



Cultural Diversity Program

Progress Report

Prepared by

Office of the Provost

Division of Student and Educational Services

March 2014

Executive Summary

This report and associated demographic data provided in Appendix A outline Frostburg State University's significant progress over the last six 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
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

Frostburg State University continues to commit resources to recruiting and enrolling a growing number of undergraduate minority and first-generation students (**Goal One**). The minority student population at Frostburg represented 36.5% of its overall undergraduate population in the fall of 2013. Additionally, the number of undergraduate minority students enrolled at the University has increased 43.7%, from a total of 1,196 minority undergraduates in fall 2008 to 1,719 in fall 2013.

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 six years, the University has worked to increase the retention and graduation rates of undergraduate minority and first generation students (**Goal Two**). For the fall 2012 cohort of first-time, full-time students, the University's second-year retention rates for African Americans (80.0%) and minorities (78.0%) exceed that of the total student population (77.0%). The retention rates for all three of these groups has increased significantly - from 77.0% (cohort fall 2011) to 80.0% (cohort fall 2012) for African Americans, from 74.0% (cohort fall 2011) to 78.0% (cohort fall 2012) for all minorities, and from 72.0% (cohort fall 2011) to 77.0% (cohort fall 2012) for all first-time, full-time students. Six-year graduation rates also rose over the reporting period (cohort year 2006 to cohort year 2007): from 41.0% to 44.0% for African-Americans, from 39.0% to 43.0% for all minorities, and from 44.0% to 47.0% for all first-time, full-time students.

The University has implemented a number of new programs designed to increase further student retention and graduation rates. These programs include the Championship Forum, Student Support Services, the Beacon Early Alert System, the First-Year Experience Program, Closing the Achievement Gap, and potentially the Student Success Collaborative program. These programs emphasize intrusive advising, close academic monitoring and early intervention, professional tutoring, assistance with financial aid and career exploration, and other measures designed to help students succeed at the University. The University also plans to create a new comprehensive advising center designed to serve all undergraduates.

The Cultural Diversity Program involves strategies intended to increase the number of minority faculty and staff at the institution (**Goal Three**). As of November 2013, Frostburg State University's workforce consisted of 1,068 full and part-time employees (392 faculty and 676 staff members). The percentage of tenured/tenure-track minority faculty members remained constant at approximately 14.0% in both 2012 and 2013.

As part of its Cultural Diversity Program, the University has progressively implemented the EEO Compliance Office's Minority Recruitment Plan and Retention Strategies. Under this plan, all search committees must appoint a member to oversee minority recruitment efforts. In addition, job announcements are

sent to historically black institutions and a contact list is used within the Office of Human Resources to attract the most diverse applicant pool.

In November 2013, Frostburg's Office of Human Resources developed its Leadership Initiative Program to provide managers with training that will lead to greater employee advancement and retention. An important goal of this program is helping to build among Frostburg employees 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.

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 bodies 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 2013-2014. Work groups were established to focus on the council's four primary objectives: exploring student-focused issues; engaging students in a campus climate survey; creating a safe and welcoming campus environment; and supporting University efforts for the recruitment and retention of a culturally rich population of students, faculty, and staff. A full report will be issued at the end of the academic year.

The University's Diversity Center continues to work toward increasing students' cultural intelligence levels by helping them develop the skills needed to work effectively within Frostburg's diverse community and the greater global universe. The addition of an Assistant Director has increased significantly the visibility of the center, resulting in a more diverse population becoming aware of and utilizing its services.

The Diversity Center also offers activities, workshops, and programs that help students, faculty, and staff develop a better understanding of cultural differences and respect for individuals of backgrounds different from their own. In addition, the center also serves as an advising and support resource for student organizations that focus on diversity issues. The organizations that worked directly with the center this past year were: the Black Student Alliance (BSA), the Latin American Student Organization (LASO), BTGlass, the Hillel (Jewish Student) organization, the National Council of Negro Women (NCNW) and Iota Phi Theta Fraternity, Inc. During this time period, the center was able to strengthen the Latin American Student Organization by providing direct, intense advising and support. This resulted in an increase in membership, programming, and visibility. Additionally, the center supported students in establishing a new organization, the Japanese Cultural Club.

The Diversity Center staff also collaborated with members of the President's Advisory Council on Gender-Based Violence to create a Safe-Zone Training program. During the fall 2013 semester, 41 faculty, staff, and students participated in the training, which was again offered in February 2014 in an effort to provide on-going support and training to Safe Zone mentors. The center also teamed up with the President's Advisory Council on Diversity, Equity, and Inclusion to hold several focus groups in an effort to hear from a variety of students about their experiences at Frostburg as well as their thoughts on the campus climate in relation to diversity, equity, and inclusion.

The Center for International Education (CIE) places an emphasis on recruiting international students in order to help promote the understanding of international cultures at Frostburg (**Goal Five**). The University enrolled 91 students from 21 countries in fall 2013. Since fall 2007, when only 28 international students attended the University, the number of international students at Frostburg has increased by 225 percent.

In 2013, Frostburg State University added strong partnerships with several overseas universities to increase international enrollment and further diversify the student body. The University also welcomed 63 exchange students and eight visiting exchange professors from partner universities. Students study English and academic courses in their major areas while visiting faculty members observe teaching methods and conduct research for their home institutions.

The CIE emphasizes academic success and intercultural interaction between international students and the campus community. Frostburg offers English as a Second Language (ESL) courses for international students to assist this process. Additionally, many cultural activities are offered each month on the campus to help integrate students and introduce intercultural communication. The CIE continues its strong support of intercultural interaction by planning a cultural fair each semester for international students to share their customs.

The CIE also works diligently toward increasing global opportunities for its students and faculty. A total of 55 students enrolled in study abroad programs in 2013. Center staff visited classrooms to promote study abroad, hosted the bi-annual study abroad information fair, held bi-weekly information sessions with prospective and past study abroad students, and promoted study abroad at Admissions open house events throughout the year. Each of these activities has been successful in increasing interest and enrollments.

The reporting period saw the creation of several faculty-led programs, which provided opportunities for faculty, staff, and students to study abroad. The College of Education study abroad focused on visiting the classrooms of Ireland to better understand teaching methods and concepts. The College of Business' Global Experiential Learning trips to China and Peru were open to all majors and focused on the business and leadership cultures of each respective country. Students visited local businesses and cultural landmarks, interacted with local culture, and attended leadership development conferences.

Another international opportunity for students and faculty 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.

Frostburg State University continues to sponsor events that promote intercultural communication on campus. Monthly social and cultural activities offered by the CIE are designed to aid international students in the intercultural communication process. The programs of the Chinese Culture Club and the musical and theatrical performances sponsored by the Cultural Events Series program also help to promote greater intercultural communication and understanding on campus.

Introduction

Section I. 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 six 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
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 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 is 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 to increase sensitivity to global perspectives and ideas among campus constituencies (Goal 5).

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

As part of its Cultural Diversity Program, Frostburg State University continues to commit 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 36.5% of its overall undergraduate population in the fall of 2013. Additionally, the number of undergraduate minority students enrolled at the University has increased 43.7%, from a total of 1,196 minority undergraduates in fall 2008 to 1,719 in fall 2013 - see Table 1 in Appendix A. African-American student headcount has grown by 26.7% over the last six years, from 1,004 in fall 2008 to 1,272 in fall 2013.

Enhancing Marketing and Recruitment Efforts that Target Underrepresented Students

The Admissions Office has consistently purchased a significant percentage of minority names over the last six 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 29.1% for the fall 2013 class.

Table 1
Student Search Service Comparisons
Fall 2008 to Fall 2013

Race/ Ethnicity	Fall 2008 Entering Class		Fall 2009 Entering Class		Fall 2010 Entering Class		Fall 2011 Entering Class		Fall 2012 Entering Class		Fall 2013 Entering Class	
	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%
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%
Amer Ind or Alaska Nat	159	0.4%	167	0.4%	189	0.5%	165	0.5%	175	0.5%	189	0.5%
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%
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%
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%
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%

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

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

Over the reporting period, the Office of Admissions hosted approximately 450 prospective fall 2013 students during 15 different University-sponsored bus trips to Frostburg from primarily minority high schools. Additionally, 58.9% of prospective fall 2013 students attending Admissions-sponsored receptions were minorities (63 of 107 students).

Enhancing and Promoting College-Readiness Programs

College-readiness programs help to prepare underrepresented students for postsecondary education at Frostburg. Over the last three years, the grant-based Upward Bound program has served a total of 118 students, and 18.6% of these participants were 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 63% of program participants over the last five years self-identified as minorities. Of the 209 former program participants who graduated from high school by 2008, 192 (92%) subsequently enrolled at a college or university and 119 (62%) 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 134 in fall 2013, representing a 168% increase.

Table 2
Transfer Students by Race/Ethnicity
Fall 2008 to Fall 2013

Race/Ethnicity	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
	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%
African American/Black	39	10.5%	56	13.5%	60	14.5%	85	18.1%	78	16.7%	86	17.0%
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%
Hisp/Latino	6	1.6%	7	1.7%	14	3.4%	15	3.2%	12	2.6%	18	3.6%
White	298	80.3%	311	74.8%	304	73.6%	318	67.7%	320	68.4%	309	60.9%
Other	18	4.9%	30	7.2%	27	6.5%	31	6.6%	34	7.3%	59	11.6%
Hawaiian	.	.	.	.	.	.	.	.	1	.	.	.
Two or More Races	.	.	.	.	.	.	13	2.8%	11	2.4%	20	3.9%
All	371	100.0%	416	100.0%	413	100.0%	470	100.0%	468	100.0%	507	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 six years, the University has worked to increase the retention and graduation rates of undergraduate minority and first generation students. For the fall 2012 cohort of first-time, full-time students, the University's second-year retention rates for African Americans (80.0%) and minorities (78.0%) exceed that of the total student population (77.0%). The retention rates for all three of these groups increased significantly - from 77.0% (cohort fall 2011) to 80.0% (cohort fall 2012) for African Americans, from 74.0% (cohort fall 2011) to 78.0% (cohort fall 2012) for all minorities, and from 72.0% (cohort fall 2011) to 77.0% (cohort fall 2012) for all first-time, full-time students. Six-year graduation rates also rose over the reporting period (cohort year 2006 to cohort year 2007): from 41.0% to 44.0% for African-Americans, from 39.0% to 43.0% for all minorities, and from 44.0% to 47.0% for all first-time, full-time students.

The University has implemented a number of new programs intended to increase student retention and graduation rates, including *The Championship Forum*, Student Support Services, the Beacon Early Alert System, the First-Year Experience Program, Closing the Achievement Gap, and potentially the Student Success Collaborative program. Frostburg also plans to create a new comprehensive advising center designed to serve all undergraduates.

The Championship Forum Program

For a second year, Frostburg was awarded a Maryland College Access Challenge Grant in the amount of \$32,111 to operate a program with the purpose of improving the persistence rate of Pell-awarded, academically at-risk freshman and sophomore male students. The target enrollment was 50 students. The main components of the program, entitled *The Championship Forum*, are: intrusive advising with academic coaches; mandatory workshops covering financial literacy, learning strategies, and personal growth topics; and weekly study hall sessions. Participants who fulfill program requirements are eligible for stipends of \$250 each semester. The original grant period was March 2013 to February 2014, and the University was awarded another Maryland College Access Challenge Grant in March 2014 for the period March 2014 to April 2015. Of the 52 students who participated in the program of fall 2013:

- 86.5% (45 of 52) identified as African-American, Hispanic, or multi-racial
- 92.3% are in good academic standing with a minimum cumulative GPA of 2.0
- 88.5% (46 of 52) returned for the spring 2014 semester

Student Support Services

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. 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 intrusive advising, professional tutoring, academic monitoring through Beacon early alert system (see below), academic skills instruction, assistance with financial aid, and career exploration. The following represent relevant SSS participant data:

- 89.6% of AY 2013-2014 SSS participants were first-generation students
- 67.7% of AY 2013-2014 SSS participants are minority
- 89.3% of fall 2011 cohort of first-time, full-time students who participated in Student Support Services were retained in fall 2013
- 93.2% of all AY 2011-2012 SSS participants were in good academic standing
- 55.6% of the fall 2007 cohort of first-time, full-time students who participated in SSS graduated within six years

Beacon Early Alert System

Frostburg has seen a dramatic increase in the number of faculty and staff utilizing the Beacon early alert system - from 71 users in spring 2013 to 142 in spring 2014. As a result, there has been a marked increase in communication among faculty, students, advisors, and academic support staff regarding students who are struggling academically. Early intervention with students who are dealing with a difficult transition to college or who are not familiar with college expectations and procedures, as is often the case with first-generation students, can mean the difference between persistence and attrition. For the future, the University plans to:

- Expand campus-wide use of Beacon and explore the feasibility of participating in the Education Advisory Board's Student Success Collaborative for at-risk students
- Provide workshops and trainings for faculty and staff who advise and teach freshmen
- Devise a method to ensure updates and alerts are read and addressed in a timely and appropriate manner
- Ensure an administrative structure capable of supporting full-scale implementation
- Devise protocols to isolate data on students in traditionally underrepresented groups targeted under the Achievement Gap
- Encourage faculty and staff to more routinely report students who are demonstrating various levels of disengagement, including such indicators as failure to complete assignments and missing classes.

First-Year Experience Program

The University continues to recognize the critical nature of students' first year on campus and provides opportunities to better integrate them into campus life, both socially and academically. Frostburg is currently conducting a thorough review of its First-Year Experience (FYE) program that includes analysis of retention rates and academic performance. Results of this assessment will be used to improve upon the FYE program, maximize the benefits of the current Introduction to Higher Education (IHE) course and learning communities, and strengthen retention rates into sophomore year. For the future, the University plans to:

- Enhance and identify programs for second-semester freshmen
- Further define the roles of the IHE and academic advisors, including strategies such as intrusive and strengths-based advising

- Devise initiatives to maintain students' level of engagement through the sophomore year, to include a requirement that freshmen and sophomores live on campus
- Study and identify issues relative to the process for the declaration of major
- Identify how academic departments welcome and orient students to their majors and make recommendations for improving this process
- Study student cohorts with developmental placements
- Enhance the Peer Advisor/Mentor program for students to build networks on campus and help them to reach their potential
- Study benefits for mentors and mentees
- Identify academic coaches for students violating alcohol and drug policies

Closing the Achievement Gap

Frostburg State University's Closing the Achievement Gap initiative places a priority on at-risk students' progression and timely graduation. The following are overall strategies to help facilitate student success, primarily for lower income African-American and Latino students, as well as males:

- Increasing financial support for low income students
- Establishing fundraising initiatives specific to scholarships for Achievement Gap students
- Seeking grant funding from MHEC, USM, and other governmental and private entities
- Providing more opportunities for student on-campus employment
- Establishing a program to raise students' financial literacy
- Informing faculty and staff of financial aid opportunities, rules, and regulations
- Incorporating alumni giving in the available funding for students in need
- Establishing new scholarships with public funds, such as the Allegany County Opportunity Scholarship

Student Success Collaborative

The University is also currently exploring the feasibility of participating in the Student Success Collaborative. Offered by the Education Advisory Board, this program includes data analytics and predictive modeling that mine University data to identify at-risk students and uncover systemic obstacles to degree completion. By participating in this program, Frostburg will be able to more systematically identify critical courses and grades that predict the likelihood of student success in specific majors. Consistent and informed use of this information could significantly improve academic advising on campus.

New Academic Advising Center

The University plans to create a new comprehensive advising center designed to serve all undergraduates. This Academic Advising Center will provide a system of individualized advising and intervention to assist students in developing strategies for personal problem solving. The center will also monitor freshmen student engagement through a support network that will include faculty, academic advisors, coaches, and peer mentors. Frostburg is confident that the center's successful implementation will significantly improve both retention and graduation rates.

Goal Three: Enhance the Cultural Diversity of Faculty and Staff

As of November 2013, Frostburg State University's workforce consisted of 1,068 full and part-time employees (392 faculty and 676 staff members). The percentage of tenured/tenure-track minority faculty members remained constant at approximately 14.0% in both 2012 and 2013 - see Table 2 in Appendix A. Also for 2013, non-tenure/tenure-track minority faculty members were employed at a rate of 6.2% (a 1.4% increase

from 2012) and minority staff members at a rate of 5.0% (a 2.1% decrease from 2012) - 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. Under this plan, all search committees must appoint a member to oversee minority recruitment efforts. In addition, job announcements are sent to historically black institutions and a contact list is used within Office of Human Resources to attract the most diverse applicant pool.

In November 2013, Frostburg's Office of Human Resources developed its Leadership Initiative Program to provide managers training that will lead to increased employee advancement and retention. 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.

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

Within the Academic Affairs Division, 33 faculty searches were conducted in FY 2014, with 2.4% of the positions filled by minority applicants. In the College of Arts and Sciences, two Asian faculty members were added to the Physics and Engineering department. The Computer Science department also added two Asian faculty members. Three Asian faculty members were hired within the College of Business, and the College of Education added one non-tenure track Black/African American faculty member. The University administration conducted 35 searches in FY 2014. Of these searches, minorities filled 1.5% of the hires.

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 bodies 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)

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 2013-14. Work groups were established to focus on the

council's four primary objectives: exploring student-focused issues; engaging students in a campus climate survey; creating a safe and welcoming campus environment; and supporting University efforts for the recruitment and retention of a culturally rich population of students, faculty, and staff. A full report will be issued at the end of the academic year.

The University Diversity Center

The University's Diversity Center continues to work toward increasing students' cultural intelligence levels by helping them develop the skills needed to work effectively within Frostburg's diverse community and the greater global universe. The addition of an Assistant Director has increased significantly the visibility of the center, resulting in a more diverse population becoming aware of and utilizing its services. The center continues to hold monthly themed-based "information tables" in the Lane University Center to disseminate information and to reach out to more students and staff as they traveled through the center.

The Diversity Center continues to offer activities, workshops, and programs to help students, faculty, and staff develop a better understanding of cultural differences and respect for individuals with backgrounds different from their own. Workshops were held for students, faculty, and staff as part of the University's affiliation with the National Coalition Building Institute, Inc. (NCBI). All first-year, first-time students were required to attend a two-hour introduction workshop offered through the Introduction to Higher Education course. The center continued to offer the violence prevention workshop model during the *Enough is Enough* campaign, training approximately 60 Residence Life Office staff in August 2013. Additionally, the annual diversity retreat was held in October 2013 with 45 student participants and four facilitators. Workshops and programming were also provided to individuals involved in Greek life and student activities.

In addition, the center serves as an advising and support resource for student organizations that focus on diversity issues. The organizations that worked directly with the center this past year were: the Black Student Alliance (BSA), the Latin American Student Organization (LASO), BTGlass, the Hillel (Jewish Student) organization, the National Council of Negro Women (NCNW) and Iota Phi Theta Fraternity, Inc. During this time period, the center was able to strengthen the Latin American Student Organization by providing direct, intense advising and support. This resulted in an increase in membership, programming, and visibility. Additionally, the center supported students in establishing a new organization, the Japanese Cultural Club.

The Diversity Center staff also collaborated with members of the President's Advisory Council on Gender-Based Violence to create a Safe-Zone Training program. During the fall 2013 semester, 41 faculty, staff, and students participated in the training, which was again offered in February 2014 in an effort to provide on-going support and training to Safe Zone mentors.

The center also teamed up with the President's Advisory Council on Diversity, Equity, and Inclusion to hold several focus groups in an effort to hear from a variety of students about their experiences at Frostburg as well as their thoughts on the campus climate in relation to diversity, equity, and inclusion. During the fall 2013 semester, four focus groups were held with 32 students participating. Additional focus groups were scheduled for the spring 2014 semester. All of this is in preparation for a campus climate survey to be distributed to students during the spring 2014 semester.

Goal Five: Promote the Understanding of International Cultures

The University's Center for International Education (CIE) places an emphasis on recruiting international students in order to help promote the understanding of international cultures at Frostburg. The University enrolled 91 students from 21 countries in fall 2013. Since fall 2007, when only 28 international students attended the University, the number of international students at Frostburg has increased by 225 percent.

Increasing the Number of International Students

In 2013, Frostburg State University added strong partnerships with several overseas universities to increase international enrollment and further diversify the student body:

- Global Leadership University, Mongolia
- Kyung Hee University, South Korea
- Anhui Business College of Vocational Technology, China
- Xidian University, China
- King's College, Nepal
- ESC Rennes School of Business, France
- La Rochelle Business School, France

Frostburg State University welcomed 63 exchange students and eight visiting exchange professors from partner universities throughout 2013. Students study English and academic courses in their major areas while visiting faculty members observe teaching methods and conduct research for their home institutions.

The CIE emphasizes academic success and intercultural interaction between international students and the campus community. Frostburg offers English as a Second Language (ESL) courses for international students to assist this process. Additionally, many cultural activities are offered each month on campus to help integrate students and introduce intercultural communication. The CIE continues its strong support of intercultural interaction by planning a cultural fair each semester for international students to share their customs.

Enhancing International Programming

Throughout 2013, the Frostburg community and the Center for International Education created programs to facilitate intercultural communication, including:

- The CIE held two study abroad/cultural events that combined promoting study abroad with showcasing intercultural communication. International students from all countries participated and many American students learned about study abroad opportunities at Frostburg.
- In February 2013, one of the University's partners, Dongfang College, visited the Frostburg campus. The associated cultural variety show showcased the talents of the visitors, current international students, and American students.
- The College of Education study abroad group that visited Denmark hosted a presentation to speak about their experiences.
- In December 2013, the Chinese and Taiwanese students held a cultural event that showcased food, music, calligraphy, and art from their cultures.

Increasing the Number of International Opportunities for Students and Faculty

The Center for International Education works diligently toward increasing global opportunities for its students and faculty. A total of 55 students participated in study abroad programs in 2013. Center staff visited classrooms to promote study abroad, hosted the bi-annual study abroad information fair, held bi-weekly information sessions with prospective and past study abroad students, and promoted study abroad at Admissions open house events throughout the year. Each of these activities has been successful in increasing interest and enrollments.

The reporting period saw the creation of several faculty-led programs, which provided opportunities for faculty, staff, and students to study abroad. Thirty-eight students from the colleges of Education and Business traveled to Ireland, Peru, and China in conjuncture with the Center for International Education. College of Education study abroad focused on visiting the classrooms of Ireland to better understand teaching methods

and concepts. The College of Business' Global Experiential Learning trips to China and Peru were open to all majors and focused on the business and leadership cultures of each respective country. Students visited local businesses and cultural landmarks, interacted with local culture, and attended leadership development conferences.

President's Leadership Circle

Another international opportunity for students and faculty 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 2013-2014, the President's Leadership Circle has been honed into the twelve top performing student leaders on our campus. These students were divided into three smaller groups to partake in unique experiential learning opportunities. The first group traveled to California in the summer of 2013 to participate in the *Generation Waking Up* Summer Leadership Training. The second group traveled in fall 2013 to Dubai in the United Arab Emirates (UAE) where they met with other students from around the world and took advantage of opportunities to better understand Arabian cultures. They traveled the deserts on safari, visited mosques, and participated in simulated court proceedings using Sharia law. The third group will be traveling to Uganda in March 2014 to assist the Water School in Nebbi and Tororo with water purification.

Promoting Intercultural Understanding

Frostburg State University continues to sponsor events that promote intercultural communication on campus. Monthly social and cultural activities offered by the CIE are designed to aid international students in the intercultural communication process. In addition, several other organizations strive to bring cultures together across campus:

- The Chinese Culture Club (CCC) held two main events celebrating the Chinese New Year with Friends of West Side Elementary and a Chinese/Taiwanese Cultural event that included music, food, calligraphy, history, and culture.
- The Cultural Events Series program also helped to promote intercultural communication and understanding by bringing international artists to campus. These events have included the following performers over the reporting period:
 - The Vienna Boys Choir - Austria
 - Sean Keane & Friends - Ireland
 - Pedrito Martinez Group – Afro-Cuban Music



Appendix A

Cultural Diversity Program

Comparison Tables for Faculty, Staff, and Students

Prepared by

Office of the Provost

Division of Student and Educational Services

March 2014

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

Table 1
Student Headcount by Career

	Fall 2008					Fall 2009					Fall 2010					Fall 2011					Fall 2012					Fall 2013					
	Male	Female		All	%	Male	Female		All	%	Male	Female		All	%	Male	Female		All	%	Male	Female		All	%	Male	Female		All	%	
	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Graduate / Doctorate	Unknown	3	10	13	2.05	5	9	14	2.22	2	.	2	0.33	3	1	4	0.57	4	5	9	1.14	18	13	31	4.03	16	30	46	5.97		
	African American/Black	6	11	17	2.69	9	11	20	3.17	15	17	32	5.3	11	18	29	4.15	20	21	41	5.19	.	2	2	0.26	.	2	2	0.26		
	Amer Ind or Alaska Nat	.	2	2	0.32	1	2	3	0.48	.	.	.	.	.	.	.	.	.	2	2	0.25	.	.	.	.	.	.	.	.	.
	Asian	2	2	4	0.63	1	2	3	0.48	4	4	8	1.32	5	6	11	1.58	11	7	18	2.28	12	5	17	2.21	.	.	.	.	.
	Hisp/Latino	.	4	4	0.63	.	4	4	0.63	3	5	8	1.32	2	6	8	1.15	3	6	9	1.14	6	6	12	1.59	.	.	.	.	.
	White	207	378	585	92.4	168	404	572	90.8	168	372	540	89.4	231	379	610	87.4	242	423	665	84.18	231	394	625	81.17	16	11	27	3.51		
	Other	1	7	8	1.26	6	8	14	2.22	9	5	14	2.32	20	12	32	4.58	25	11	36	4.56	16	11	27	3.51	.	.	.	.	.
	Native Hawaiian or Pac Island	1	.	1	0.13	1	.	1	0.13
	Two or More Races	2	2	4	0.57	3	6	9	1.14	4	5	9	1.17
	All	219	414	633	100	190	440	630	100	201	403	604	100	274	424	698	100	309	481	790	100	304	466	770	100						
Undergraduate	Unknown	50	53	103	2.25	46	60	106	2.23	16	12	28	0.58	18	21	39	0.82	27	22	49	1.06	28	24	52	1.11	663	609	1272	27.04		
	African American/Black	501	503	1004	21.9	551	576	1127	23.7	557	572	1129	23.2	592	563	1155	24.4	602	559	1161	25.07	3	2	5	0.11	31	28	59	1.25		
	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	3	1	4	0.09	3	2	5	0.11	.	.	.	.	.
	Asian	47	34	81	1.77	44	33	77	1.62	47	28	75	1.54	31	17	48	1.01	38	18	56	1.21	100	110	210	4.46	1448	1398	2846	60.50		
	Hisp/Latino	58	38	96	2.1	69	54	123	2.59	98	90	188	3.86	79	76	155	3.28	76	67	143	3.09	42	45	87	1.85	.	.	.	.	.
	White	1695	1555	3250	70.9	1683	1574	3257	68.5	1744	1640	3384	69.5	1591	1508	3099	65.5	1506	1459	2965	64.03	83	85	168	3.57	.	.	.	.	.
	Other	11	22	33	0.72	14	33	47	0.99	20	29	49	1.01	24	34	58	1.23	30	39	69	1.49	6	6	12	0.26	.	.	.	.	.
	Native Hawaiian or Pac Island	7	3	10	0.21	6	6	12	0.26	80	92	172	3.71
	Two or More Races	66	90	156	3.3	80	92	172	3.71	2401	2303	4704	100					
	All	2368	2214	4582	100	2416	2339	4755	100	2489	2377	4866	100	2414	2317	4731	100	2368	2263	4631	100	2677	2744	5421	100	2705	2769	5474	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				2009				2010				2011				2012**				2013**			
		Male N	Female N	All N	%	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	2	1.27	1	-	1	0.64	-	-	-	-	1	-	1	0.56
	African American/Black	1	1	2	1.34	-	2	2	1.34	-	-	-	-	1	1	2	1.27	-	2	2	1.20	-	3	3	1.69
	Amer Ind or Alaska Nat	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	0.56
	Asian	1	3	4	2.68	3	1	4	2.68	3	2	5	3.16	1	2	3	1.91	1	1	2	1.20	1	2	3	1.69
	Hisp/Latino	-	1	1	0.67	-	3	3	2.01	-	4	4	2.53	-	3	3	1.91	-	4	4	2.41	1	3	4	2.25
	White	69	73	142	95.3	64	76	140	93.96	66	77	143	90.5	66	81	147	93.6	75	81	156	93.98	80	84	164	92.13
	Other	-	-	-	-	-	-	-	-	1	2	3	1.9	-	1	1	0.64	1	-	1	0.60	2	-	2	1.12
	Native Hawaiian or Pac Island	-	-	-	-	-	-	-	-	-	1	1	0.63	-	-	-	-	-	-	-	-	-	-	-	-
	All	71	78	149	100	67	82	149	100	71	87	158	100	69	88	157	100	78	88	166	100	85	93	178	100
	Tenure/ Tenure Track	Unknown	-	-	-	-	-	-	-	-	1	-	1	0.48	-	2	2	0.94	-	-	-	-	-	-	-
African American/Black		6	2	8	3.83	7	2	9	4.27	6	2	8	3.85	5	2	7	3.3	7	2	9	4.25	6	2	8	3.74
Asian		9	7	16	7.66	9	7	16	7.58	7	6	13	6.25	6	6	12	5.66	10	7	17	8.02	12	7	19	8.88
Hisp/Latino		1	3	4	1.91	1	3	4	1.9	1	3	4	1.92	1	3	4	1.89	1	3	4	1.89	1	2	3	1.40
White		113	68	181	86.6	116	66	182	86.26	113	65	178	85.6	112	69	181	85.4	107	75	182	85.85	111	73	184	85.98
Other		-	-	-	-	-	-	-	-	2	2	4	1.92	4	2	6	2.83	-	-	-	-	-	-	-	-
All		129	80	209	100	133	78	211	100	130	78	208	100	128	84	212	100	125	87	212	100	130	84	214	100
All		200	158	358	100	200	160	360	100	201	165	366	100	197	172	369	100	203	175	378	100	215	177	392	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, Fall 2011, and Fall 2012 data based on the new race/ethnicity codes.

** 2012 and 2013 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																													
Occupational Code	Race/Ethnicity*	2008					2009					2010					2011					2012**					2013**				
		Male N	Female N	N	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 %	Male N	Female N	N	All %						
Exec/Admin/Mngr	Unknown	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-					
	African American/Black	2	1	3	5.26	2	1	3	5.17	2	1	3	5.17	2	1	3	5.56	2	4	11	4.49	4	5	9	3.7						
	Amer Ind or Alaska Nat	1	-	1	1.75	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1	0.41	-	-	-	-						
	Asian	-	-	-	-	-	-	-	-	1	-	1	1.72	1	-	1	1.85	5	-	5	2.04	4	-	4	1.65						
	Hisp/Latino	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	2	3	1.22	1	1	2	0.82						
	White	36	17	53	92.98	35	20	55	94.83	33	21	54	93.1	30	20	50	92.6	103	120	223	91.02	104	124	228	93.83						
	All	39	18	57	100	37	21	58	100	36	22	58	100	33	21	54	100	119	126	245	100	113	130	243	100						
Professional	Unknown	-	-	-	-	-	1	1	0.65	2	2	4	2.42	2	2	4	2.47	-	-	-	-	2	1	3	2.97						
	African American/Black	3	3	6	4.05	4	5	9	5.81	6	4	10	6.06	5	4	9	5.56	-	4	4	3.23	1	5	6	5.94						
	Amer Ind or Alaska Nat	1	-	1	0.68	1	-	1	0.65	1	-	1	0.61	1	-	1	0.62	-	-	-	-	-	-	-	-						
	Asian	3	-	3	2.03	3	-	3	1.94	2	-	2	1.21	2	-	2	1.23	2	1	3	2.42	-	1	1	0.99						
	Hisp/Latino	-	1	1	0.68	-	-	-	-	-	1	1	0.61	-	1	1	0.62	2	1	3	2.42	1	1	2	1.98						
	White	59	78	137	92.57	60	81	141	90.97	61	84	145	87.9	59	85	144	88.9	33	81	114	91.94	28	61	89	88.12						
	Other	-	-	-	-	-	-	-	-	2	-	2	1.21	1	-	1	0.62	-	-	-	-	-	-	-	-						
	All	66	82	148	100	68	87	155	100	74	91	165	100	70	92	162	100	37	87	124	100	32	69	101	100						
Clerical	Unknown	-	2	2	1.11	-	2	2	1.05	-	-	-	-	5	5	10	5.41	-	2	2	1.08	2	2	4	2.26						
	African American/Black	3	8	11	6.11	1	7	8	4.19	-	6	6	3.45	-	2	2	1.08	6	7	13	7.03	6	7	13	7.34						
	Asian	-	2	2	1.11	-	3	3	1.57	1	1	2	1.15	1	1	2	1.08	-	1	1	0.54	-	1	1	0.56						
	Hisp/Latino	1	-	1	0.56	1	-	1	0.52	2	1	3	1.72	2	1	3	1.62	-	3	3	1.62	1	-	1	0.56						
	White	17	147	164	91.11	25	152	177	92.67	24	137	161	92.5	24	142	166	89.7	31	134	165	89.19	32	122	154	87						
	Other	-	-	-	-	-	-	-	-	1	-	1	0.57	-	-	-	-	-	1	1	0.54	2	2	4	2.26						
	Two or More Races	-	-	-	-	-	-	-	-	-	1	1	0.57	-	2	2	1.08	-	-	-	-	-	-	-	-						
	All	21	159	180	100	27	164	191	100	28	146	174	100	32	153	185	100	37	148	185	100	43	134	177	100						
Technical	Hisp/Latino	1	-	1	2	1	-	1	2.17	1	-	1	2.22	1	-	1	2.27	-	-	-	-	-	-	-	-						
	White	25	24	49	98	24	21	45	97.83	26	18	44	97.78	26	17	43	97.7	1	5	6	100	1	6	7	100						
	All	26	24	50	100	25	21	46	100	27	18	45	100	27	17	44	100	1	5	6	100	1	6	7	100						
Skilled Crafts	Unknown	1	-	1	2.86	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
	African American/Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	1.1	1	1	2	2.11						
	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	1.1	-	-	-	-						
	Hisp/Latino	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1	1.1	1	-	1	1.05						
	White	33	1	34	97.14	34	1	35	100	36	1	37	100	36	1	37	100	46	42	88	96.7	47	45	92	96.84						
All	34	1	35	100	34	1	35	100	36	1	37	100	36	1	37	100	47	44	91	100	49	46	95	100							
Serv/Maint	Unknown	-	1	1	1.14	-	-	-	-	-	1	1	1.3	2	2	4	4.55	1	-	1	1.82	-	-	-	-						
	African American/Black	-	3	3	3.41	-	3	3	3.53	-	2	2	2.6	-	1	1	1.14	-	-	-	-	1	-	1	1.89						
	Asian	-	1	1	1.14	-	1	1	1.18	-	1	1	1.3	-	1	1	1.14	-	-	-	-	-	-	-	-						
	White	48	35	83	94.32	45	36	81	95.29	36	37	73	94.8	45	37	82	93.2	53	1	54	98.18	51	1	52	98.11						
	All	48	40	88	100	45	40	85	100	36	41	77	100	47	41	88	100	54	1	55	100	52	1	53	100						
All	234	324	558	100	236	334	570	100	237	319	556	100	245	325	570	100	295	411	706	100	290	386	676	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 2013 data based on the new race/ethnicity codes.

** 2012 and 2013 data reflect the Maryland Higher Education Commission's Standard Occupational Classifications.