



Frostburg State University
Cultural Diversity Program
Progress Report

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

February 2011

Executive Summary

This document presents a progress report on the Frostburg State University (FSU) Cultural Diversity Program for the time period of February 2010 to February 2011. Once again for this reporting period, the University has made significant advances toward achieving the five goals of the program.

Minority enrollments continue to increase at Frostburg State University as a result the Cultural Diversity Program's ongoing recruitment strategies and activities (Goal 1). African-American students represent the largest proportion of FSU's total minority student population (23.2% of the total undergraduate student population in the fall of 2010). Strategies to increase minority enrollment at the University include sending electronic and paper communications to underrepresented students, sponsoring University bus trips to the FSU campus and admitted student receptions, increasing minority student transfers, and enhancing and promoting College-Readiness and Bridge Programs.

Frostburg State University continues its efforts increase the retention and graduation rates of minority and first-generation students (Goal 2). The second-year retention rate of first-time, full-time minority students increased slightly to 72.4% in 2010. However, the six-year graduation rates of minority students declined during the reporting period to 40.7%.

The University's Cultural Diversity Program incorporates several new and ongoing initiatives that are specifically designed to improve the University's retention and graduation rates. These initiatives include assisting first-generation and low-income students with the development of core competencies through learning communities, helping low-performing students to develop behaviors needed for academic success through the University's Phoenix Program, and pursuing the University's *Closing the Achievement Gap* strategies. Frostburg State University has identified preparation for success in mathematics as a significant barrier to degree completion. New strategies intended to improve student success in mathematics include applying the NCAT (National Center for Academic Transformation) course redesign model to the Intermediate Algebra developmental mathematics course and enabling identified students to complete needed developmental work online in the summer before the start of their first semester at FSU. Efforts to increase retention and graduation rates also include tutoring and writing support services offered through the University's Student Support Services, as well as the Academic Monitoring Program conducted by the Diversity Center.

An essential component of the Cultural Diversity Program is FSU's Minority Recruitment Plan, which is designed to further recruit and retain minority faculty and staff (Goal 3). The number of tenured/tenure-track minority faculty members, which has remained fairly constant over the last three years, is currently 28 (13.4% of the University's tenure/tenure track faculty complement). The number of full-time minority staff is currently 26, or 5.6% of the full-time administrative staff at the University (a 0.8% increase since 2008).

The University's efforts to create a campus environment that promotes the understanding of cultural diversity (Goal 4) include the work of the President's Advisory Council on Diversity (PACD) and the University's Diversity Center.

In an effort to increase retention of diverse students, the PACD recommended the establishment of a University Support Center to assist first-generation students for whom English is a second or third language, not only academically but also socially and culturally. In support of this recommendation, new offerings were introduced through the Tutoring Center, including an English grammar workshop and student-led English as a Second Language (ESL) support group for students. In fall 2010, two members of PACD launched a pilot program by co-teaching FSU's first Introduction to Higher Education (ORIE 101) section for international students. Other PACD initiatives include the creation of the University's diversity webpage and plans to reactivate on-campus diversity training through re-affiliation with the National Coalition Building Institute (NCBI).

The Diversity Center plays an important role in the University's goal of enhancing the diversity instruction and training available for students, faculty, and staff. In support of re-establishing FSU's National Coalition Building Institute Chapter, the Center offered two pilot programs: a two-hour introductory workshop for the full residence life student staff during the summer 2010 training session; and a full-day workshop for 54 students and 6 staff during the fall 2010 Diversity Retreat.

The University's Cultural Diversity Program recognizes the importance of the African-American Studies program, the Women's Studies program, and the Undergraduate Education Initiative in helping to enhance the multicultural quality of the curriculum. The African-American Studies program is an interdisciplinary program that draws its contents from different disciplines in both humanities and social sciences. The program encourages and promotes both tolerance and accommodation in a multicultural environment. The Women's Studies program and minor enrich diversity at the University both within the classroom and through its extensive extracurricular programming. The Undergraduate Education Initiative (UEI) continues to ensure that diversity issues are addressed as part of General Education through the development of Identity and Different General Education courses. For AY 2010-2011, a total of 92 Identity and Difference course sections were offered with course enrollments totaling 2,530.

The University's Cultural Diversity Program incorporates numerous initiatives that promote the understanding of international cultures (Goal Five). The University has increased and diversified its international student population, enhanced international programming, and promoted intercultural understanding at all levels on campus. At the same time, the University is providing additional opportunities for FSU students and faculty to study and teach abroad.

Frostburg State University continues to experience rapid growth in the number of enrolled international students on campus, increasing by another 15% during the past year, from 60 students from 19 countries in spring 2010, to 69 students from 19 countries in spring 2011. The largest sender of international students to FSU continues to be Hunan Normal University in Changsha, China, with 26 exchange students currently attending FSU during the third year of this exchange agreement.

Frostburg continues to make significant progress in implementing its Cultural Diversity Program. However, additional resources are needed to support program initiatives. 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).

Introduction

This document presents an update of the Frostburg State University (FSU) Cultural Diversity Program for the time period of February 2010 to February 2011. The University remains committed to achieving 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

Once again for this reporting period, progress on the important strategies and initiatives of the Cultural Diversity Program is provided in the narrative form for each goal. Where possible, quantitative data is also included as well as demographic information regarding participation in programs and events that promote and sustain diversity at the University. A complete listing of the strategies and initiatives for each of the goals of the Cultural Diversity Program can be found in Appendix A.

The University's Cultural Diversity Program represents an important collaboration between Frostburg's divisions of Academic Affairs, the President's Advisory Council on Diversity (PACD), and Student and Educational Services. The PACD, whose members include both faculty and staff, plays an important role in fostering a respect for diversity at the University and will continue to shape the Cultural Diversity Program in the future.

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

Minority enrollments continue to increase at Frostburg State University as a result the Cultural Diversity Program's ongoing recruitment strategies and activities. The total number of undergraduate minority students continues to rise; however, this increase is less for the most recent reporting period (a 4.5% increase from fall 2009 to fall 2010 as opposed to a 12.5% increase from fall 2008 to fall 2009). This trend is also reflected in the overall percentage of minorities within the total undergraduate student population (26.1% for fall 2008, 28.3% for fall 2009, and 28.9% for fall 2010 - see Table 1). African-American students represent the largest proportion of FSU's total minority student population (23.2% of the total undergraduate student population in the fall of 2010).

Table 1
Undergraduate Students by Race/Ethnicity and Gender
Fall 2008 to Fall 2010

Race/ Ethnicity	Fall 2008				Fall 2009				Fall 2010			
	N	%	Male	Female	N	%	Male	Female	N	%	Male	Female
Black	1,004	21.9%	501	503	1,127	23.7%	551	576	1,129	23.2%	557	572
Amer Ind	15	0.3%	6	9	18	0.4%	9	9	13	0.3%	7	6
Asian	81	1.8%	47	34	77	1.6%	44	33	75	1.5%	47	28
Hispanic	96	2.1%	58	38	123	2.6%	69	54	188	3.9%	98	90
White	3,250	70.9%	1,695	1,555	3,257	68.5%	1,683	1,574	3,384	69.5%	1,744	1,640
NR Alien	33	0.7%	11	22	47	1.0%	14	33	49	1.0%	20	29
Unknown	103	2.2%	50	53	106	2.2%	46	60	28	0.6%	16	12
Total	4,582	100%	2,368	2,214	4,755	100%	2,416	2,339	4,866	100%	2,489	2,377

Source: Enrollment Information System File

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*). Through the Student Search Service, a larger pool of prospective Maryland African-American students' names was purchased for the most recent entering freshman class (a total of 4,529 students in fall 2010 as opposed to 4,236 students in fall 2009). As the University's targeted recruitment area in the mid-Atlantic area becomes more diverse, that diversity is reflected in the names that are purchased through the Student Search Service (see Table 2). Minorities represented 28% of the total names purchased for the fall 2010 class, compared with 27% for the fall 2009 class. Additionally, admissions counselors travel to urban high schools in Montgomery County as well as to Washington, D.C.; Baltimore City; and other locations in Baltimore and Prince George's counties. In these targeted areas, an increasing number of college fair programs are geared toward Hispanic students, and FSU's Admissions staff attends 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 2
Student Search Service Comparisons
Fall 2008 to Fall 2010

Race/ Ethnicity	Fall 2008 Entering Class				Fall 2009 Entering Class				Fall 2010 Entering Class			
	N	%	Male	Female	N	%	Male	Female	N	%	Male	Female
Black	5,150	14%	2,187	2,960	5,292	13%	2,288	2,996	5,709	14%	2,510	3,192
Amer Ind	159	0%	75	84	167	0%	88	79	189	0%	107	82
Asian	2,901	8%	1,471	1,430	3,423	9%	1,647	1,774	3,608	9%	1,829	1,775
Hispanic	1,551	4%	744	807	1,843	5%	864	978	2,003	5%	967	1,035
White	26,317	70%	12,414	13,893	27,671	69%	13,128	14,528	28,041	68%	13,406	14,601
NR Alien	0	0%	0	0	0	0%	0	0	0	0%	0	0
Unknown	1,420	4%	626	780	1,559	4%	664	893	1,546	4%	691	852
Total	37,498	100%	17,517	19,954	39,955	100%	18,679	21,248	41,096	100%	19,510	21,537

Source: PeopleSoft Queries F08, F09; original SSS file F10

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

University-sponsored bus trips to the FSU campus and admitted student receptions are also important components of the University's efforts to create a culturally diverse campus (*Strategy 1.2*). For the fall 2010 entering class, the Office of Admissions hosted approximately 400 students on campus during 16 different bus trips from primarily minority high schools or programs. Three admitted student receptions, including those in Annapolis and Towson, are held to encourage students from those areas to enroll at Frostburg. For the fall 2010 class, of the 110 students who attended a reception, 37 were minority.

Increasing the Number of Underrepresented Students Transferring from Community Colleges

The Cultural Diversity Program's ongoing recruitment initiatives such as 2+2 and dual admission programs and individualized support services for transfer students have resulted in a significant increase in the number of underrepresented students who transfer to FSU from community colleges (*Strategy 1.3*). The percentage of minority students entering as new transfer students rose over the last three years from 13.5% in fall 2008 to 18.4% for the fall 2010 class (see Table 3).

Table 3
Transfer Students by Race/Ethnicity
Fall 2008 to Fall 2010

Race/ Ethnicity	Fall 2008		Fall 2009		Fall 2010	
	N	%	N	%	N	%
Black	39	10.5%	56	13.5%	60	14.5%
Amer Ind	1	0.3%	3	0.7%	0	0.0%
Asian	4	1.1%	2	0.5%	2	0.5%
Hispanic	6	1.6%	7	1.7%	14	3.4%
White	298	80.3%	311	74.8%	304	73.6%
NR Alien	18	4.9%	30	7.2%	27	6.5%
Unknown	5	1.3%	7	1.7%	6	1.5%
Total	371	100%	416	100%	413	100%

Source: Enrollment Information System File

Enhancing and Promoting College-Readiness Programs

The University sponsors a number of college-readiness and bridge programs designed to prepare and encourage underrepresented student groups to continue their education beyond secondary school (**Strategy 1.4**). Upward Bound is a year-long grant program geared toward students from Allegany County to help increase their self-esteem, leadership skills, and preparation for postsecondary education. Over the last three summers, the Upward Bound program has served 132 total students, with 12.8% of the participants being minorities. The Regional Math/Science Center summer program 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**). During 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. A total of 164 students in this program graduated from high school in 2006 or earlier. Of those students, 144 (88%) have attended college. Of those, 86 (60%) have completed their post-secondary degrees. Of those, 53 (61%) completed degrees in math or science. In addition, the University provides assistance to students participating in College Bound as well as Gear Up.

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

Frostburg State University remains committed to improving the retention and graduation rates of minority and first-generation students. During the reporting period, FSU experienced gains in the retention rates of both minority and all first-time students. The second-year retention rate of first-time, full-time minority students increased slightly from 72.2% in 2009 (Cohort Year 2008) to 72.4% in 2010 (Cohort Year 2009). Over the same time period, the second year retention rate of all first-time, full-time students at the University increased from 71.9% in 2009 (Cohort Year 2008) to 74.0% in 2010 (Cohort Year 2009).

The six-year graduation rates for both minorities and all first-time, full-time students decreased during the reporting period (see Table 4). The University experienced a decline in the graduation rate of first-time, full-time minority students: from 41.3% in 2009 (Cohort Year 2003) to 40.7% in 2010 (Cohort Year 2004). Over the same time period, the graduation rate of all first-time, full-time students decreased from 49.1% in 2009 (Cohort Year 2003) to 47.7% in 2010 (Cohort Year 2004).

Table 4
Retention and Graduation Rates Comparisons, 2008 to 2010
First-Time, Full-Time Minorities to All First-Time, Full-Time Students

Cohort Year	Second-Year Retention Rate		Cohort Year	Six-Year Graduation Rate	
	All Minority Students	All 1st-Time, Full-Time Students		All Minority Students	All 1st-Time, Full-Time Students
2007	75.3%	74.3%	2002	38.8%	47.6%
2008	72.2%	71.9%	2003	41.3%	49.1%
2009	72.4%	74.0%	2004	40.7%	47.7%

Source: Enrollment Information System File
Degree Information System File

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

Several ongoing first-year initiatives that are incorporated into the Cultural Diversity Program continue to make a positive impact on student persistence. The University’s TRIO Student Support Services program learning communities (**Strategy 2.1**) utilize study groups and review sessions in an effort to make low-income, first-generation students’ first semester a successful endeavor. Over the reporting period, the second-year retention rate of students enrolled in Student Support Services communities has increased from 76.7% in 2009 (Cohort Year 2008) to 87.8% in 2010 (Cohort Year 2009).

Frostburg’s Phoenix Program, which provides intensive support for students who previously faced dismissal following their first semester, has also contributed to improvements in retention. Over the reporting period, the second-year retention rate of students enrolled in the Phoenix Program has increased from 37.9% in 2009 (Cohort Year 2008) to 42.9% in 2010 (Cohort Year 2009). As of the fall 2010 semester, 283 students have completed the Phoenix Program.

Closing the Achievement Gap Task Force

The work of the *Closing the Achievement Gap* Task Force (**Strategy 2.2**) is another essential component of the University’s efforts to improve the retention and graduation rates of underrepresented students. As noted in the *Institutional Achievement Gap Report*, the University has identified the following initiatives to pursue during the next reporting cycle:

- Continuation of the University’s Learning Communities Program, which links students in a set of courses that explore a common theme, career path, and/or potential major.
- Expansion of FSU’s course redesign model.
- Implementation of Supplemental Instruction (SI), which is a proven method of academic support that utilizes peer-assisted, activity-based study sessions. The major difference between this approach and traditional tutoring is that it is integrated into the course design rather than being student-sought external support.
- Utilization of 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.
- Identification of additional institutional need-based financial aid. Frostburg reviewed its processes for defining and distributing institutional need-based categories of aid in an effort to identify additional aid resources for all students.

Expanding and Strengthening Support, Monitoring, and Advising Programs

In an effort to increase the graduation rate of minority and first-generation students, the University's Programs for Academic Support and Studies (PASS) and the Writing Center (**Strategy 2.3**) continue to provide group tutoring and personal instruction. These programs also assist students in developing the skills necessary for academic success and ultimately obtaining a degree.

The FSU Diversity Center's Academic Monitoring Program (**Strategy 2.4**) enrolled 280 students for the fall of 2010, which represented a significant drop from the 525 students who participated in the program in fall 2009. This decrease was due to the fact that all first-time freshmen participated in the new MAP-Works monitoring program. Of the students who participated in the Academic Monitoring Program, 124 (44%) were self-identified as minority and 156 (56%) as White. Ninety-eight percent (98%) of the minority students and ninety-six (96%) of the White students were eligible to continue their studies at FSU for the spring 2010 semester.

Improving the Mathematical Skills of Students

Frostburg State University has identified preparation for success in mathematics as a significant barrier to degree completion. The University is pursuing two new strategies intended to improve success in developmental mathematics. First, the University is applying the National Center for Academic Transformation (NCAT) course redesign model to its developmental mathematics course beginning in the spring of 2011 with full implementation planned for fall 2011. Second, as a strategy for improving time to degree, the University will continue to expand developmental math course offerings through its established Summer Online Freshman Initiative (SOFI) program.¹ Through the SOFI program, incoming freshmen who need remediation in mathematics can complete their work online in the summer before the start of their first semester at FSU. By successfully completing developmental math prior to their arrival on campus, these students are less likely to fall behind in satisfying their core math requirements at the University.

Goal 3: Enhance the Cultural Diversity of Faculty and Staff

A fundamental goal of Frostburg State University is increasing diversity among its faculty and staff. As of November 2010, the University's workforce consists of 922 full- and part-time employees (366 faculty and 556 staff). The percentage of tenured/tenure-track minority faculty members (currently 13.4%, see Table 5) has remained fairly constant over the past three years. Full-time minority staff members are currently employed at a rate of 5.6% (a 0.8% increase since 2008, see Table 6).

Table 5
Tenured/Tenure-Track Faculty by Race/Ethnicity and Gender
2008 to 2010

Race/ Ethnicity	2008				2009				2010			
	N	%	Male	Female	N	%	Male	Female	N	%	Male	Female
Black	8	3.8%	6	2	9	4.3%	7	2	9	4.3%	7	2
Amer Ind	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0
Asian	16	7.7%	9	7	16	7.6%	9	7	15	7.2%	8	7
Hispanic	4	1.9%	1	3	4	1.9%	1	3	4	1.9%	1	3
White	181	86.6%	113	68	182	86.3%	116	66	179	86.1%	113	66
NR Alien	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0
Unknown	0	0.0%	0	0	0	0.0%	0	0	1	0.5%	1	0
Total	209	100%	129	80	211	100%	133	78	208	100%	130	78

Source: Employee Data System File

¹ The University's Summer Online Freshman Initiative (SOFI) program allows incoming freshmen to take developmental courses or popular introductory General Education Program courses online in the summer before the start of the first semester at FSU.

Table 6
Full-Time Staff by Race/Ethnicity and Gender
2008 to 2010

Race/ Ethnicity	2008				2009				2010			
	N	%	Male	Female	N	%	Male	Female	N	%	Male	Female
Black	16	3.5%	5	11	19	4.1%	6	13	19	4.1%	8	11
Amer Ind	2	0.4%	2	0	1	0.2%	1	0	1	0.2%	1	0
Asian	3	0.6%	1	2	3	0.7%	1	2	5	1.1%	3	2
Hispanic	1	0.2%	1	0	1	0.2%	1	0	1	0.2%	1	0
White	438	94.8%	188	250	434	94.8%	183	251	439	94.0%	186	253
NR Alien	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0
Unknown	2	0.4%	1	1	0	0.0%	0	0	2	0.4%	1	1
Total	462	100%	198	264	458	100%	192	266	467	100%	200	267

Source: Employee Data System File

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

The University continues to expand upon the Minority Recruitment and Retention Plan (**Strategy 3.1**) developed by the Office of Human Resources (OHR). Efforts include assigning an Equity Officer to each college or division to help monitor and coordinate diversity initiatives. Additionally, all search committees must appoint a member to oversee minority recruitment efforts. Job announcements are also sent to historically black institutions and a contact list has been developed within OHR to target the most diverse applicant pool.

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

Fourteen faculty searches were conducted since February 2010 within the Division of Academic Affairs, with 14% of the positions filled by minority applicants (**Strategy 3.2**). In the College of Liberal Arts and Sciences, one Asian was hired in Computer Science. In addition, one Asian was hired on a contractual basis in the Music Department. The College of Education experienced a slight increase in minority faculty representation with the addition of a Hispanic faculty member in Educational Professions. Similarly, the College of Business hired an Asian faculty member.

Minority hires within the FSU Administration continue to increase since the implementation of the Minority Recruitment Plan (**Strategy 3.2**). From February 2010 to present, 19 administrative searches have been completed. Of these searches, minority applicants filled two (11%) of the positions. In the Division of Student and Educational Services, the Residence Life Office also hired three part-time African-American staff members to work as Resident Directors. Academic Affairs hired an African-American Admission Counselor. The Division of Administration and Finance hired an Asian as the Men’s and Women’s Swimming Coach.

The mentoring program continues to assist new staff members with feeling welcomed and helps to integrate them into the campus community. Over the reporting period, the Office of Human Resources matched three new staff members with mentors (**Strategy 3.3**).

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

The University’s efforts to create a campus environment that promotes the understanding of cultural diversity (Goal 4) include the work of the President’s Advisory Council on Diversity and the University Diversity Center.

The President's Advisory Council on Diversity (PACD)

The President's Advisory Council on Diversity, whose members consist of both faculty and staff, continues to play a significant role in promoting cultural understanding and fostering a respect of diversity at the University (*Strategy 4.2*). In an effort to increase retention of diverse students, the PACD recommended the establishment of a University Support Center to assist first-generation students for whom English is a second or third language, not only academically but also socially and culturally. In support of this recommendation, new offerings were introduced through the Tutoring Center, including an English grammar workshop and student-led English as a Second Language (ESL) support group for students. In fall 2010, two members of PACD launched a pilot program by co-teaching FSU's first Introduction to Higher Education (ORIE 101) section for international students. Future sections may include a section for first-generation ESL students and a section linking international students studying at FSU with other students interested in studying abroad.

The PACD was also instrumental in the creation a diversity webpage, which went live in October 2010 and includes a message from the University's President. The webpage provides links to FSU's programs in Women's Studies, International Studies, and African-American Studies as well as the Center for International Education. Additional resources include links to FSU's Cultural Diversity Program reports, the Office of Human Resources' white paper on minority recruitment and retention, and the PACD webpage.

To welcome and integrate FSU's increasingly diverse student population into the campus community, the PACD recommended that the University reactivate on-campus diversity training through re-affiliation with the National Coalition Building Institute (NCBI). In support of this recommendation, a "Leadership for Equity and Inclusion" workshop, facilitated by NCBI, is being planned with participation by the President's leadership team, college deans and assistant deans, and members of the PACD.

The President's Advisory Council on Diversity continues to recommend that the following steps be taken to help promote diversity at the University:

- Include Women's Studies and African-American Studies programs in the Cultural Diversity Program.
- Maintain a presence at college fairs for students of specific ethnic backgrounds
- Prepare admissions materials in languages other than English, e.g., Spanish
- Fund a full-time position for a Hispanic-Latino/Asian recruiter
- Sponsor lectures on cultural topics by international faculty and students on campus and at area high schools
- Encourage participation by international faculty and students in After School activities at area schools, such as the celebration of national/cultural holidays, craft-making, etc.

Although not all of these recommendations have been fully implemented, the University is now working to prepare admissions materials in Spanish. In addition, the University's Cultural Diversity Program now includes Women's Studies and the African-American Studies programs. (See discussion below on enhancing the multicultural quality of the curriculum.)

The University Diversity Center

The Diversity Center plays an important role in the University's goal of enhancing the diversity instruction and training available for students, faculty, and staff. In support of re-establishing FSU's National Coalition Building Institute Chapter, the Center offered two pilot programs: a two-hour introductory workshop for the full residence life student staff during the summer 2010 training session; and a full-day workshop for 54 students and 6 staff during the fall 2010 Diversity Retreat.

The University is currently in the planning stage of fully re-establishing its NCBI Chapter with the projected goal of holding a Train-the-Trainer workshop before the beginning of fall 2011. This will provide a sufficient number of trained facilitators on campus to:

1. Offer enough 2-hour introductory workshops for all first-time, full-time freshmen through the Introduction to Higher Education (ORIE 101) course.
2. Pilot a Learning Community in the fall of 2011 that will include an ORIE 101 course section in which students will be required to participate in the Diversity Retreat or attend a full-day NCBI workshop. Students enrolled in this ORIE 101 section will be required to co-register for GEOG 110 (World Regional Geography: Cultural Diversity), INST 150 (Introduction to World Religions), or SOCI 100 (Introduction to Sociology).
3. Offer a minimum of one full-day NCBI workshop on campus each semester open to all students, faculty, and staff.
4. Showcase an NCBI workshop (e.g., Welcoming Diversity/ Prejudice Reduction; Violence Prevention; Conflict Resolution, etc.) as part of future Diversity Retreats.
5. Use the skills and principles of NCBI to enhance the University's efforts to create and maintain a welcoming, safe, and culturally diverse campus life.

Enhancing the Multicultural Quality of the Curriculum

The University's Cultural Diversity Program recognizes the importance of the African-American Studies program, the Women's Studies program, and the Undergraduate Education Initiative in helping to enhance the multicultural quality of the curriculum (**Strategy 4.4**).

The African-American Studies program is an interdisciplinary minor that draws its contents from different disciplines in both humanities and social sciences. The program equips its students to function in a multicultural world that is increasingly shrinking into a tiny global village. Run by a steering committee of faculty members drawn from a diverse set of academic disciplines, the program encourages and promotes both tolerance and accommodation in a multicultural environment. By focusing on the African-American heritage, the program re-affirms that diversity is a fact of life in the United States.

The Women's Studies (WMST) program and minor enrich diversity at Frostburg State University both within the classroom and through extracurricular programming. Women's Studies at FSU explores the impact of gender and other types of diversity on the scope, methods, and assumptions of academic disciplines such as art, philosophy, music, theater, history, literature, psychology, and sociology. In addition to exploring diversity in the classroom setting, Women's Studies co-sponsors activities designed to promote diversity on campus, including International Women's Day, performances of Eve Ensler's *The Vagina Monologues*, and a workshop featuring two nationally known transgender performance artists organized by the Breaking Through GLASS student group.

The Undergraduate Education Initiative (UEI) continues to ensure that diversity issues are addressed throughout the University's curriculum. An important component of the UEI is 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 2010-2011, a total of 92 Identity and Difference course sections were offered with course enrollments totaling 2,530.

Goal 5: Promote the Understanding of International Cultures

The University's Cultural Diversity Program incorporates numerous initiatives that promote the understanding of international cultures. The University has increased and diversified its international student population, enhanced international programming, and promoted intercultural understanding at all levels on

campus. At the same time, the University is providing additional opportunities for FSU students and faculty to study and teach abroad.

Increasing the Number of International Students

Frostburg State University continues to experience rapid growth in the number of enrolled international students on campus (**Strategy 5.1**), increasing by another 15% during the past year, from 60 students from 19 countries in spring 2010, to 69 students from 19 countries in spring 2011. The largest sender of international students to FSU continues to be Hunan Normal University in Changsha, China, with 26 exchange students currently attending FSU during the third year of this exchange agreement. During the past year, FSU has worked diligently to revitalize existing exchange agreements with the United Kingdom and Copenhagen, Denmark. In addition, FSU has begun to receive international transfer students through a new partnership agreement with Inlingua English Center in Arlington, Virginia, which was signed in August 2010. Through its recent designation as a receiving institution for the Saudi Arabian Cultural Mission in fall 2009, the University was pleased to welcome four new students from Saudi Arabia to campus at the start of spring 2011.

New institutional agreements were signed in July 2010 between FSU and two universities in India, which will bring Indian MBA students to the Frostburg campus. Another cooperative agreement is currently under development between FSU and Hunan University of Commerce in Changsha, China, which would promote the exchange of students and faculty interested in international business. Two faculty-led initiatives to establish a formal relationship with universities in Japan and Taiwan are also under consideration.

Enhancing International Programming

A wide variety of international programs were offered during the past year (**Strategy 5.2**), including:

- The Chinese Culture Club sponsored a conversation partner program, where new international students from China were matched up with interested FSU students, faculty, and staff to encourage cultural exchange
- The Cultural Events Series (CES) offered international music and dance performances as part of their annual performance series
- The FSU Music Department also partnered with World Artists' Experiences to bring several multicultural performances to the FSU Performing Arts Center
- The University was invited to partner with Allegany College of Maryland to host a World Artists' Experience featuring dance, music and costumes from China. Several FSU students, international students, and staff performed in this production
- In February 2011, the University Programming Council (UPC) co-sponsored the third annual *Bridges to the World* international film festival featuring five international films from India, Iraq, Mexico, Poland, and Vietnam
- In February 2011, the FSU Department of Visual Arts hosted an international art exhibition entitled "Boundaries," which features works by Brazilian surrealist, Juarez Venâncio de Melo
- Several FSU academic departments invited international speakers to campus to present to FSU students, faculty, and staff on such topics as environmental/disaster management and teacher education in Denmark
- FSU's Mathematics Honor Society, Kappa Mu Epsilon, presented the 90-minute award winning documentary film, "Between the Folds", which discussed the connection between the ancient art of origami paper folding and science, sculpture, and math

Increasing the Number of International Opportunities for Students and Faculty

Although the total number of student participants enrolled in study abroad programs administered by the FSU Center for International Education remained the same with 42 students for both the 2009-2010 and 2010-

2011 academic years, the number of *FSU students* (as opposed to *guest students* from other institutions) actually increased from 28 to 39 students (39.3%). In addition, the International Education Advisory Council approved two new affiliated study abroad providers to expanded opportunities for FSU students to study abroad during the summer months.

Additional opportunities for FSU students and faculty from the College of Business to study/teach abroad (**Strategy 5.3**) are currently being negotiated with Hunan University of Commerce in Changsha, China. The International Education Advisory Council is also considering the addition of Global Experiences, a company specializing in international experiential education and internships, to the current list of study abroad affiliated providers. Other institutional partnership opportunities under consideration include Ritsumeikan Asia Pacific University in Beppu, Japan and Southern Taiwan University in Tainan, Taiwan.

Promoting Intercultural Understanding

There are several offices, academic departments, and campus organizations that provide services to international students enrolled at FSU, as well as to American students, faculty and staff to promote intercultural understanding on campus (**Strategy 5.4**).

In addition to providing an extensive week-long International Student Orientation at the start of each semester, the Center for International Education (CIE) sponsors monthly social and cultural activities to introduce FSU's international students to various aspects of American culture and to the attractions unique to our geographic region. The CIE actively promotes activities sponsored by the Student Government Association, the University Programming Council, and the Cultural Events Series that may have special appeal to international students. In April 2010, several of the international students participated in the MLK Day Harmony Walk and attended the presentation. Several of FSU's new international students for spring 2011 participated in a Habitat for Humanity building project in Allegany County sponsored by the FSU Office of Leadership and Civic Engagement.

The Center for International Education strongly encourages returning study abroad participants who were awarded study abroad scholarships to share their experiences with other FSU students and prospective study abroad participants. These students may choose to participate in classroom presentations regarding study abroad along with CIE staff members, answer student questions during weekly international study abroad information sessions or pre-departure orientations, assist with the Study Abroad Fair held each fall and spring, or help to staff a study abroad information table near the student cafeteria. The CIE also hires returning study abroad participants to work as peer mentors to assist the new international students during orientation week activities.

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

Frostburg State University continues to make significant progress in implementing its Cultural Diversity Program. However, additional resources are needed to support program initiatives. In 2009, the University estimated that its Cultural Diversity Program required an additional \$214,000 in funding. Over the last two 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 2010, no campus-based hate crimes or bias-motivated incidents had occurred at Frostburg State University. However, there were two reported bias-motivated incidents in 2010. Both incidents were investigated by University Police. Table 7 summarizes the campus-based hate crimes and bias-motivated incidents that occurred over the reporting period.

Table 7
Status Report on Campus-Based Hate Crimes and Bias-Motivated Incidents
February 2010 to February 2010

Date	Location	Incident	Summary
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

Goals, Strategies, and Initiatives

Prepared by

Office of the Provost

Division of Student and Educational Services

February 2011

Appendix A
 Frostburg State University
 Cultural Diversity Program – Goals, Strategies, and Initiatives

Goal 1: Recruit and Enroll a Growing Number of Undergraduate Minority and First-Generation Students	
Strategies	Initiatives
1.1. Enhance marketing and recruitment efforts targeting underrepresented students	a) Continue to send electronic and paper communications to underrepresented students who meet the University's admission criteria
	b) Continue to arrange recruitment trips to urban high schools in Maryland and Virginia
1.2. Familiarize students, teachers and administrators from selected high schools with the programs and services of the University	a) Continue bus trips to FSU from primarily minority high schools or programs
1.3. Increase the number of underrepresented students who transfer to FSU from community colleges	a) Continue to expand 2 + 2 programs with community colleges
	b) Continue to establish dual-admission agreements with community colleges
	c) Provide additional individualized support services to transfer students
1.4. Enhance college-readiness programs and promote them to minority and first-generation students	a) Continue to expand the University's outreach programs including Upward Bound, College Bound, Gear Up, and the Regional Math/ Science Center

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

Strategies	Initiatives
2.1. Expand and strengthen first-year programs designed to enhance student academic performance and second-year retention	a) Continue to offer FSU Connections (Learning Communities), which enhance student academic performance and second-year retention
	b) Continue the Phoenix Program, which provides an alternative for students who face mid-year dismissal following their first semester at the University
2.2. Establish a task force to improve retention and graduation rates of underrepresented groups at FSU	a) Continue the work of the <i>Closing the Achievement Gap</i> Task Force
2.3. Expand and strengthen the University's support programs for students who are first-generation, low income, and/or have disabilities	a) Continue to provide group tutoring and personal instruction through the Programs for Academic Support and Study (PASS) and the University's Writing Center
2.4. Expand and strengthen the University's student performance monitoring and advising programs	a) Continue to offer the Academic Monitoring Program, which provides students direct and specific feedback from faculty about their class performance
2.5. Improve student success and access to developmental mathematic courses	a) Apply National Center for Academic Transformation (NCAT) course redesign model to developmental mathematics courses
	b) Expand developmental mathematics course offerings through the University's Summer Online Freshman Initiative (SOFI) program

Goal 3: Enhance the Cultural Diversity of Faculty and Staff

Strategies	Initiatives
3.1. Continue to implement the EEO Compliance Office’s Minority Recruitment Plan	a) Continue activities of the EEO Compliance Office’s Minority Recruitment and Retention Plan (listed at the end of the table in Footnote 2)
3.2. Expand efforts to attract and retain eminently qualified African-American faculty and staff	a) Develop a working relationship with regional historically black institutions (HBI’s) that offer doctoral programs
	b) Continue the appointment of an Equity Officer within each college and division
	c) Require each search committee to designate one member to oversee minority recruitment efforts
3.3. Continue to implement Departmental and College Minority Faculty Recruitment and Retention Strategies ²	a) Propose an increase in the OHR’s budget for recruitment so that new initiatives may move forward, including receptions for potential applicants, attendance at job fairs, and travel to HBI’s
	b) Establish a separate retention budget to be used for mentoring activities, receptions for new employees, and social events designed to increase a sense of community among faculty and staff
	c) Develop a formal mentoring program that will ensure new staff employees are welcomed and made to feel a part of the campus community
	d) Continue college mentoring programs for new faculty

² See next page.

² EEO Compliance Office's Minority Recruitment Plan includes the following:

1. The Plan shall provide for the direct and active participation of the Provost, the Director of ADA/EEO Compliance and the Director of Human Resources in the formulation and implementation of hiring policies and practices at the University.
2. Each July, the Director of ADA/EEO Compliance shall complete an annual report detailing achievements of the previous year and establish goals for the coming academic year.
3. The Director of ADA/EEO Compliance will consult with search chairs before candidates are invited to campus for interview to ensure that all efforts have been made to develop a diverse applicant pool.
4. The Director of ADA/EEO Compliance will encourage the use of online resources to advertise faculty and staff positions and to identify and hire qualified minority candidates. FSU will target professional organizations' websites and establish an email distribution list that includes a wide range of universities, including USM and minority institutions. FSU will encourage departments to join list serves.
5. The University will apply for Henry Welcome Fellowships to support and retain newly hired African-American faculty members.
6. OHR will email ads to historically black colleges and universities.
7. Certain departments will continue to recruit at their discipline's annual conference (a strategy which has proven very successful). OHR stresses the importance of diverse search committees when meeting with department heads/chairs. It also stresses the priority of a diverse applicant pool when training search committees.
8. The OHR is working with the Communications and Media Relations Office to create a template for a brochure which will list current employment vacancies and provide information of interest to potential applicants, highlighting positive reasons for working and living in this region.
9. The University will begin a continuous dialogue on how working together can be beneficial to both FSU and doctoral students at HBI's.
10. FSU will invite professors from HBI's to deliver lectures on campus, thereby elevating an awareness of FSU among those lecturers.
11. As appropriate, the OHR will build diversity goals into the employee evaluation process.

Goal 4: Create a Campus Environment that Promotes the Valuing of Cultural Diversity

Strategies	New and Continued Initiatives
4.1. Continue the work of the President’s Advisory Council on Diversity	a) Incorporate, as appropriate, approved recommendations of the PACD working groups into the University’s Cultural Diversity Program
4.2. Provide campus-wide programs and workshops on diversity and multiculturalism open to students, faculty, and staff	a) Continue to provide programming on campus that helps students understand cultural similarities and differences
	b) Work to re-establish National Coalition Building Institute (NCBI) programming for students and faculty
	c) Conduct through the Diversity Center at the start of each fall semester an intensive weekend Diversity Retreat for approximately 50 students
	d) Conduct through the Diversity Center student workshops on diversity each semester
	e) Pilot a Learning Community in the fall of 2011 that includes a section of Introduction to Higher Education (ORIE 101) where students are required to participate in the Diversity Retreat or attend a full-day NCBI workshop
4.3. Support campus student organizations that focus on diversity issues	a) Continue to support the Diversity Center as a resource for minority student organizations (training, mentoring, and supporting advisors and executive board members), including the Black Student Alliance, Latin American Student Organization, Chinese Cultural Club, African Student Association, African-American Studies Society, and Gay/Straight Alliance
4.4. Provide for the multicultural quality of the curriculum	a) Continue the work of the African-American Studies and Women’s Studies programs
	b) Continue to develop new “Identity and Difference” courses through the Undergraduate Education Initiative (UEI)

Goal 5: Promote the Understanding of International Cultures

Strategies	New and Continued Initiatives
5.1. Increase the number of international students on the FSU campus	a) Continue recruitment in China in cooperation with FSU educational partners
	b) Revitalize existing exchange agreements with institutions in the United Kingdom and Copenhagen, Denmark
	c) Recruit international transfer students through partnership agreements with private English language centers
	d) Promote the exchange of students and faculty interested in international business
5.2. Enhance international programming at the University	a) Support Chinese Culture Club programs and activities
	b) Present international film series featuring different regions of the world
	c) Present more FSU cultural events that focus on international music, theatre, and special speakers
	d) Sponsor presentations that feature international faculty and speakers
5.3. Increase the number of international opportunities for students and faculty	a) Expand the list of affiliated study abroad providers
	b) Create additional short-term study abroad opportunities for FSU students and faculty
5.4. Promote intercultural understanding at all levels on campus	a) Sponsor monthly social and cultural activities to introduce FSU's international students to various aspects of American culture
	b) Encourage returning study abroad participants to work as peer mentors, assist new international students, and share experiences with other FSU students