PROGRESS REPORT ON INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY
February 2014
Cultural Diversity Planning at Salisbury University

INTRODUCTION

Salisbury University's strategic plan for 2009-2013 demonstrates the University's commitment to, and plan for, programs of cultural diversity on the campus. The Strategic Plan goals recognize several areas where Salisbury University is committed to moving forward, and cultural diversity is interwoven into all four goals of the existing plan.

As we have spent the last year developing our updated draft strategic plan, the University's value of cultural diversity has been reaffirmed. Once finalized the strategic plan for 2014-2019 will again weave the cultural diversity focus into each goal.

The University's core values must be lived and experienced as integral to everyday campus life so that students make the connection between what they learn and how they live. The goals and objectives of our strategic, academic, facilities, and enrollment plans, as well as our fiscal commitments, reflect our fundamental values.

The core values of Salisbury University are:

- excellence
- student-centeredness
- learning
- community
- civic engagement
- diversity

SU's Cultural Diversity Plan, first developed in 2009, is grounded in the institution's core values and aligned with its Strategic Plan goals and each focus area.

CULTURAL DIVERSITY AT SU

Since its founding in 1925, Salisbury University has traditionally attracted primarily white students, faculty, and staff. Recognizing a need to increase students' opportunities to gain competency in learning about and working with diverse cultures and expanding access to college, SU President Janet Dudley-Eshbach launched a cultural diversity initiative when she arrived on campus in 2000. In her initial letter to the campus Dr. Dudley-Eshbach stated: "What needs to happen on this campus is no less than a transformation in terms of inclusiveness, campus climate, and dialogue within our SU community," and she announced the creation of an Office of Diversity (enhanced in 2013 to become the Office of Institutional Equity: Fair Practices, Diversity and Inclusion).

Under Dr. Dudley-Eshbach's leadership, SU has made great strides towards becoming a diverse, inclusive campus. President Dudley-Eshbach's vision of diversity extends to faculty, staff, and students, and includes geographic diversity. Our enrollment of 8,643 includes 2,031 minority students, an increase of 157 minority students (8.4%) over fall 2012. Minority students now make up 24% of our student population (based on students that have identified a race/ethnicity category).

President Dudley-Eshbach's emphasis on the importance of international education has helped bring an increasingly international profile to our student body. The fall 2013 student

population includes students from 63 foreign countries. Of these students, 119 are nonresident aliens (a substantial increase from 86 in 2012).

An increased effort to recruit students of diverse backgrounds is only part of the success story at SU; we also continue to work hard to retain diverse students after they have arrived. The successful and growing intercultural orientation program for students of diverse backgrounds referred to as Powerful Connections Program assists under-represented, first-year students with the successful transition to college-level work and facilitates their sense of connectedness to the University community. Our TRiO grant, in its fourth full year of implementation, offers assistance for first-generation, low-income, and differently-abled students at SU. Other retention initiatives, such as Supplemental Instruction (SI) and Living-Learning Communities (LLCs), also demonstrate SU's commitment to student-centeredness and the success of our students.

SU offered several opportunities for faculty and staff professional development and training in areas related to creating and sustaining a diverse campus. Topics included Sexual Harassment Prevention, Prevention of Discrimination and Other Forms of Harassment and Teaching in a Diverse Classroom. With the assistance of professional training facilitators Workplace Answers, SU launched a comprehensive Title IX online training program to include all Faculty, Staff, and student employees.

GRANTS AND SPONSORED RESEARCH

US Dept. of Education – TRiO-Achieve SSS – Year 4 of 5, $196,446 - Project to assist underserved, low-income, first-generation, and students with disabilities to increase academic success and increase graduation rates.

US Dept. of Education – Office of English Language Acquisition – Year 3 of 5, $400,000 Training and retaining Grades K-12 Eastern Shore Teachers –TARGET (Phase II) – The project targets STEM and content-area, middle/high-school teachers and aims to provide TESOL training to instigate improved English learner college-bound rates.

Race to the Top/MSDE - $5,000 – Year 3 of 4. Teach for Maryland – preparing teachers to teach in high poverty/high minority schools. This project will assist teachers and teacher candidates in developing an understanding and implementation of Developmentally Appropriate Practices in early childhood education in four elementary schools in Wicomico County.

NEA/MSDE - $55,000. Maryland Summer Center for the Arts program. Over 10% of the funds are devoted to underserved, low income students for the two week residential arts program at Salisbury University.

Jack Kent Cooke/MDSE - $30,000 for MSCA- partial funding for use in 2013 summer center program. We do not have official notice from MSDE yet but 20-24k will be used for scholarship of underserved student population.

NSF Grant - Building on SU's strong tradition of science and math outreach, undergraduate research, and teaching innovation, Dr. Tom Jones (former SU provost and Henson School dean) and others applied for and won a $996,303 grant from the National Science Foundation (NSF) in 2010 to increase the number of students in five of our STEM majors (chemistry, computer science, earth science, mathematics and physics). SU has had tremendous increases in applications to our targeted STEM majors and enrollments are up by about 37% overall in these majors. Enrollments are up more than 60% in computer science and physics. The number of graduates from our targeted STEM majors is also up significantly, and we anticipate being on target to meet or exceed our goal of a 75% increase by 2015 when the NSF grant ends.

The Sankofa Project: Salisbury University of Ghana at Legon; this is made possible through James King of the English Department. The sponsor of this grant is the U.S. Department of Education.

The Tournées Film Festival: Contemporary French cinema comes to Salisbury University from September 21-23 as part of the French American Cultural Exchange's Tournées Festival. $1,800.

ShoreCorps/PALS, a State AmeriCorps program, funded in part by the Governor's Office on Service and Volunteerism. ShoreCorps/PALS members meet critical needs in their communities by working with children and youth as well as increasing the capacity of their service sites. Lasting social change requires a commitment. ShoreCorps/PALS members are up to the challenge of committing to one year of service to strengthen communities, encourage responsibility, and to expand opportunity.

Women's History Month: Misty Copeland, Dance Artist; was awarded a grant of $225.00 through the Salisbury Wicomico Arts Council.

A Multi-Cultural Comparison of an End-of-Life Decision-Making Educational Intervention Katherine Hinderer, Ph.D. Assistant Professor, Nursing; Hinderer is exploring the effects of an advanced care planning (ACP) educational intervention on knowledge, attitudes and advanced directive (AD) completion rates in community-dwelling adults from different cultural backgrounds. $4,974

Franklin P. Perdue School of Business has been tasked with building a massive database and a series of dashboards for the Mid-Shore Mental Health Services, Inc. that will help them coordinate the mental health care services provided by a large number of service providers in a four-county market area. $4,900.

BEACON by the Rural Maryland Council. The goal is to develop a regional vision document to be presented to the Tri-County Council of the Lower Eastern Shore and shared with all local governments, which can serve as the community's blueprint for the future in the broadest sense. $1,250.

BEACON was sponsored by the Worcester County Board of Education for Math and Science Partnership Grant Evaluation – 14 counties. Supports innovative partnerships to improve K-12 student achievement in mathematics and science. MSP projects are expected to both raise the achievement levels of all students and significantly reduce achievement gaps in the mathematics and science performance of diverse student populations. Successful projects serve as models that can be widely replicated in educational practice to improve the mathematics and science achievement of all the nation's students. $107,675.

Cultural Affairs through the sponsorship of the Mid-Atlantic Arts Foundation brought the following events to SU's campus: Dance Brazil Tour ($6,000), Andy Statman Trio, Corey Harris Trio, Spanish Harlem Orchestra, Red Molly, and the Salisbury Wicomico Arts Council sponsored the Tibetan Monk Residency and Mandala Creation.

STEM Mentoring, Awareness, Retention, and Transfer Program; part of the National Defense Education Program; The Science, Mathematics And Research for Transformation (SMART) Scholarship for Service Program is an opportunity for students pursuing an undergraduate or graduate degree in Science, Technology, Engineering, and Mathematics (STEM) disciplines to receive a full scholarship and be gainfully employed upon degree completion. $11,397.

The Social Work Department of the Seidel School was granted funds for Early Mental Health Consultation for Children (EMHC), as well as The Lower Shore Child Care Resource Center

sponsored by SU, with funding from various sources including the MSDE. The mental health program also receives some of its funding from the Board of Education.

UNIVERSITY GOVERNANCE: CONSORTIUM CULTURAL DIVERSITY COMMITTEE MEETS THROUGHOUT THE CALENDAR YEAR

The Cultural Diversity Committee: This committee provides structure and develops procedures for successful diversity recruitment and retention at Salisbury University by facilitating the development and maintenance of a campus environment that provides support services and programs to ensure students, faculty, and staff are given the opportunities to be recruited, retained and remain successful.

INTERNATIONAL EDUCATION

Salisbury University's International Education initiatives represent a strategic complement to the University's comprehensive diversity efforts by attracting a more diverse student body and faculty to the main campus in Salisbury, Maryland, and by structurally exposing students to people and places around the world as part of their academic curriculum. The following represents highlights of successes in the University's international portfolio during 2013:

- Total enrollment of non-immigrant international students (as defined by Department of Education) increased by 47% from fall 2012 to fall 2013 from 140 to 206.
- Total enrollment of non-immigrant international students (as defined by Department of Education) climbed to approximately 2.4% of total enrollment, a new record.
- Enrollment in English Language Institute (ELI) increased 123% from 49 students in fall 2012 to 109 students in fall 2013.
- Some 33 degree-seeking undergraduates and graduate students have graduated from ELI and entered academic programs by the end of 2013.
- ELI designed new tracks for international students:
  - ASPIRE program – for students who intend to enroll as degree-seeking undergraduates
  - PATHWAYS program – for students who intend to enroll as degree-seeking graduate students
  - LEAP program – semester-long study abroad program for students looking for a cultural experience in America
  - SAYA program – year-long study abroad program for students looking for a cultural experience in America
  - ISAP program – month-long summer study abroad program for students looking for a cultural experience in America
- The ELI now ranks fourth, behind New Jersey, Delaware, and Pennsylvania, as a source for non-resident students enrolled in undergraduate and graduate degree programs at SU. The ELI employs six full-time teaching faculty, 10-12 part-time instructors, and a small administrative team.
- Anqing Normal University (ANU) in China currently enrolls 50 sophomores and 60 freshmen in the 3+1 dual degree program in Interdisciplinary Studies and 60 additional freshmen in the 2+2 dual degree program in Economics. The first two cohorts of 30 junior Economics majors and 30 senior IDIS majors are expected on campus for fall 2015. ANU and SU will sign a third articulated transfer agreement for a 2+2 in Physics during spring 2013.

- Xinhua College of Sun yat-Sen University in China signed an Agreement with SU for a 3+1 dual degree program in Interdisciplinary Studies with the first eight students expected to arrive at SU fall 2014.
- Welcomed first three transfer students in spring 2013 from new MOU with Kanda Institute of Foreign Languages, Tokyo, Japan. Kanda is a two year college. The MOU articulates a 2+2 degree program facilitating enrollments into SU. Kanda has maintained a similar relationship with the California State System for nearly two decades.
- Launched a new structured recruiting program in South Korea funded by the ELI. Initial results were large cohorts of visiting Korean study abroad students during fall 2013 in the ELI, 71 students total. New bilateral exchange agreements also emerged.

INTERNATIONAL FACULTY MOBILITY

- SU welcomed a continuing flow of J-1 Visiting Scholars to teach with the faculty.
  - The International Faculty House, a three-bedroom cottage for housing international faculty created in 2011, was completely booked for both fall and spring 2013 semesters.
  - SU arranged for the lease of an additional four bedroom/four bath apartment in the University Village housing complex to house additional J-1 Visiting Scholars.
  - During fall 2013 SU sponsored a total of 9 J-1 Visiting Scholars.
  - Each of the four endowed academic schools at SU has now hosted a J-1 Visiting Scholar.
- SU ELI funded over $10,000 towards travel costs for SU faculty to travel as guest lecturers to university partners, primarily in China and Japan during 2013.
- SU faculty continued to excel, winning Fulbright US Scholar Awards with two more SU faculty; Dr. Eugene Williams, Biology and Dr. Richard Hoffman, Management were honored as Fulbright scholars during 2013.

STUDY ABROAD

- A record number of SU students studied abroad during AY 2012-2013 – 365 students.
  - 26% increase from AY 2011-2012
  - First time number of study abroad students surpassed 300
- Popularity of faculty-led Global Seminars continued in 2013 with a record number of programs offered during January, spring break, and summer 2013.
  - More than 20 different Global Seminars offered on five continents
  - All four endowed academic schools offered Global Seminars
  - More than 250 students studied on Global Seminars offered by SU faculty
- Salisbury Abroad portfolio expanded offerings for semester-length study abroad by adding four new programs during 2013 for a total portfolio currently at 10 programs:
  - Salisbury Abroad: England-Western Europe (2013)
  - Salisbury Abroad: South Korea – East Asia (2013)
  - Salisbury Abroad: France – Western Europe (2013)
  - Salisbury Abroad: Cyber Security in Estonia – Eastern Europe (2013)
  - Salisbury Abroad: Scotland – Western Europe (2012)
  - Salisbury Abroad: Spain – Southern Europe (2011)
  - Salisbury Abroad: Italy – Southern Europe (2011)

- Salisbury Abroad: China – East Asia (2010)
- Salisbury Abroad: Estonia – Eastern Europe (2010)
- Salisbury Abroad: Ecuador – Latin America (2009)

Additional Salisbury Abroad sites currently under development:

- Salisbury Abroad: Ghana – Africa
- Salisbury Abroad: Hong Kong – East Asia
- Salisbury Abroad: Chile – Latin America
- Salisbury Abroad: New Zealand – South Pacific
- Salisbury Abroad: Canada – North America

ADMINISTRATIVE COORDINATION AND ACCOUNTABILITY

The Office of Institutional Equity (OIE), Fair Practices, Diversity and Inclusion, reports to the Office of the President.

SU had conducted a national search for a Chief Diversity Officer. While the search was not successful, it gave us a clearer idea of the skills needed to fill this very important position. As a result, in order to increase institutional effectiveness, it was decided at the end of 2013 to merge the Office of Fair Practices and the Office of Diversity. This new Department reports directly to the Office of the President and is known as the **Office of Institutional Equity (Fair Practices, Diversity, & Inclusion).** Salisbury University is very excited at this bold step of placing our commitment to diversity in the forefront.

In partnership with the Office of Human Resources, review and assessment of institutional affirmative action and equal opportunity policies and practices are ongoing as SU strives to increase a diverse faculty and professional staff on campus.

HIRING PROCEDURES

The Office of Institutional Equity supports the Office of Human Resources in achieving Strategic Plan Focus Area: "addressing the recruitment, hiring, and retention of a quality, diverse faculty and staff."

The search process continues to be reviewed and monitored to ensure compliance with all Federal and State laws. Examples of important tools that monitor and track diversity include: the *Recruitment Plan* which addresses diversity on two fronts: (1) the makeup and selection of the search committee to ensure it has a diverse representation, and (2) careful tracking of the job-posting venues for where the available positions are advertised; this encourages a wider scope of potential candidates to interview. The second tool is the *Candidate Pool/Finalist Report*. This report tracks the progress of the search and ensures that the diversity of those selected for interview reflects the diversity of the original pool of candidates.

With the goal to broaden the diversity of applicants, the Office of Institutional Equity has identified national professional organizations where the institution will hold membership and begin to strengthen its presence.

MINORITY STUDENT RECRUITMENT INTIATIVES

Strategies have been implemented as part of Salisbury University's Strategic Enrollment Plan:

- Utilized current student hosts to visit home high schools to speak with guidance staff.
- Continue current assessments (EBI, SSI, CIRP, NSSE) to collect students' perceptions of Salisbury University.

- Invited prospective students and current students to attend Salisbury University's multicultural leadership conference.
- Hosted annual Powerful Connections program to assist with the transition from high school to college.
- On Admitted Student Day, the Office of Multicultural Student Services hosted the Multicultural Alliance Reception for admitted diverse students.
- The Admissions Office hosted 72 diverse student groups on campus for tours and information (and often lunch).
- Admissions conducted targeted phone counseling for diverse students.
- Admissions officers attended multiple Fall National Hispanic College Fairs.
- Enhanced the tele-counseling program to include: pairing SU students and prospective students with shared backgrounds and interests along with increased phone contacts from SU students and admissions staff.
- Promoted Test Optional Admission Policy as a minority recruitment strategy – Test Optional Admission pilot was successful and has been approved as a standard policy.
- Continued support of (and hosted this past fall) the Way2Go Maryland Events for College Planning.
- Conducted on-the-spot admissions events for targeted high schools with a high minority population.
- Developed recruitment partnerships with College Access programs that assist diverse students.
- Initiated a partnership with the education department for the recruitment of diverse students.

STEM INITIATIVES AND DIVERSITY

Peer Mentor Project: The STEM|ASSIST peer mentor program strives to connect new transfer students in one of our targeted majors (Chemistry, Computer Science, Earth Science, Mathematics, and Physics) with a current SU STEM peer mentor. The goal of the STEM|ASSIST program is to expedite the integration of new transfer students, both socially and academically, by providing them with introductions to the faculty and resources available to them on campus, in the departments, and around town.

Science Nights at SU: High school students on the Eastern Shore considering careers in the growing fields of science, technology, engineering and mathematics (STEM) were eligible to attend Science Nights at SU this academic year free of charge.

STEM sponsored Posters on the Hill: Sharing research on robotic arms, Salisbury University sophomore Samim Manizade presented at Posters on the Hill, a national event attended by U.S. Congressional leaders and others. Selected by the Council on Undergraduate Research (CUR) from among some 800 applicants nationwide, Manizade was one of only 60 student participants and the sole representative of a Maryland campus. The Capitol Hill poster session illustrated the importance of undergraduate research to federal legislators and representatives of funding agencies.

A Salisbury University student earned one of the world's most prestigious international scholarships, the Gates Cambridge award, to explore the development of drugs, especially for antibiotic-resistant diseases. Dominique Kunciw will pursue a Ph.D. in chemistry at the renowned University of Cambridge. Established by the Bill and Melinda Gates Foundation, the highly-competitive scholarship is akin to Oxford's Rhodes scholarship, or the Marshall, which

also supports study in the United Kingdom. Over 4,000 people worldwide apply for the Gates annually; Kunciw was one of only 39 U.S. recipients for 2013-14.

RETENTION OF DIVERSE STUDENT POPULATIONS

Powerful Connections, a program that matches upper class students with first-time freshmen from under-represented groups to assist in the college transition, achieved significant success.

- Powerful Connections, 2013 New freshmen (mentees) - Fall Grade Point Average-2.81
- Upper Classmen (mentors) - Fall Grade Point Average-3.236
- Retention rate for 2012 Powerful Connections Freshmen to Sophomore Year - 87% (58 students)
- A current graduating senior and mentor coordinator has been accepted into the University of Maryland, Dental School.
- A member of the 2008 cohort completed a Master's Degree in Creative Writing at the University of Michigan and has been accepted into five Ph.D. programs.
- The 2008 cohort has a five-year graduation rate of 63%.

TRiO GRANT IMPLEMENTATION

- 2012-2013, the TRiO grant at SU, 100% of the TRiO participants persisted to the next academic year 2013-2014. Some 96% were in good academic standing (2.0 or better) at the close of the third year.
- 41 TRiO participants received supplemental grant aid in 2012-2013 to help defray the cost of a college education. The amount of grant aid ranged from $560 to $4,750.
- TRiO participants Jenna Payne and Sitra Kelifa were awarded a $500 scholarship by Maryland Executive Council for Educational Opportunities in 2013. The scholarship is awarded to deserving TRiO participants to help defray the high cost of completing a college education.
- TRiO participants Janelle Oni and Lauren Allen were awarded the 2012 Keith Sherin Global Leadership Scholarship from the Council for Opportunity in Education (COE). The scholarship is awarded to TRiO students to defray the cost of studying abroad in Salamanca, Spain for four weeks.

The TRiO participants' make-up for 2012-2013:

- 8 Asian students
- 65 Black/African American
- 15 Latino or Hispanic
- 8 More than one race
- 51 White
- 92 of the students are low income and first generation
- 19 low-income only
- 28 first-generation
- 1 disabled

CLOSING THE ACHIEVEMENT GAP

The SU Center for Student Achievement (CSA) marked its sixth year of Salisbury University offering centralized academic services for students.

Supplemental Instruction (SI): Ask, Learn, & Succeed. Together!

Some of the program highlights include:

- Fall 2013
  - 53% of all students enrolled in SI courses (1,510 students) attended sessions.
  - Students visited SI sessions over 8,710 times throughout the semester.
  - The mean final course grade of SI participants was 2.47 compared to a 1.91 of students not attending SI.
  - In general, students who attended SI earned a half-letter grade higher than the students who did not attend.
  - As a result of SI attendance, students reported:
    - Greater clarity with course concepts
    - Improved study skills
    - Increased comfort with asking questions
    - Enhanced ways to actively study
    - Better performance on tests
  - The average cumulative GPA of SI leaders was 3.58 for the fall semester.
- Spring 2013
  - 1,152 students attended SI sessions for a total of 6,677 visits.
  - The mean final course grade of SI participants was 2.80 compared to a 2.56 of students not attending SI.
  - 86% of SI participants felt they further understood course content as a result of SI attendance.
  - The average GPA of our SI leaders was 3.63 for the spring semester.

DIVERSITY INITIATIVES AT THE WRITING CENTER

The Writing Center's mission:

- To provide opportunities for writers to seek thoughtful feedback about their work
- To increase the confidence, versatility, and competence of all writers, in all disciplines
- To help writers reconsider and refine their ideas so they can revise their writing in meaningful ways
- To support classroom writing instruction by partnering with Salisbury University faculty members

The Writing Center broadened its outreach efforts to diverse students by serving as a partner in the TRiO grant. A writing assessment intake coordinator meets with each first-year student in the TRiO program and advises effective use of the Writing Center. The writing assessment coordinator evaluates TRiO students' strengths and weaknesses in academic writing and suggests an individualized plan for writing development.

Writing consultants have been trained by the Counseling Center, Students with Disabilities Support Services, and LGBTQ Alliance Student Group.

ALUMNI DIVERSITY INITIATIVES

The Alumni Board has increased its minority membership from one minority member to four members.

The Alumni Office partnered with Multicultural Student Services and the Horizons Project to produce events for specific affinity groups during Homecoming Weekend. Events included LAMBDA Society Rainbow Reunion and the Multicultural Jazz Alumni Social.

SOCIAL LIFE AND ORGANIZATIONS

Multicultural Student Organizations include:

- ASA - African Students Association
- MSA - Muslim Students Association
- NAACP - National Association for the Advancement of Colored People
- OLAS - Organization of Latin American Students
- P4F - Passion 4 Fashion Modeling Inc.
- Salisbury University Gospel Choir
- Liturgical Dance
- UAS - Union of African American Students
- UT - Untouchables Dance Incorporated
- CSA - Caribbean Student Association
- LGBTQ Alliance Student Group
- APIC - Asian/Pacific Islander Club
- MSO - Multiracial Student Organization
- Filipino American Cultural Association

Annual events on the Salisbury University campus provide opportunities for exposure to a wide variety of multicultural celebrations that range from month-long historical knowledge events, to the fine arts and folk arts, to progressive speakers that help to develop cultural awareness and support critical thinking and exploration of cultural diversity.

SU's cultural diversity events are planned and presented through collaborative partnerships that include offices and committees from every division on campus.

Cultural laureate program. SU students are invited to participate in the Cultural Laureate Program by attending at least five different cultural events per semester. They can choose from a selected list of events on SU's campus, including concerts, theatre, dance, lectures and exhibits. If SU students achieve Cultural Laureate status for three semesters during their academic career at SU, they will earn an honors cord to wear at commencement.

COMMUNITY RELATIONS

The University continues working with local and regional governmental and private entities to make the Salisbury area more accepting of diverse populations.

The Franklin P. Perdue School of Business' Business, Economic, and Community Outreach Network (BEACON) hosts the Bienvenidos program. The Bienvenidos program is a network of over 70 service-providing organizations that meets monthly to exchange information, discuss common problems and issues and work on appropriate solutions in order to better serve immigrants in this region. Through a needs assessment Bienvenidos established five priority areas--language, education, health, transportation and legal aid. Facilitate monthly meetings of service providers, coordinate and organize outreach initiatives to introduce providers to the immigrant communities, link college students with organizations to help them better serve the immigrants, make new contacts in our community every day to generate greater community participation and more communication within our population and offer on-going support and training.

CONCLUSION

Salisbury University's commitment to student excellence and success is nationally recognized and well established. SU is equally committed to creating a diverse campus

community and to recruiting and retaining culturally diverse students, faculty, and staff. Recognizing the responsibility and opportunity to meet the changing ethnic and racial demographics of Maryland's population, the University has made great strides toward the goal of increasing its minority student population. The programs we have introduced will help the University welcome and accommodate the projected increasing number of Hispanic/Latino Maryland high school students. Programs needed to attract more international students to campus while offering SU students additional opportunities for international study have been put in place and are already achieving significant results.

The greatest challenge and threat to the University's continued success in recruiting and retaining a diverse student body, faculty, and professional staff is funding. Salisbury University is proud of its momentum on closing the achievement gap despite its funding challenges. Not to be deterred, the University will continue to look for external sources of funding, as well as make its case for additional State funding.

Over the most recent years of our Strategic Plan, the University has piloted and implemented initiatives detailed in this report that support the success of minority students while enhancing the learning and success of all students. The preliminary outcomes of these endeavors are quite positive; with sustained effort and commitment, we expect even greater results.

APPENDICES

PROGRESS REPORT
ON
INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSTY

FEBRUARY 2014

Cultural Diversity Planning at Salisbury University

Salisbury University Cultural Diversity Report
Part B: 2013 Data

TABLE 1.1: *Comparison* Table for Tenure/Tenure Track Faculty

	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012				2012-2013			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	17	5.6%	11	6	18	5.9%	11	7	15	5.0%	9	6	20	6.6%	14	6	22	7.0%	15	7
American Indian or Alaska Native	1	0.3%	0	1	1	0.3%	0	1	1	0.3%	0	1	0	0.0%	0	0	0	0.0%	0	0
Asian	14	4.6%	10	4	17	5.6%	11	6	14	4.7%	9	5	18	6.0%	10	8	19	6.1%	10	9
Hispanic/Latino	3	1.0%	2	1	5	1.6%	3	2	4	1.3%	3	1	4	1.3%	3	1	5	1.6%	3	2
White	256	84.2%	150	106	254	83.3%	150	104	250	83.1%	146	104	251	83.1%	148	103	260	83.1%	149	111
Native Hawaiian or other Pacific Islander	0	N/A	N/A	N/A	0	N/A	N/A	N/A	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0
Two or more races	0	N/A	N/A	N/A	0	N/A	N/A	N/A	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0
Nonresident Alien	12	3.9%	4	8	8	2.6%	2	6	7	2.3%	0	7	7	2.3%	2	5	5	1.6%	2	3
Did not self identify	1	0.3%	1	0	2	0.7%	2	0	10	3.3%	8	2	2	0.7%	1	1	2	0.6%	1	1
Total	304	100.0%	178	126	305	100.0%	179	126	301	100.0%	175	126	302	100.0%	178	124	313	100.0%	180	133

Source: EDS file.
Note 1. *Faculty numbers prior to 2012-13 include Full-time and Part-time staff with a Principal Occupation code indicating their primary job duty is Instruction, Research, or Public Service.*
Note 2. *Faculty numbers for 2012-13 include Full-time and Part-time staff with a Principal Occupation code indicating their primary job duty is Instruction (15); Instruction combined with research and/or public service (16); Research (17); Public Service (18); Librarians (22); Non-postsecondary teachers (24)*

	Head count Change	% Change
Change in Tenure/ Tenure Track Faculty between 08-09 and 12-13	9	3.0%
Minority Faculty	11	31.4%

Salisbury University Cultural Diversity Report
Part B: 2013 Data

TABLE 1.2: *Comparison* Table for Non-tenure Track/Other Faculty

	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012				2012-2013			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	11	3.1%	6	5	7	2.6%	5	2	9	2.9%	6	3	11	3.4%	6	5	12	3.3%	5	7
American Indian or Alaska Native	1	0.3%	0	1	1	0.4%	0	1	0	0.0%	0	0	1	0.3%	0	1	1	0.3%	0	1
Asian	4	1.1%	0	4	3	1.1%	0	3	5	1.6%	1	4	9	2.8%	2	7	9	2.5%	1	8
Hispanic/Latino	6	1.7%	1	5	3	1.1%	1	2	3	1.0%	2	1	4	1.2%	1	3	7	1.9%	1	6
White	276	78.6%	91	185	247	92.9%	91	156	283	92.5%	99	184	289	89.5%	92	197	325	89.3%	93	232
Native Hawaiian or other Pacific Islander	0	N/A	N/A	N/A	0	N/A	N/A	N/A	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0
Two or more races	0	N/A	N/A	N/A	0	N/A	N/A	N/A	0	0.0%	0	0	2	0.6%	1	1	3	0.8%	1	2
Nonresident Alien	2	0.6%	1	1	1	0.4%	1	0	1	0.3%	1	0	1	0.3%	1	0	0	0.0%	0	0
Did not self identify	51	14.5%	24	27	4	1.5%	1	3	5	1.6%	2	3	6	1.9%	2	4	7	1.9%	3	4
Total	351	100.0%	123	228	266	100.0%	99	167	306	100.0%	111	195	323	100.0%	105	218	364	100.0%	104	260

Source: EDS file.
Note 1. *Faculty numbers prior to 2012-13 include Full-time and Part-time staff with a Principal Occupation code indicating their primary job duty is Instruction, Research, or Public Service.*
Note 2. *Based on revisions to the EDS submission layout, faculty numbers for 2012-13 include Full-time and Part-tine staff with a Principal Occupation code indicating their primary job duty is Instruction (15); Instruction combined with research and/or public service (16); Research (17); Public Service (18); Librarians (22); Non-postsecondary teachers (24)*

	Head count Change	% Change
Change in Non-tenure//Other Faculty between 08-09 and 12-13	13	3.7%
Minority Faculty	10	45.5%

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TABLE 2: *Comparison* Table for Staff

	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012				2012-2013			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	**340**	**34.9%**	**106**	**234**	**324**	**34.4%**	**103**	**221**	**314**	**33.7%**	**104**	**210**	**339**	**35.2%**	**115**	**224**	**350**	**34.8%**	**122**	**228**
American Indian or Alaska Native	**1**	**0.1%**	**0**	**1**	**1**	**0.1%**	**0**	**1**	**2**	**0.2%**	**1**	**1**	**3**	**0.3%**	**1**	**2**	**1**	**0.1%**	**1**	**0**
Asian	**11**	**1.1%**	**5**	**6**	**9**	**1.0%**	**4**	**5**	**10**	**1.1%**	**5**	**5**	**8**	**0.8%**	**4**	**4**	**12**	**1.2%**	**7**	**5**
Hispanic/Latino	**9**	**0.9%**	**3**	**6**	**16**	**1.7%**	**8**	**8**	**15**	**1.6%**	**6**	**9**	**20**	**2.1%**	**7**	**13**	**27**	**2.7%**	**10**	**17**
White	**598**	**61.5%**	**242**	**356**	**580**	**61.5%**	**234**	**346**	**579**	**62.1%**	**234**	**345**	**575**	**59.7%**	**238**	**337**	**595**	**59.1%**	**239**	**356**
Native Hawaiian or other Pacific Islander	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**2**	**0.2%**	**1**	**1**	**3**	**0.3%**	**1**	**2**	**2**	**0.2%**	**1**	**1**
Two or more races	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**4**	**0.4%**	**1**	**3**	**7**	**0.7%**	**2**	**5**	**9**	**0.9%**	**4**	**5**
Nonresident Alien	**2**	**0.2%**	**0**	**2**	**2**	**0.2%**	**0**	**2**	**2**	**0.2%**	**2**	**0**	**1**	**0.1%**	**1**	**0**	**1**	**0.1%**	**1**	**0**
Did not self identify	**12**	**1.2%**	**6**	**6**	**11**	**1.2%**	**4**	**7**	**4**	**0.4%**	**0**	**4**	**7**	**0.7%**	**1**	**6**	**10**	**1.0%**	**2**	**8**
Total	**973**	**100.0%**	**362**	**611**	**943**	**100.0%**	**353**	**590**	**932**	**100.0%**	**354**	**578**	**963**	**100.0%**	**370**	**593**	**1007**	**100.0%**	**387**	**620**

Source: EDS file.

Note 1. *Staff numbers prior to 2012-13 include Full-time and Part-time staff with a Principal Occupation code indicating their primary job duty is one of the following categories: Unknown, Executive/Admin, Professional, Clerical, Technical, Skilled Crafts, or Service/Maintenance.*

Note 2. *Staff numbers for 2012-13 include Full-time and Part-time staff with a Principal Occupation code indicating their primary job duty is one of the following categories: Management (11); Business & Financial Operations (12); Computer, Engineering, & Sciences (13); Community Service, Legal, Arts, & Media (14); Archivists, Curators, & Museum Technicians (21); Library Technicians (23); Healthcare Practitioners & Technical (25); Service (26); Sales & Related Occupations (27); Office & Administrative Support (28); Natural Resources, Construction, & Maintenance (29); Production, Transportation, & Material Moving (30); Military Staff (31)*

Note 3. *During AY 2012-13, federal reporting changes mandated that faculty and staff occupation codes be revised to conform with new regulations. As a result, staff occupations that once fell into the administrative staff classification have been expanded. Thus, data reported by occupation code before and after AY 2012-13 are no longer comparable. As a result, staff data reported in the corresponding table and described in the narrative refers to all relevant staff categories (as defined in MHEC's definitions), but it is not disaggregated by occupation code.*

	Head count Change	% Change
Change in Staff between 08-09 and 12-13	34	3.5%
Minority Faculty	40	11.1%

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TABLE 3.1: *Comparison* Table for Undergraduate Students

	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012				2012-2013			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	**841**	**11.6%**	**395**	**446**	**890**	**11.8%**	**412**	**478**	**870**	**11.3%**	**362**	**508**	**842**	**10.7%**	**353**	**489**	**880**	**11.0%**	**370**	**510**
American Indian or Alaska Native	**36**	**0.5%**	**18**	**18**	**51**	**0.7%**	**25**	**26**	**32**	**0.4%**	**12**	**20**	**26**	**0.3%**	**12**	**14**	**19**	**0.2%**	**7**	**12**
Asian	**198**	**2.7%**	**102**	**96**	**199**	**2.6%**	**95**	**104**	**176**	**2.3%**	**75**	**101**	**193**	**2.4%**	**79**	**114**	**199**	**2.5%**	**80**	**119**
Hispanic/Latino	**191**	**2.6%**	**89**	**102**	**206**	**2.7%**	**100**	**106**	**284**	**3.7%**	**129**	**155**	**331**	**4.2%**	**145**	**186**	**361**	**4.5%**	**174**	**187**
White	**5877**	**80.7%**	**2604**	**3273**	**6112**	**80.9%**	**2700**	**3412**	**6122**	**79.4%**	**2674**	**3448**	**6143**	**77.8%**	**2661**	**3482**	**6030**	**75.7%**	**2617**	**3413**
Native Hawaiian or other Pacific Islander	**0**	**N/A**	**N/A**	**N/A**	**0**	**N/A**	**N/A**	**N/A**	**6**	**0.1%**	**4**	**2**	**6**	**0.1%**	**4**	**2**	**5**	**0.1%**	**4**	**1**
Two or more races	**0**	**N/A**	**N/A**	**N/A**	**0**	**N/A**	**N/A**	**N/A**	**129**	**1.7%**	**61**	**68**	**177**	**2.2%**	**78**	**99**	**219**	**2.7%**	**97**	**122**
Nonresident Alien	**47**	**0.6%**	**14**	**33**	**41**	**0.5%**	**18**	**23**	**45**	**0.6%**	**19**	**26**	**86**	**1.1%**	**41**	**45**	**78**	**1.0%**	**34**	**44**
Did not self identify	**91**	**1.2%**	**44**	**47**	**58**	**0.8%**	**29**	**29**	**42**	**0.5%**	**30**	**12**	**88**	**1.1%**	**45**	**43**	**178**	**2.2%**	**71**	**107**
Total	**7281**	**100.0%**	**3266**	**4015**	**7557**	**100.0%**	**3379**	**4178**	**7706**	**100.0%**	**3366**	**4340**	**7892**	**100.0%**	**3418**	**4474**	**7969**	**100.0%**	**3454**	**4515**

Source: Factbook p. D-3.0

	Head count Increase	**% Increase**
Change in Undergraduate Students between 08-09 and 12-13	688	9.4%
Undergraduate Minority Students	417	32.9%

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TABLE 3.2: *Comparison* Table for Graduate Students

	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012				2012-2013			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	**49**	**8.3%**	**14**	**35**	**52**	**8.0%**	**13**	**39**	**59**	**8.5%**	**14**	**45**	**88**	**12.3%**	**23**	**65**	**76**	**11.0%**	**21**	**55**
American Indian or Alaska Native	**3**	**0.5%**	**1**	**2**	**3**	**0.5%**	**1**	**2**	**2**	**0.3%**	**1**	**1**	**2**	**0.3%**	**1**	**1**	**1**	**0.1%**	**0**	**1**
Asian	**6**	**1.0%**	**2**	**4**	**7**	**1.1%**	**1**	**6**	**6**	**0.9%**	**1**	**5**	**9**	**1.3%**	**4**	**5**	**10**	**1.5%**	**4**	**6**
Hispanic/Latino	**7**	**1.2%**	**4**	**3**	**10**	**1.5%**	**6**	**4**	**12**	**1.7%**	**4**	**8**	**17**	**2.4%**	**5**	**12**	**14**	**2.0%**	**1**	**13**
White	**496**	**84.5%**	**139**	**357**	**545**	**84.2%**	**150**	**395**	**579**	**83.8%**	**180**	**399**	**568**	**79.6%**	**181**	**387**	**564**	**82.0%**	**169**	**395**
Native Hawaiian or other Pacific Islander	**0**	**N/A**	**N/A**	**N/A**	**0**	**N/A**	**N/A**	**N/A**	**0**	**0.0%**	**0**	**0**	**0**	**0.0%**	**0**	**0**	**0**	**0.0%**	**0**	**0**
Two or more races	**0**	**N/A**	**N/A**	**N/A**	**0**	**N/A**	**N/A**	**N/A**	**8**	**1.2%**	**1**	**7**	**8**	**1.1%**	**2**	**6**	**4**	**0.6%**	**2**	**2**
Nonresident Alien	**17**	**2.9%**	**7**	**10**	**20**	**3.1%**	**10**	**10**	**16**	**2.3%**	**11**	**5**	**15**	**2.1%**	**5**	**10**	**8**	**1.2%**	**2**	**6**
Did not self identify	**9**	**1.5%**	**3**	**6**	**10**	**1.5%**	**3**	**7**	**9**	**1.3%**	**2**	**7**	**7**	**1.0%**	**3**	**4**	**11**	**1.6%**	**4**	**7**
Total	**587**	**100.0%**	**170**	**417**	**647**	**100.0%**	**184**	**463**	**691**	**100.0%**	**214**	**477**	**714**	**100.0%**	**224**	**490**	**688**	**100.0%**	**203**	**485**

Source: Factbook p. G-2.0

	Head count Increase	**% Increase**
Change in Graduate Students between 08-09 and 12-13	101	17.2%
Graduate Minority Students	40	61.5%