ Straight Alliance (GSA). During the reporting period, the on-campus Hillel (Jewish Student) organization was re-activated and the Muslim Student Association (MSA) was established.

### Enhancing the Multicultural Quality of the Curriculum

Frostburg State University enhances the multiculturalism of its curriculum through the Women's Studies program, the International Studies program, and the Undergraduate Education Initiative (*Strategy 4.4*).

In addition to exploring diversity in the classroom, the Women's Studies (WMST) program and minor continues to sponsor activities specifically designed to promote cultural diversity both on-campus and in the community. As part of International Women's Day in March 2011, WMST hosted the "Women, Work, and Organizing" event, which included a presentation by an FSU faculty member regarding women and labor organizing and a film screening of "Dreadful Memories: The Life of Sarah Ogan Gunning." The program also sponsored performances of Eve Ensler's *The Vagina Monologues* as well as other activities by related student

organizations such as V-Day and Students for Women's Issues. These events (e.g., the V-Day-hosted "Take Back the Night" march held in November, 2011) help to raise awareness regarding violence against women and to empower young women (and men) to change the campus climate in a positive way.

The University's International Studies program also helps to build an understanding and respect for diversity among students. In addition to offering an interdisciplinary major in International Studies with four possible concentrations, the program offers an interdisciplinary minor in International Studies and an International Area Studies Certificate. Both the minor and the certificate are open to students of all majors. Moreover, two International Studies courses, Introduction to International Studies and Introduction to World Religion, fulfill the Identity and Difference requirement for the General Education Program (GEP). The International Studies major attracts a diverse student population, with a higher percentage of African-American, Hispanic, and female students than does the university as a whole. The International Studies Steering Committee continues to advocate the professionalization of the program through the creation of an International Studies faculty/coordinator position affiliated with the Department of Political Science.

The Undergraduate Education Initiative continues to address diversity issues in the curriculum through the development of Identity and Difference courses. Six of the 30 established Identity and Difference courses include a significant focus on African and African-American culture and studies. For AY 2011-2012, a total of 91 Identity and Difference course sections were offered, with course enrollments totaling 2,471.

### **Goal 5: Promote the Understanding of International Cultures**

The University's Center for International Education (CIE) has worked to promote the understanding of international cultures on campus by revitalizing international student recruitment and enrollment (*Strategy 5.1*). International student enrollment at FSU grew 41.2% during the past year, from 51 students from 20 countries in fall 2010 to 72 students from 17 countries in fall 2011. Over the last five years, the number of international students attending Frostburg State University has increased by 300% (from a level of 18 students in fall 2007).

#### Increasing the Number of International Students

In 2010, the Universities enjoyed international student exchange agreements with Hunan Normal University in Changsha, China; Mary Immaculate College in Limerick, Ireland, University of Northumbria in Newcastle, England; and University College UCC in Copenhagen, Denmark. To help bring additional international students to the campus, Frostburg established several new agreements with a number of foreign universities in 2011, including five located in Taiwan and two in China. Frostburg's growing number of international agreements, educational partnerships with English language schools in the United States, and designation as a receiving institution for the Saudi Arabia Cultural Mission, have brought to Frostburg an increasing number of international students from a variety of countries

The Center for International Education has implemented a number of initiatives to promote the academic success of international students and facilitate their integration into the campus and local community. Through the work of the center, the University now offers intermediate- and advanced-level ESL classes for exchange students who require additional language training. During the past year, the center has also arranged for an international section of Introduction to Higher Education for all international students who are enrolled in ESL courses.

#### Enhancing International Programming

A wide variety of University programs designed to promote the understanding of international cultures were offered in 2011 (*Strategy 5.2*), including:

- Student Educational Service, Leadership Studies and the J. Glenn Bealle, Jr. Institute for Public Affairs invited retired foreign-service officer Tom O'Herron to speak to students, faculty, and staff during a forum entitled "Building Global Diplomacy & Global Careers through Campus Leadership Development" held in April 2011.

- The FSU History Department sponsored a day of lectures and discussion on contemporary Islam entitled “Islam in Focus: Contemporary Religion and Political Movements in North Africa and the Middle East” featuring three Islamic scholars from Saudi Arabia, Morocco, and Yemen in November 2011.
- In December 2011, the FSU Department of Theatre and Dance presented seven performances, including a special benefit performance, of the 2009 Pulitzer-prize winning drama, *Ruined*, drawing attention to the plight of women in today’s war-torn Democratic Republic of Congo.
- The Cultural Events Series (CES) offered international music and dance performances from China, Spain, and Ireland as part of their annual performance series.
- The FSU Music Department partnered with World Artists’ Experiences to bring multicultural performances from the Czech Republic, South Korea, former Republic of Tuva (Russian Federation), and Ireland to the FSU Performing Arts Center.
- In February and March 2012, the University Programming Council will again present its annual *Bridges to the World* International Film Festival. This year’s festival features films from Brazil, Japan, Austria, Sri Lanka, and Turkey.

### Increasing the Number of International Opportunities for Students and Faculty

Over the last two years, the University has re-intensified its efforts to increase international opportunities for students and faculty (*Strategy 5.3*). The total number of student participants enrolled in study abroad programs administered by the FSU Center for International Education increased from 42 students to 15 countries in AY 2010-2011 to 83 students to 26 countries in AY 2011-2012.

Over the last year, the University has helped to create a number of innovative and valuable international experiences for students and faculty. The College of Business, Office of Graduate Services, and the Center for International Education have together organized summer 2012 study trips for business students in China. These faculty-led trips will give students an opportunity to interact with Chinese business faculty, visit important industrial locations, and enjoy many of the country’s historical and cultural sites. More faculty led trips for business and other FSU students in China and Taiwan are currently being planned for AY 2012-2013.

In addition, international programming has been added to the goals of a growing number of campus organizations and student groups. For example, the development of the multicultural competence is now an important program dimension of the President’s Leadership Circle (PLC), a student group first established in 2009 that includes 15 to 20 undergraduate students whose leadership has made significant contributions to the University. Nine members of the PLC spent their spring break in March 2011 in China as part of a leadership study-tour. The group went to both Beijing and to Hunan Normal University. The students were accompanied by two faculty members (the co-coordinators of the Leadership Studies Minor), and the Director of the Center for International Education. Eight of the student participants presented their impressions of their two-week visit to faculty, staff, and students in an evening presentation in April 2011. Another student participant, Asia Taylor, presented her documentary film entitled “Learning to Unlearn” in April 2011. Both presentations were followed by group discussion.

### Promoting Intercultural Understanding

In 2011, University continued to provide services and programs to FSU’s international students and to American students, faculty, and staff to promote intercultural understanding on campus (*Strategy 5.4*). In addition to monthly social and cultural activities offered by the CIE and designed to aid international students in the acculturation process, student clubs and campus organizations have become actively involved in this process. Two important organizations in this regard are the Chinese Culture Club and the recently formed Muslim Students Association.

- The Chinese Culture Club (CCC) maintained an active presence on campus this year, again hosting their annual celebrations for the Autumn Festival and Chinese New Year. The CCC also connected new international students with conversation partners and local mentors from the campus and local community. In January 2012, the CCC partnered with West Side Elementary School in Cumberland to

present a full-day Chinese New Year Celebration to introduce students, parents, and teachers to various aspects of Chinese culture.

- The Muslim Student Association, organized in September 2011, is comprised of both domestic and international students of the Muslim faith. This year, they have been working with Dining Services and other departments on campus to address their special dietary and faith needs.
- The Student Communication Studies Association hosted an Intercultural Communications Mixer for faculty, staff, and students in November 2011. The round-robin format introduced participants to international and intercultural differences through guided conversation topics facilitated by students representing various national, ethnic, and cultural groups.

### **Summary of Resources Used and Needed to Effectively Recruit and Retain a Culturally Diverse Student Body, Faculty, and Staff**

Frostburg State University has made significant progress toward implementing the initiatives outlined in its Cultural Diversity Program. However, additional resources are needed for full implementation. In 2009, the University estimated that its Cultural Diversity Program required an additional \$214,000 in funding. Over the last three years, the institution has been unable to provide these additional funds.

As suggested in the University’s previous Cultural Diversity Program reports, an approach to helping Frostburg State University and other University System of Maryland (USM) institutions acquire additional resources for diversity and cultural programs is to make competitive grants available through the USM or the Maryland Higher Education Commission (MHEC).

### **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. Prior to 10/21/2010, no campus-based hate crimes or bias-motivated incidents had occurred at Frostburg State University. Since then, there have been three reported bias-motivated incidents. All three incidents were investigated by University Police (see Table 3 below).

**Table 3**  
**Status Report on Campus-Based Hate Crimes and Bias-Motivated Incidents**  
**February 2010 to February 2012**

Date	Location	Incident	Summary
11/8/2011	Lane Center	Racial Defacement/ Damage to Property	Housekeeping staff reported that someone had written racial slurs on a stall wall of the First Floor men’s restroom.
10/22/2010	Annapolis Hall	Racial Defacement/ Damage to Property	Resident director reported that someone had written racial slurs on residents' door message board.
10/21/2010	Cumberland Hall	Racial Defacement/ Damage to Property	Resident director reported that someone had written racial slurs on residents' door poster.
Prior to 10/21/2010	No reports of hate crimes or bias-motivated incidents.		

*Source: University Police Department*



## **Appendix A**

### **Cultural Diversity Program**

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

**Prepared by**

**Office of the Provost**

**Division of Student and Educational Services**

**February 2012**

# Appendix A

## Frostburg State University

### Comparison Tables for Faculty, Staff, and Students

**Table 1**  
**Student Headcount by Career**

Career	Race/Ethnicity*	Term																	
		Fall 2008				Fall 2009				Fall 2010				Fall 2011				All	
		Male N	Female N	All N	%	Male N	Female N	All N	%	Male N	Female N	All N	%	Male N	Female N	All N	%	N	
Graduate	Unknown	3	10	13	2.05	5	9	14	2.22	2	.	2	0.33	3	1	4	0.57	33	
	African American/Black	6	11	17	2.69	9	11	20	3.17	15	17	32	5.3	11	18	29	4.15	98	
	Amer Ind or Alaska Nat	.	2	2	0.32	1	2	3	0.48	.	.	.	.	.	.	.	.	5	
	Asian	2	2	4	0.63	1	2	3	0.48	4	4	8	1.32	5	6	11	1.58	26	
	Hisp/Latino	.	4	4	0.63	.	4	4	0.63	3	5	8	1.32	2	6	8	1.15	24	
	White	207	378	585	92.4	168	404	572	90.8	168	372	540	89.4	231	379	610	87.4	2307	
	Other	1	7	8	1.26	6	8	14	2.22	9	5	14	2.32	20	12	32	4.58	68	
	Two or More Races	.	.	.	.	.	.	.	.	.	.	.	.	2	2	4	0.57	4	
	All	219	414	633	100	190	440	630	100	201	403	604	100	274	424	698	100	2565	
	Undergraduate	Unknown	50	53	103	2.25	46	60	106	2.23	16	12	28	0.58	18	21	39	0.82	276
African American/Black		501	503	1004	21.9	551	576	1127	23.7	557	572	1129	23.2	592	563	1155	24.4	4415	
Amer Ind or Alaska Nat		6	9	15	0.33	9	9	18	0.38	7	6	13	0.27	6	5	11	0.23	57	
Asian		47	34	81	1.77	44	33	77	1.62	47	28	75	1.54	31	17	48	1.01	281	
Hisp/Latino		58	38	96	2.1	69	54	123	2.59	98	90	188	3.86	79	76	155	3.28	562	
White		1695	1555	3250	70.9	1683	1574	3257	68.5	1744	1640	3384	69.5	1591	1508	3099	65.5	12990	
Other		11	22	33	0.72	14	33	47	0.99	20	29	49	1.01	24	34	58	1.23	187	
Native Hawaiian or Pac Island		.	.	.	.	.	.	.	.	.	.	.	.	7	3	10	0.21	10	
Two or More Races		.	.	.	.	.	.	.	.	.	.	.	.	66	90	156	3.3	156	
All		2368	2214	4582	100	2416	2339	4755	100	2489	2377	4866	100	2414	2317	4731	100	18934	
All	2587	2628	5215	100	2606	2779	5385	100	2690	2780	5470	100	2688	2741	5429	100	21499		
Office of Planning, Assessment, and Institutional Research																			

\* The following information is provided in response to the 2008 request of the Joint Chairs for additional information on undergraduate minority student enrollment. Frostburg State University's undergraduate minority student enrollment, broken down by minority group for the four most recent fiscal years, was as follows: African American: 19.6% in FY 08, 21.9% in FY 09, 23.7% in FY 10, and 23.2% in FY 11; Hispanic: 2.1% in FY 08, 2.1% in FY 09, 2.59% in FY 10, and 3.86% in FY 11; Asian: 1.6% in FY 08, 1.8% in FY 09, 1.62% in FY 10, 1.54% in FY 11; and Native American: .4% in FY 08, .3% in FY 09, .38% in FY 10, and .27% in FY 11.

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

**Table 2**  
**Instructional Faculty**  
**Split By Tenure/Tenure Track and Non-Tenure/Tenure Track**

Last update: February 1, 2012

Tenure Status	Race/Ethnicity*	Year																	
		2008				2009				2010				2011				All	
		Male N	Female N	N	All %	Male N	Female N	N	All %	Male N	Female N	N	All %	Male N	Female N	N	All %	N	
Non-Tenure/ Tenure Track	Unknown	.	.	.	.	.	.	.	.	1	1	2	1.27	1	.	1	0.64	3	
	African American/Black	1	1	2	1.34	.	2	2	1.34	.	.	.	.	1	1	2	1.27	6	
	Asian	1	3	4	2.68	3	1	4	2.68	3	2	5	3.16	1	2	3	1.91	16	
	Hisp/Latino	.	1	1	0.67	.	3	3	2.01	.	4	4	2.53	.	3	3	1.91	11	
	White	69	73	142	95.3	64	76	140	93.96	66	77	143	90.5	66	81	147	93.6	572	
	Other	.	.	.	.	.	.	.	.	1	2	3	1.9	.	1	1	0.64	4	
	Native Hawaiian or Pac Island	.	.	.	.	.	.	.	.	.	1	1	0.63	.	.	.	.	1	
	All	71	78	149	100	67	82	149	100	71	87	158	100	69	88	157	100	613	
Tenure/ Tenure Track	Unknown	.	.	.	.	.	.	.	.	1	.	1	0.48	.	2	2	0.94	3	
	African American/Black	6	2	8	3.83	7	2	9	4.27	6	2	8	3.85	5	2	7	3.3	32	
	Asian	9	7	16	7.66	9	7	16	7.58	7	6	13	6.25	6	6	12	5.66	57	
	Hisp/Latino	1	3	4	1.91	1	3	4	1.9	1	3	4	1.92	1	3	4	1.89	16	
	White	113	68	181	86.6	116	66	182	86.26	113	65	178	85.6	112	69	181	85.4	722	
	Other	.	.	.	.	.	.	.	.	2	2	4	1.92	4	2	6	2.83	10	
	All	129	80	209	100	133	78	211	100	130	78	208	100	128	84	212	100	840	
All		200	158	358	100	200	160	360	100	201	165	366	100	197	172	369	100	1453	

\*Data reported for fall 2008 and fall 2009 is based on the 1977 race/ethnicity codes. Fall 2010 and Fall 2011 data is based on the new race/ethnicity codes.

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

**Table 3  
Staff By Principle Occupational Assignment**

Occupational Code	Race/Ethnicity*	Year																	
		2008				2009				2010				2011				All	
		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	African American/Black	2	1	3	5.26	2	1	3	5.17	2	1	3	5.17	2	1	3	5.56	12	
	Amer Ind or Alaska Nat	1	.	1	1.75	.	.	.	.	.	.	.	.	.	.	.	.	1	
	Asian	.	.	.	.	.	.	.	.	1	.	1	1.72	1	.	1	1.85	2	
	White	36	17	53	92.98	35	20	55	94.83	33	21	54	93.1	30	20	50	92.6	212	
	All	39	18	57	100	37	21	58	100	36	22	58	100	33	21	54	100	227	
Professional	Unknown	.	.	.	.	.	1	1	0.65	2	2	4	2.42	2	2	4	2.47	9	
	African American/Black	3	3	6	4.05	4	5	9	5.81	6	4	10	6.06	5	4	9	5.56	34	
	Amer Ind or Alaska Nat	1	.	1	0.68	1	.	1	0.65	1	.	1	0.61	1	.	1	0.62	4	
	Asian	3	.	3	2.03	3	.	3	1.94	2	.	2	1.21	2	.	2	1.23	10	
	Hisp/Latino	.	1	1	0.68	.	.	.	.	.	1	1	0.61	.	1	1	0.62	3	
	White	59	78	137	92.57	60	81	141	90.97	61	84	145	87.9	59	85	144	88.9	567	
	Other	.	.	.	.	.	.	.	.	2	.	2	1.21	1	.	1	0.62	3	
	All	66	82	148	100	68	87	155	100	74	91	165	100	70	92	162	100	630	
Clerical	Unknown	.	2	2	1.11	.	2	2	1.05	.	.	.	.	5	5	10	5.41	14	
	African American/Black	3	8	11	6.11	1	7	8	4.19	.	6	6	3.45	.	2	2	1.08	27	
	Asian	.	2	2	1.11	.	3	3	1.57	1	1	2	1.15	1	1	2	1.08	9	
	Hisp/Latino	1	.	1	0.56	1	.	1	0.52	2	1	3	1.72	2	1	3	1.62	8	
	White	17	147	164	91.11	25	152	177	92.67	24	137	161	92.5	24	142	166	89.7	668	
	Other	.	.	.	.	.	.	.	.	1	.	1	0.57	.	.	.	.	1	
	Two or More Races	.	.	.	.	.	.	.	.	.	1	1	0.57	.	2	2	1.08	3	
	All	21	159	180	100	27	164	191	100	28	146	174	100	32	153	185	100	730	
Technical	Hisp/Latino	1	.	1	2	1	.	1	2.17	1	.	1	2.22	1	.	1	2.27	4	
	White	25	24	49	98	24	21	45	97.83	26	18	44	97.78	26	17	43	97.7	181	
	All	26	24	50	100	25	21	46	100	27	18	45	100	27	17	44	100	185	
Skilled Crafts	Unknown	1	.	1	2.86	.	.	.	.	.	.	.	.	.	.	.	.	1	
	White	33	1	34	97.14	34	1	35	100	36	1	37	100	36	1	37	100	143	
	All	34	1	35	100	34	1	35	100	36	1	37	100	36	1	37	100	144	
Serv/Maint	Unknown	.	1	1	1.14	.	.	.	.	.	1	1	1.3	2	2	4	4.55	6	
	African American/Black	.	3	3	3.41	.	3	3	3.53	.	2	2	2.6	.	1	1	1.14	9	
	Asian	.	1	1	1.14	.	1	1	1.18	.	1	1	1.3	.	1	1	1.14	4	
	White	48	35	83	94.32	45	36	81	95.29	36	37	73	94.8	45	37	82	93.2	319	
	All	48	40	88	100	45	40	85	100	36	41	77	100	47	41	88	100	338	
All		234	324	558	100	236	334	570	100	237	319	556	100	245	325	570	100	2254	

\*Data reported for fall 2008 and fall 2009 is based on the 1977 race/ethnicity codes. Fall 2010 and Fall 2011 data is based on the new race/ethnicity codes.