2015-2016 PROGRESS REPORT ON INSTITUTIONAL PROGRAMS

OF CULTURAL DIVERSITY[1]

April 2016

Cultural Diversity Planning at Salisbury University

I.   CULTURAL DIVERSITY PLAN, IMPLEMENTATION STRATEGY, AND TIMELINE FOR MEETING GOALS WITHIN PLAN

Salisbury University's (SU) 2014-2018 Strategic Plan establishes four overarching goals:

- To educate students for success in academics, career, and life;
- To embrace innovation to enhance the Salisbury University experience;
- To foster a sense of community on campus and at the local, national, and international level; and
- To provide appropriate programs, spaces, and resources for all members of the campus community.

As a core value of our institution, diversity is thoroughly interwoven into all four aspects of our Strategic Plan.

Our efforts to recruit a diverse group of students, implemented through a comprehensive Enrollment Master Plan, continue to yield significant results. Total enrollment for undergraduate and graduate students has increased 6% compared to baseline year 2009-2010. In the same period, there was a 50.2% increase in minority undergraduate students (including NRA) and a 63.0% increase in minority graduate students (including NRA), which includes a 337% increase in NRA undergraduate students, and a 244% in NRA graduate students. As of fall 2015, minority students make up 25% of our student population (based on students who have identified a race/ethnicity category). Sixty-eight (68) countries are represented among our student body.

We have implemented various programmatic initiatives for retention of our increasingly diverse student body, including the Center of Student Achievement and the Writing Center, Living Learning Communities, Math Placement initiatives, TRiO programs, and mid-semester reporting and advising initiatives. These initiatives are central to our goal to support student identity, inclusiveness, engagement, and success. In the upcoming year, we plan on conducting a campus climate survey to identify areas in need of attention, and developing a Diversity & Inclusion Strategic Plan to address them over the coming years.

An emphasis has been placed on curricular initiatives that promote cultural diversity in the classroom, and creating an engaged global learning environment in which all students develop international and cross-cultural skills and an enhanced global consciousness in order to thrive as professionals, citizens, and individuals in an increasingly interdependent world. We continue to evaluate entire curriculum, including General Education and existing majors, to determine whether the curriculum continues to meet the demands of the contemporary workforce. The General Education Steering Committee continues to review general education at Salisbury University, including whether the learning outcomes adequately support these stated goals. Schools and programs have also focused on curricular development, as noted in Table 3.

SU's international initiatives represent a strategic complement to the University's comprehensive diversity efforts by attracting a more diverse student body and faculty to main campus in Maryland, and by structurally exposing students to people and places around the world as part of their academic curriculum. Total study abroad

---

[1] As set forth in the University's 2014-2018 Strategic Plan, "[d]iversity should be broadly defined, including the traditional categories of race, class, gender, national origin, and sexual orientation, but also embracing diversity of thought and experience."

numbers for 2015-2016 are not complete, but we estimate a total of 350 students to study abroad for academic credit. In comparison to the base year of 2009-2010, the number of students studying abroad for full semesters has increased by 75%. In addition, SU welcomed a continuing flow of J-1 Visiting Scholars to the faculty, and continued to expand its portfolio of international partnerships with the goals of improving international student recruitment, education abroad programming, and faculty and research collaborations.

In addition to these and other curricular initiatives, just as we expect our students to be engaged in the classroom, we also are cognizant of the University's role in preparing students to be engaged citizens. Faculty, staff, and students must be able to celebrate both our diversity in its broadest definition as well as elements of a common identity as members of the Salisbury University. The University continues to provide a wealth of co-curricular programs and events for students that create positive cultural interactions and awareness, as well as cultural sensitivity instruction and training opportunities for faculty, staff and students.

While we are proud of our progress, we recognize that fostering a diverse and inclusive campus community is a continuous process, and we continue to look for areas in need of particular attention. While our campus is more diverse today than ever before, we must continue our efforts to recruit a group of students that more closely reflects the diversity present at the state-level, as well as increase diversity among tenure/tenure-track faculty, executive and professional staff. We must also continue to focus on fostering cultural competence among our students, faculty, and staff, increasing the number of students studying abroad, and expanding cultural competence training opportunities for students, faculty, and staff.

Therefore, the University continues to introduce programs to help welcome and accommodate the projected changing demographics of our entering classes over the years. Programs needed to recruit and retain these students, attract more international students to our campus, foster cultural competence among our campus community members, and continue to offer SU students additional international education opportunities continue to achieve significant results. The following narrative, while not all-inclusive, illustrates our efforts and accomplishments over this past year.

II. DESCRIPTION OF WAY INSTITUTION ADDRESSES CULTURAL DIVERSITY AMONG ITS STUDENTS, FACULTY, AND STAFF

A. Recruitment and retention of underrepresented students, faculty, and staff

SU continues to implement both general and targeted recruitment initiatives. Institution-wide initiatives include the Test-Optional Policy, on-the-spot admissions, and partnerships with college access groups. Prospective students and local youth are invited to our campus through admissions bus tours, the Multicultural Alliance Day and Reception, and the Multicultural Leadership Summit. Minority prospective students are further engaged through targeted communications, such as a welcome letter from the Organization of Latin American Students, and the Powerful Connections Program, which aims to assist students from underrepresented groups in the transition from high school to college.

Additionally, individual schools developed innovative curricular efforts to engage diverse students, and engaged in targeted outreach and programs that provide opportunities for youth and prospective students to experience our campus, including the Henson School of Science and Technology and the Fulton School of Liberal Arts, and the Seidel School of Education and Professional Studies.

Meanwhile, the University continued to implement efforts to recruit a diverse talent pool. The Office of Institutional Equity conducts reviews of Recruitment Plans and Candidate Pool/Finalist Reports to ensure the fairness of the search and selection process. Additionally, SU placed an additional ad in Diverse: Issues in Higher Education's 30th anniversary edition and the usual Hispanic Heritage edition. SU also appeared in the Hispanic Association of Colleges and Universities national conference program and in an Equal Opportunity Council magazine, as well as two annual Hispanic Outlook issues. All promoted SU's reputation for quality and excellence for potential job seekers and others.

B. Positive cultural interactions and awareness among students, faculty, and staff

See Table 3.

C.   Cultural sensitivity instruction and training for students, faculty, and staff

See Table 3.

D.   Use of administrative structures, offices, councils, and diversity officers

1.   *Adminitrative units* – The President's Office and each division houses administrative units that play a critical role in addressing cultural diversity on the SU campus. The President's Office oversees the Office of Institutional Equity: Fair Practices, Diversity, and Inclusion. The Office of the Provost provides leadership for the Office of Cultural Affairs, the Salisbury Nationally Competitive Fellowships Office, and the Veteran Affairs Office. Under the Vice President of Student Affairs are the Multicultural Student Services Office, the Office of Student Disability Support Services, and the TRiO ACHIEVE Student Support Services program.

2.   *School-Level Structures* – The following structures are located within each school: Fulton Public Humanities Initiative and the Institute for Public Affairs and Civic Engagement (Fulton School of Liberal Arts), Bienvenidos a Delmarva and GraySHORE (Perdue School of Business); Diversity Special Interest Group (Seidel School of Education and Professional Studies).

3.   *Department-Level Structure* – Example of diversity-related initiatives supported by individual departments include: Accommodations Task Force (Nursing), Cultural Laureate Program (Cultural Affairs), Diversity Campus Connection Team (Housing and Residence Life), and the Multicultural Alliance of Organizations (Multicultural Student Services)

4.   *Shared Governance* – The University Consortium includes two standing committees tasked especifically with issues related to the University's cultural diversity plan: the Consortium Cultural Affairs Committee and the Consortium Diversity & Inclusion Committee.

5.   *Other Structures* – Other collaborative structures include the African American History Month Committee, the Native American Heritage Month Planning Committee, the SU Chapter of USM Women's Forum, the Web Accessibility Workgroup, and the Women's History Month Committee.

E.   Use of targeted programs to achieve cultural diversity goals

While we have an overarching commitment to development programmatic efforts that are supportive of our strategic planning goals, a number of targeted programs are specifically identified in our strategic plan as central to achieving our cultural diversity goals. These programs are listed in Table 2. While these programs have already been fully implemented, their continued success is of strategic importance for the University.

III.   EFFORTS TO CREATE POSITIVE INTERACTIONS AND AWARENESS AMONG STUDENTS, FACULTY, AND STAFF

A.   Cultural Diversity Instruction and Training for Students, Faculty, and Staff

This year, through the Office of Institutional Equity, the following programs were offered to faculty, staff, and students: the Maryland Coalition against Sexual Assault (MCASA)'s Eastern Shore Regional Training, Exploring the Needs of LGBTQ Students: Concepts and Considerations, the Penn Summit on Responding to Racism in College and University Campuses, and Safe Space workshops.

Additionally, individual units implemented targeted training efforts. Housing and Residence Life professional Staff participated in: a) a dedicated Safe Space workshop, b) a webinar on Transgender Students on Campus, to which staff members from other departments were invited, and c) group discussions for that covered

topics of race, privilege, and feminism, and d) "Diversity Day" activities focused on various diversity and inclusion topics, such as feminism and race. Additionally, as part of the Resident Assistants training program, RAs participated in presentations on Diversity and Inclusion and Fair Practices, Mental Health, and Race. The Seidel School of Education and Professional Studies hosted the Holocaust Educators Network Summer Institute, through which thirteen teachers from throughout the mid-Atlantic region attended a week-long intensive seminar on teaching about the Holocaust and social justice, the *Teaching about Racism* faculty training workshop on pedagogy regarding racism for social work faculty, and *What's the T? Becoming a Trans Inclusive Professional,* a continuing education workshop open to community professionals, faculty, and students regarding the lived experiences of transgender people.

**B.	Curricular Initiatives that Promote Cultural Diversity in Classroom**

In the Fulton School of Liberal Arts, new faculty hires with expertise in African history, South Asian history and East Asian history, as well as diverse faculty hire with expertise in the growing field of Multicultural Psychology were welcomed to the School. An Anthropology track and minor are now offered. A one-credit, pass-fail Special Topics course offered under Interdisciplinary Studies 280 was implemented. In spring 2016, the topic "Interrogating Inequality" attracted an enrollment of 50+ students. The course "Spanish for Heritage Speakers" has been designed to improve the writing and speaking skills of our Latino/Hispanic students on campus.

In the Henson School of Science and Technology, nearly every course in the undergraduate degree curriculum contains one or more course objectives related to cultural sensitivity, cultural competency, health literacy, and health disparities. The doctoral program has many illustrations of how cultural sensitivity, cultural competency, health literacy, and health disparities are taught and practiced.

In the Seidel School of Education and Professional Studies, the following foundational behavior is found across the Athletic Training curriculum; in all courses and in every required clinical experience: a) demonstrate awareness of the impact that clients'/patients' cultural differences have on their attitudes and behaviors toward healthcare, b) demonstrate knowledge, attitudes, behaviors, and skills necessary to achieve optimal health outcomes for diverse patient populations, and c) work respectfully and effectively with diverse populations and in a diverse work environment.

**C.	Co-Curricular Programs and Events for Students**

Co-curricular programs and events for students play a central role in preparing students to be engaged citizens, and support our goal to support student identify, inclusiveness, engagement, and success. These programs are too abundant to enumerate, and are carried out by various units throughout our campus. The Student Affairs division has primary responsibility for co-curricular efforts to support and enhance the academic success of our students through all of its constituent departments, including Housing and Residence Life, the Office of Student Activities, Organizations, and Leadership, Multicultural Student Services, and the Office of Student Disability Support Services.

In the Academic Affairs division, the Office of Cultural Affairs continued to complement the University's academic offerings through a full calendar of events including dance, films and musical performances. In addition, the Fulton School of Liberal Arts, through its Fulton Public Humanities Program, supports, organizes, and develops academic programs and events that promote public awareness and understanding of marginalized groups, moments, and events in history. Finally, the Seidel School of Education and Professional Studies has placed an increased focus on public lecture offerings on topics related to diversity and inclusion.

Finally, our Advancement and External Affairs division promote cultural awareness and engage our alumni and local community with our campus and current students through special events and affinity groups.
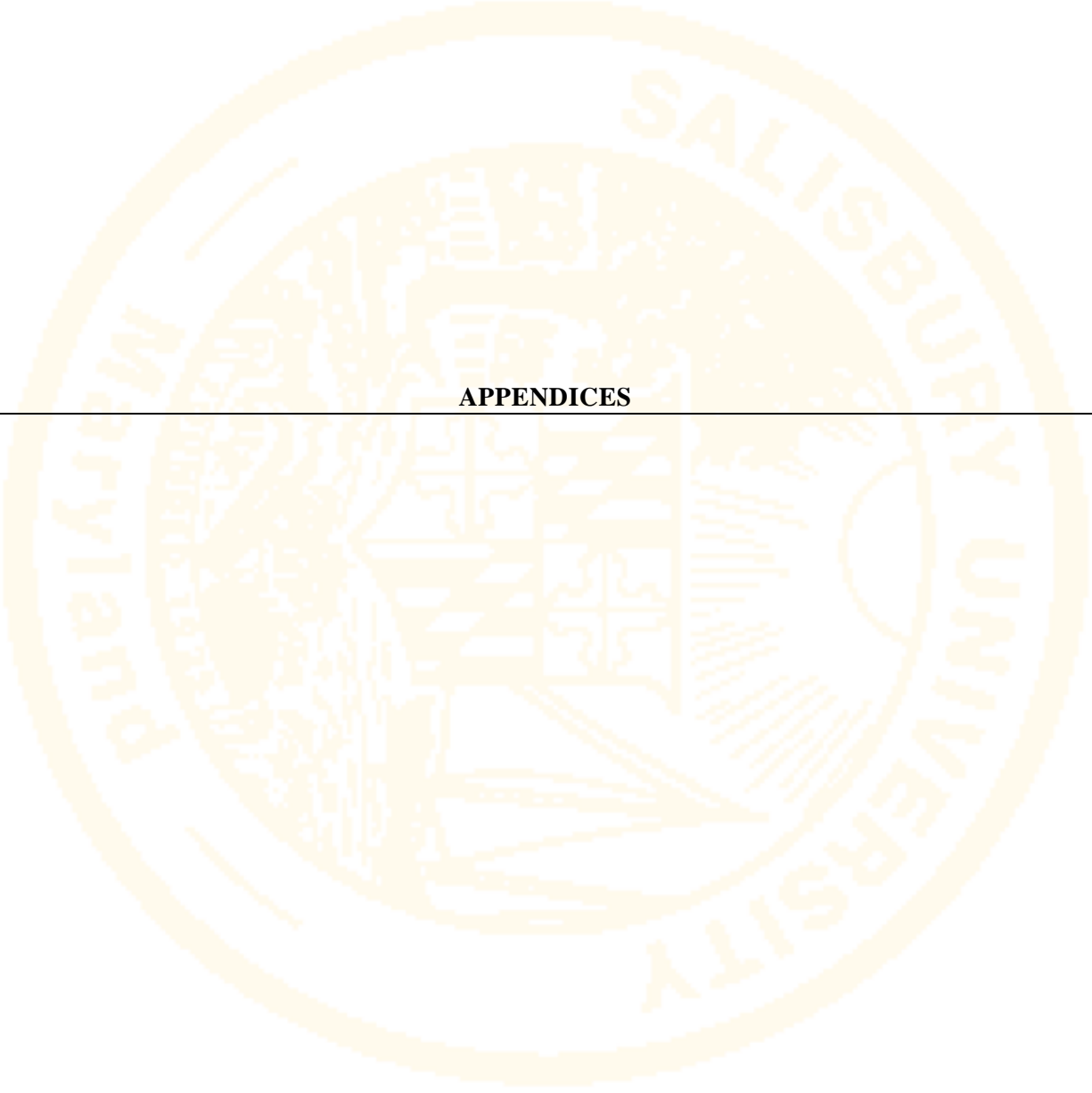
APPENDICES

Table 1

	2015-2016 Annual Report on Institutional Programs of Cultural Diversity					
	Cultural Diversity Plan, Implementation Strategy, and Timeline for Meeting Goals within Plan					
Salisbury University						
A	**B**	**C**	**D**	**E**	**F**	**G**
Diversity Plan	**Goals and Timeline**	**Implementation Strategies**	**Areas of Emphasis/Targeted Services for Specific Populations**	**Evaluation of Program**	**Goal Progress Compared to Base Year: 2009-2010**	**Areas of Needed Improvements**
Y	Strategic Plan 2014-2018 Goal 1: Educate students for campus, career, and life Focus Area 1: Academic Programming	1.1: Evaluate entire curriculum, including General Education and existing majors, to determine whether the curriculum continues to meet the demands of the contemporary workforce.	a. Support curricular innovation to meet changing individual, societal, workforce needs. b. Ensure every undergraduate at SU has the opportunity to participate in enriching experiences outside the classroom that will promote engaged citizenship and bolster their opportunities for future employment and success. c. Continue to work to provide internship opportunities for students in all disciplines	N		
Y	Strategic Plan 2014-2018 Goal 1: Educate students for campus, career, and life Focus Area 2: Recruit and Retain a Diverse Group of Students	1.6: Implement Enrollment Master Plan.	a. Increase communication between Admissions and academic programs to align enrollment and academic initiatives. b. Increase marketing resources as funds are available.	Y (annual)	a. From base year 2009-2010: 50.2% increase in minority undergraduate students (including NRA), and 63.0% increase in minority graduate students (including NRA).	a. Continue efforts to recruit a group of students that more closely reflects the diversity present at the state level.
Y	Strategic Plan 2014-2018 Goal 1: Educate students for campus, career, and life Focus Area 2: Recruit and Retain a Diverse Group of Students	1.7: Fully support programmatic initiatives for retention, including the CSA and the Writing Center, Living Learning Communities, Math Placement initiatives, TRiO programs, and mid-semester reporting and advising initiatives.	a. Provide resources to assure these services are successful and fully functional. b. Provide appropriate staffing so that the CSA and Writing Center are open throughout the year. c. Ensure that the OSDSS is sufficiently staffed to serve students with documented disabilities.	N		

Table 1

Y	Strategic Plan 2014-2018 Goal 1: Educate students for campus, career, and life Focus Area 3: International Students and Study Abroad	1.8: Create an engaged global learning environment in which all students develop international and cross-cultural skills and an enhanced global consciousness in order to thrive as professionals, citizens, and individuals in an increasingly interdependent world.	a. Partner with academic schools to determine strategic alliances with international universities and programs. b. Increase percentage of students studying abroad on semester or year-length programs from 18% to 40% of total students studying abroad. c. Increase the number of matriculated international students. d. Design academic programs of interest to an international market at the undergraduate and graduate level. e. Continue to develop ELI as a pathway for international students to become full-time students at SU. f. Collaborate with the ELI to establish defined "Pathways" to bring international students into graduate programs through the ELI as an alternative to traditional TOEFL or IELTS testing.	Y (annual)	a. From base year 2009-2010: 337% increase in NRA undergraduate students. 244% in NRA graduate students. b. 23% of SU students studying abroad for credit in AY 2014-15 did so on semester-length programs c. From base year 2009-2010: the number of students studying abroad for full semesters has increased by 75%.	a. Increase number of students studying abroad.
Y	Strategic Plan 2014-2018 Goal 3: Foster Community	3.1 Increase the diversity of students, faculty, and staff.	a. Continue to recruit and graduate a diverse student body. b. Explore the creation of selected post-doctoral teaching appointments to help increase the diversity of our faculty. c. Determine whether Fulbright professorships, visiting professor appointments, or partnerships with external groups such as the "Ph.D. Project" can assist in diversifying faculty. d. Continue to implement strategies to diversify staff.	Y (annual)	a. From base year 2009-2010: 12.2% increase in minority tenure/tenure-track faculty. 128.6% increase in minority non-tenure track/other faculty. 10.2% increase in minority staff.	a. Increase diversity among tenure/tenure-track faculty. b. Increase diversity among executive and professional staff.
Y	Strategic Plan 2014-2018 Goal 3: Foster Community	3.2 Centralize administrative functions related to equity and diversity on campus through creating the Office of Institutional Equity.	a. Provide training and enforcement of fair practices and Title IX regulations. b. House the Office of Diversity.	Y (annual)	a. Between 09/03/15 and of 3/16/2016, 47% completion rate for fair practices and Title IX online training modules. b. No data available for base year.	a. Increase completion rate for fair practices and Title IX training modules.

Table 1

Y	Strategic Plan 2014-2018 Goal 3: Foster Community	3.8: Develop mechanisms to support student identity, inclusiveness, engagement, and success.	a. Conduct Campus Climate Survey. b. Develop Diversity & Inclusion Strategic Plan.	N		a. Increase cultural competence training opportunities for students, faculty and staff.

Table 2

2015-2016 Annual Report on Institutional Programs of Cultural Diversity				
Description of Way Institution Addresses Cultural Diversity Among its Students, Faculty, and Staff				
Salisbury University				
A	**B**	**C**	**D**	**E**
Recruitment and Retention of Underrepresented Students, Faculty, and Staff	**Creates Positive Cultural Interactions and Awareness among Students, Faculty, and Staff**	**Uses Cultural Sensitivity Instruction and Training for Students, Faculty, and Staff**	**Uses Administrative Structures, Offices, Councils, and Diversity Officers**	**Uses Targeted Programs and Services to Achieve Cultural Diversity Goals**
Institution-wide Student Recruitment Efforts: • Admissions Bus Tours: The Admissions Office hosts several diverse student groups for an information session and a tour of campus. This year, 26 diverse groups we brought to campus this year, totaling about 979 students. • Multicultural Alliance Day and Reception: a collaboration between the Office of Multicultural Student Services and the Office of Admissions, the purpose of the program is to welcome perspective students of multicultural backgrounds and their families to Salisbury University and to introduce them to the programs and services offered by Multicultural Student Services. • Multicultural Leadership Summit: The Multicultural Leadership Summit is an initiative of the Office of Multicultural Student Services that aims to empower and develop leaders on campus and in the local community. There are usually over 100 students from SU as well as the local high schools who attend. Sessions are hosted by local campus partners, faculty, staff, and alumni. • OLAS Target Letter: The Organization of Latin American Students drafted a welcome letter	*Please refer to Table 3 for a list of efforts to create positive interactions and awareness among students faculty and staff, including:* • Curricular Initiatives that Promote Cultural Diversity in Classroom • Co-Curricular Programs and Events for Students	*Please refer to Table 3 for a detailed list of efforts that use cultural sensitivity instruction and training for students, faculty, and staff.*	**Administrative Units:** • Multicultural Student Services (Student Affairs) • Office of Cultural Affairs (Academic Affairs) • Office of Institutional Equity (President's Office) • Office of Student Disability Support Services (Student Affairs) • Salisbury Nationally Competitive Fellowships Office (Academic Affairs) • TRiO ACHIEVE Student Support Services (Student Affairs) • Veteran Services Office (Academic Affairs) **School-Level Structures:** • Fulton School: o Fulton Public Humanities Initiative • Institute for Public Affairs and Civic Engagement	**Goal 1: Educate students for campus, career, and life** • General Education Review Steering Committee • Enrollment Master Plan • Center for Student Achievement • Living Learning Communities • Math Placement initiatives • Mid-semester reporting and advising initiatives • Office of Student Disability Support Services • TRiO ACHIEVE Student Support Services • Writing Center • English Language Institute **Goal 3: Foster Community** • Office of Institutional Equity • Preventing Discrimination and Sexual Violence: Title IX, VAWA and Clery Act for Faculty and Staff (Title IX training

Table 2

that will go to every admitted Hispanic student letting them know they will have a table as Admitted Student Day and giving their website for more information.
 	
• On-the-spot admissions: at high schools, particularly those with high minority populations, SU admissions staff makes admissions decisions on the spot upon review of application, test scores, and transcript.
• Partnerships with College Access Groups: SU partners with several college access groups that assist diverse students with the college process; admission and scholarships are available to those students that meet the criteria.
• Powerful Connections: the program is oriented to students from diverse backgrounds. Upper class students who have participated in prior programs are matched with first year students from underrepresented groups to assist in the transition from high school to college. Students are able to check in to their permanent residence halls, participate in a variety of workshops oriented to diverse topics, in addition to becoming acclimated to the University.
• Test Optional Policy: SU continues to promote the Test Optional Policy; students with a weighted 3.5/4.0 gpa are eligible to apply for admission without submitting an ACT or SAT score.
 	
Henson School of Science and Technology:
 	
• AMC8 Math Competition: The AMC8 is a national mathematics competition for eighth graders. The event targeted middle schools in our region with high proportions of students who are likely to be
			• Perdue School:
			  o Bienvenidos a Delmarva
			  o GraySHORE
			• Seidel School:
			  o Diversity Special Interest Group
			
			Departmental-Level Structures:
			
			• Accommodations Task Force (Nursing)
			• Cultural Laureate Program (Cultural Affairs)
			• Diversity Campus Connection Team (Housing and Residence Life)
			• Multicultural Alliance of Organizations (Multicultural Student Services)
			
			Shared Governance:
			
			• Consortium Cultural Affairs Committee
			• Consortium Diversity & Inclusion Committee
			
			Other Structures:
			
			• African American History Month Committee
			• Native American Heritage Month Planning Committee
			• SU Chapter of USM Women's Forum
			• Web Accessibility Workgroup
			• Women's History Month Committee
				for faculty, staff, and students)
				
				• Training: EEO Laws and Discrimination Prevention for Higher Education (Fair practices training for faculty, staff, and students)
				• National Association of College and University Attorneys (NACUA)'s Title IX Coordinator Certification (8-week advanced Title IX training for President, Cabinet, Deans, and members of Title IX Team)

Table 2

economically disadvantaged or the first in their families to go to college. **Articulation Agreements with Community Colleges**: The Medical Laboratory Science Program seeks out community colleges with Medical Laboratory Technician programs for articulation agreements that facilitate credit transfer and degree completion in 2 years or less. As a category, community colleges often have more diverse populations, particularly with respect to socioeconomic disadvantage. **Health Professions Advising Program**: SU's Health Professions Advising Program (HPAP) provides guidance on paths to a variety of healthcare careers and professional programs. Working closely with the Medical Careers Society (student organization), the HPAP connects minority students to opportunities in programs like Enhancing Diversity in Medicine and fellowships that target minority individuals. **Outreach and Support for Women and Minorities in STEM**: Participation in or leadership of several activities to support an increase in the numbers of women and under-represented minorities pursuing STEM majors and, ultimately, careers. Outreach activities including Science Camp, Girls Scouts STEM Festival, and Maryland STEM Festival. Co-Curricular activities include: Active Scientista chapter on campus. **Student Dental Association**: The purpose of this organization shall be to aid the effort of increasing the number of minority students entering dental schools, increasing the knowledge of dentistry as a profession in undergraduate students,			

Table 2

and informing students about the resources available that are designed to help improve DAT scores of pre-dental undergraduates.

- SU Respiratory Therapy Program at the University at Shady Grove: Since its introduction in 2008, the enrollment has been diverse with most students coming from first generation American families with parents from various African and Middle Eastern countries. It is important to note that the Respiratory Therapy Program is leaving USG at the end of the academic year in spring of 2017 (number of students pursuing careers in RT much less than expected compared to those graduating from SU home campus program.

- Wicomico Health Department - DART Anti-Drug - PSA Filming: partnership to provide local at-risk youth the opportunity to film an anti-drug Public Service Announcement (PSA).

Fulton School of Liberal Arts

- Undergraduate Nonprofit Leadership Certificate Program: the development a nonprofit leadership certificate program, aimed at preparing students to develop careers in the nonprofit sector, is currently underway. Much of the nonprofit sector is devoted to social justice causes, program is likely to attract many students and will assist in recruiting a diverse array of students.

- Salisbury Youth Orchestra: full symphony orchestra made up of middle school and high school students from the Delmarva area. Nearly 90 students participated

Table 2

during this academic year. One third are from minority backgrounds.			
Seidel School of Education and Professional Studies: • Academic Support (through) Active Partnerships (with) Schools (ASAPS) Program: ASAPS, a university-based, after-school program that serves "at-risk" students from five local elementary, three middle, and two high schools, is a response to specific needs of the local community. ASAPS' project-based literacy approach provides educational experiences that complement the classroom curriculum and foster holistic growth in urban youth. Academically low performing students such as those served in the ASAPS program, often do not aspire to go to college because they do not connect in any way with higher education. ASAPS has addressed this concern by making the program an integral part of Salisbury University (SU) since 2008.			
Employee Recruitment Efforts: • The Office of Institutional Equity conducts reviews of Recruitment Plans and Candidate Pool/Finalist Reports to ensure the fairness of the search and selection process. • SU placed an additional ad in Diverse: Issues in Higher Education's 30th anniversary edition and the usual Hispanic Heritage edition. SU also appeared in the Hispanic Association of Colleges and Universities national conference program and in an Equal Opportunity Council magazine, as well as two annual Hispanic Outlook issues. All promoted SU's reputation for quality			

Table 2

and excellence for potential job seekers and others. • Supporting initiatives to reach international students, SU placed an additional ad in The Washington Diplomat. Its 120,000 readership includes 180+ embassies in D.C., United Nations offices, governments and private companies. SU also is again featured in the International Student Guide, with 50,000 copies distributed to student advisory offices of Fulbright Commissions, embassies and other exchange organizations in some 20 countries.			

Table 3

2015-2016 Annual Report on Institutional Programs of Cultural Diversity		
Efforts to Create Positive Interactions and Awareness Among Students Faculty and Staff		
Salisbury University		
A	**B**	**C**
Provides Cultural Diversity Instruction & Training of Students Faculty and Staff	**Provides Curricular Initiatives that Promote Cultural Diversity in Classroom**	**Provides Co-Curricular Programs and Events for Students**
Institution-Wide Efforts: Through the Office of Institutional Equity, the following programs were offered to faculty, staff, and students: • Maryland Coalition against Sexual Assault (MCASA)'s Eastern Shore Regional Training: daylong training focused on sexual violence prevention and response on campus, particularly, survivor-centered responses to reports of sexual violence. • Exploring the Needs of LGBTQ Students: Concepts and Considerations: webinar exploring some of the needs facing our LGBTQ+ students and addressing important skills needed to create a safe, welcoming, and inclusive environment for all students. • Penn Summit on Responding to Racism in College and University Campuses: this four-part virtual summit hosted by the University of Pennsylvania Center for the Study of Race and Equity in Education included the following modules: a) How People Of Color Experience Racism On Campus, b) Race-Conscious Institutional Leadership, c) Race-Consciousness In Classrooms And Curricula: Strategies For College Faculty, and d) Strategically Improving Campus Racial Climates. • Safe Space: this workshop, offered monthly, aims to reduce the often unwelcoming and even hostile environments in which LGBTQIA people navigate in their daily lives. Workshop participants explore their role and responsibility in creating a more welcoming environment at work, school, and in our communities. **Targeted Efforts:**	**Fulton School of Liberal Arts**: • History: new faculty hires with expertise in African history, South Asian history and East Asian history • Anthropology: Track and Minor offering • Interdisciplinary Studies: development of one-credit, pass-fail topics course offered under IDIS 280. In spring 2016, the topic "Interrogating Inequality" attracted an enrollment of 50+ students. • Psychology: diverse faculty hire with expertise in the growing field of Multicultural Psychology • Modern Foreign Languages: The course "Spanish for Heritage Speakers" has been designed to improve the writing and speaking skills of our Latino/Hispanic students on campus. **Henson School of Science and Technology**: • Nursing Curricula and Educator Expansion Program: Nearly every course in the undergraduate degree curriculum contains one or more course objectives related to cultural sensitivity, cultural competency, health literacy, and health disparities. The doctoral program has many illustrations of how cultural sensitivity, cultural competency, health literacy, and health disparities are taught and practiced. **Seidel School of Education and Professional Studies**: • Athletic Training Curriculum: The following foundational behavior is found across the Athletic Training curriculum; in all courses and in every required clinical experience: a)	**Advancement and External Affairs:** • The Office of Alumni Relations sponsors many events that promote cultural awareness and engage our alumni including the sponsorship of the Multicultural Jazz Social, Alpha Kappa Alpha Sorority Inc. (AKA) for a breakfast honoring SU's Black Greek Fraternities and Sororities and the LAMBDA Society Rainbow Reunion during Homecoming Weekend each year. (T - Homecoming). • The Women's Circle seeks to create an eclectic group by actively recruiting women from various age groups, socio-economic backgrounds, and ethnicities, and to connect women to SU by creating opportunities to engage members with cultural and intellectual events on campus and by facilitating interactions between students and members. The Women's Circle of Salisbury University created an endowed annual financial award given to students on the basis of merit, community involvement and financial need. **Athletics:** • Celebrating Our Differences Through Diversity (T – Student Athletes): Short video scripted and shot by our SAM (Student-Athlete Mentor) program sending the message that being different doesn't mean we can't be unified together as teammates. **Cultural Affairs:** • African American History Month (IW): Offerings included performances by Nathan

Table 3

- Housing and Residence Life: professional Staff participated in: a) a dedicated Safe Space workshop, b) a webinar on *Transgender Students on Campus*, to which staff members from other departments were invited, and c) group discussions for that covered topics of race, privilege, and feminism, and d) "Diversity Day" activities focused on various diversity and inclusion topics, such as feminism and race. Additionally, as part of the Resident Assistants training program, RAs participated in presentations on Diversity and Inclusion and Fair Practices, Mental Health, and Race.
- Seidel School of Education and Professional Studies:
  - *Holocaust Educators Network Summer Institute:* thirteen teachers from throughout the mid-Atlantic region attended a week-long intensive seminar on teaching about the Holocaust and social justice.
  - *Teaching about Racism*: faculty training workshop on pedagogy regarding racism for social work faculty
  - *What's the T? Becoming a Trans Inclusive Professionals:* continuing education workshop open to community professionals, faculty, and students regarding the lived experiences of transgender people.

demonstrate awareness of the impact that clients'/patients' cultural differences have on their attitudes and behaviors toward healthcare, b) demonstrate knowledge, attitudes, behaviors, and skills necessary to achieve optimal health outcomes for diverse patient populations, and c) work respectfully and effectively with diverse populations and in a diverse work environment.

Williams and the Zydeco Cha-Chas, and Step Afrika!
- Bridges to the World International Film Series (IW) - statewide, month-long initiative in recognition of the state's global reach and a reflection of those connections in Maryland. Each film is introduced, screened and followed by a discussion. This year, movies from the following countries are featured: Israel, Slovakia, Philippines, Panama, and Syria
- Chamber Music Series (IW): the series provides opportunities for live chamber music concerts to be heard and enjoyed on the Eastern Shore. Offerings included the Chamber Orchestra Kremlin Moscow (Russia), the Fauré Quartett (Germany), New York Polyphony, and the Peacherine Ragtime Society Orchestra
- "Made in America" (IW): this series explores the evolution of our culture from many diverse influences around the globe to create our uniquely American experience. Featured events include: Harlem Renaissance Screening: The Music & Rhythms that Started a Cultural Revolution, The Carolina Shag Dance Classes, The Crooked Road: Virginia's Musical Trail, Contra Dance Dance Class, Tap Dance Class, and he Peacherine Ragtime Society Orchestra
- Hispanic Heritage Month (IW): Offerings included performances by Cimarron, Cumbia All Stars, and Tango Lovers
- International Dinner Series (IW):
- Other programming included De Temps Antan (IW), a Québécois music trio, Dhrupad Vocalist Meghana Sardar (IW), ZOO ZOO (IW), Guitarist Junhong Kuang (IW)

Table 3

		• <u>Distinguished Faculty Lecture Series</u> (IW): *Key Concepts in Buddhist Teaching: Momentariness & Liberation* (Joerg Tuske)
		• <u>Remembering Syria</u> (IW): an evening of music and film representing the artistic traditions of Syria
		• <u>Tibetan Monks Residency</u> (IW): for the fifth time, 11 Tibetan monks from the famed Drepung Loseling Institute, with blessings from His Holiness the Dalai Lama, are in residence at SU.
		
		Fulton School of Liberal Arts:
		
		• <u>Fulton Public Humanities Program</u> (IW): supports, organizes, and develops academic programs and events that promote public awareness and understanding of marginalized groups, moments, and events in history (up to the present). It provides opportunities for programs that possess curricular and academic value in the recovery, commemoration, and study of human experience in all its complex diversity using the unique methods and core perspectives of the Humanities, including the
		    o *Women's History Month*: offerings included Women's History Exhibition in Blackwell Library, *He Named Me Malala* film & roundtable discussion, Triangle Fire film & roundtable discussion
		    o African-American History Month: activities included the *Frank X. Walker & Shauna Morgan Poetry Reading*, *(Ad)Dressing History: Pauline Elizabeth Hopkins Keynote Address* (With April C. Logan), and *Never Caught: The President's Runaway Slave Woman* (With Erica Armstrong Dunbar)
		    o Native American Heritage Month 2015: offerings included *The Return of Indian Nations to the Colonial Capital: Heritage Relationships, Indigenous Pilgrimage & the Production of Native Public History* (With Buck Woodard) and *Contested and Entangled*

Table 3

		Histories: Taking Action in the New Millennium

- Department of Communications:
  - o *LUNAFEST* (IW): this traveling festival of award-winning short films spotlights the work of a diverse array of talented women filmmakers with intelligent, funny and thought provoking themes.

Multicultural Student Services

- African American History Month (IW): planned collaborative effort between Multicultural Student Services, Department of English and the Department of History. Planning meetings are held to identify programs and activities that are in line with the national theme and which are feasible for the campus.
- Enlightened Perspective Series (IW): regular series that brings diverse topics to campus for discussion. Presenters are leading scholars in their field. Salisbury University Alumni with terminal degrees are utilized when possible.
- Multicultural Festival (IW): The purpose of the event is to educate the campus and surrounding community about various cultures though cultural performances, food tastings, and informational tables hosted by student organizations, departments, and vendors.

Office for Institutional Equity:

- President's Diversity Awards (IW): every spring, the President and the Office of Institutional Equity honor the achievements and service of members of the campus community who make extraordinary contributions to promote the appreciation and understanding of cultural diversity at Salisbury University.
- Student Diversity Poster Design Contest (IW): this program raises awareness of and celebrates diversity on our campus through posters created by students.

Table 3

		Seidel School of Education and Professional Studies:
		• Public lecture offerings included <u>Discussing Race during Times of Chaos</u> and <u>Inclusivity across Identities: Becoming Allies</u>.
		Housing and Residence Life:
		• Housing and Residence Life implemented two institution wide (IW) programs: The Hunger Games and Tunnel of Oppression Additionally, various residence as well as a series of targeted, Residence Hall (T-RH) programs: Chesapeake Hall Cook-Off, Diversity Cupcakes,, **Higher Learning,** It's Going Down in the Elevator, Juke Joint, Love Your Selfie , Minute to Win It, Painting Diversity, Paper Toss, Pride, Prejudice, and Pizza, Pride Week, **Religions of the World,** Residence Hall Decorating for Various Religious Holidays, **Setting Aside Stereotypes,** Walk The Line
		Office of Student Activities:
		• <u>Diversity University</u> (T - Orientation Program): presenters discuss the value of shared experiences with new students. Each tells his and her personal story and how they came to be friends despite their physical differences (gender, race). The program was interactive, prompting students to "cross the line" based on shared experiences.
		Office of Student Disability Support Services:
		• <u>Disability History & Awareness Month</u> (IW): the Office of Student Disability Support Services held a poster campaign on campus to increase awareness of stigma related to individuals with disabilities as well as the 25th anniversary of the ADA, as well as a table where students, faculty and staff could "sign the pledge" as part of the PLEDGE ON! campaign, bringing awareness to the 25th anniversary of the ADA and asking students, faculty, and staff to recommit to the ADA.

Table 3

		Student Health Services: • <u>Healthy You/Love Your Body</u> (T – Powerful Connections): Student Health Services staff provided an informational session to participants in the Powerful Connections program on women's health update, STI's, and contraception.

Table 4

2015-2016 Annual Report on Institutional Programs of Cultural Diversity
Institution has a Process for Reporting Campus-Based Hate Crimes
Salisbury University
Y

Legend
Y = Yes
N = No

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

	Baseline: 2009-2010				2013-2014				2014-2015				2015-2016				
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	% of KNOWN	Male	Female
African American/Black	18	5.9%	11	7	20	6.3%	14	6	21	6.4%	14	7	8	2.4%	2.5%	5	3
American Indian or Alaska Native	1	0.3%	0	1	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0.0%	0	0
Asian	17	5.6%	11	6	21	6.7%	13	8	25	7.7%	14	11	11	3.4%	3.4%	6	5
Hispanic/Latino	5	1.6%	3	2	5	1.6%	3	2	5	1.5%	2	3	4	1.2%	1.2%	3	1
White	254	83.3%	150	104	261	82.9%	149	112	267	81.9%	150	117	269	82.0%	83.0%	154	115
Native Hawaiian or other Pacific Islander	0	N/A	N/A	N/A	0	0.0%	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	0.0%	0	0	0	0.0%	0	0	28	8.5%	8.6%	17	11
Nonresident Alien	8	2.6%	2	6	4	1.3%	2	2	4	1.2%	2	2	4	1.2%	1.2%	2	2
Did not self identify	2	0.7%	2	0	4	1.3%	3	1	4	1.2%	3	1	4	1.2%		3	1
Total	305	100.0%	179	126	315	100.0%	184	131	326	100.0%	185	141	328	100.0%	100.0%	190	138

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 and later 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)*

Note 3. *Faculty numbers for 2014-15 and later 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)*

	Headcount Change	% Change
Change in Tenure/ Tenure Track Faculty between 0910 and 1516	23	7.5%
Minority Faculty	6	12.2%

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

	Baseline: 2005-2006				Baseline: 2009-2010				2010-2011				2011-2012				2012-2013				2013-2014				2014-2015				2015-2016				
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	% of KNOWN	Male	Female
African American/Black	7	3.1%	4	3	7	2.6%	5	2	9	2.9%	6	3	11	3.4%	6	5	12	3.3%	5	7	12	3.4%	4	8	10	3.0%	5	5	6	1.8%	1.9%	2	4
American Indian or Alaska Native	0	0.0%	0	0	1	0.4%	0	1	0	0.0%	0	0	1	0.3%	0	1	1	0.3%	0	1	1	0.3%	0	1	1	0.3%	0	1	1	0.3%	0.3%	0	1
Asian	2	0.9%	0	2	3	1.1%	0	3	5	1.6%	1	4	9	2.8%	2	7	9	2.5%	1	8	9	2.6%	1	8	11	3.3%	0	11	4	1.2%	1.2%	1	3
Hispanic/Latino	2	0.9%	0	2	3	1.1%	1	2	3	1.0%	2	1	4	1.2%	1	3	7	1.9%	1	6	6	1.7%	1	5	6	1.8%	1	5	8	2.4%	2.5%	1	7
White	202	88.2%	74	128	247	92.9%	91	156	283	92.5%	99	184	289	89.5%	92	197	325	89.3%	93	232	316	89.8%	92	224	300	88.8%	98	202	291	88.4%	89.8%	93	198
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	0	0.0%	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	2	0.6%	1	1	3	0.9%	2	1	14	4.3%	4.3%	3	11
Nonresident Alien	0	0.0%	0	0	1	0.4%	1	0	1	0.3%	1	0	1	0.3%	1	0	0	0.0%	0	0	1	0.3%	0	1	3	0.9%	1	2	0	0.0%	0.0%	0	0
Did not self identify	16	7.0%	7	9	4	1.5%	1	3	5	1.6%	2	3	6	1.9%	2	4	7	1.9%	3	4	5	1.4%	3	2	4	1.2%	2	2	5	1.5%		2	3
Total	229	100.0%	85	144	266	100.0%	99	167	306	100.0%	111	195	323	100.0%	105	218	364	100.0%	104	260	352	100.0%	102	250	338	100.0%	109	229	329	100.0%	100.0%	102	227

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-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)

Note 3. Based on revisions to the EDS submission layout, faculty numbers for 2014-15 and later 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)

	Headcount Change	% Change
Change in Non-tenure//Other Faculty between 0506 and 1516	63	23.7%
Minority Faculty	18	128.6%

TABLE 2: *Comparison* **Table for Staff**

	Baseline: 2009-2010				2013-2014				2014-2015				2015-2016				
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	% of KNOWN	Male	Female
African American/Black	324	34.4%	103	221	363	33.2%	121	242	378	35.2%	122	256	124	12.1%	12.3%	45	79
American Indian or Alaska Native	1	0.1%	0	1	4	0.4%	2	2	2	0.2%	0	2	2	0.2%	0.2%	0	2
Asian	9	1.0%	4	5	14	1.3%	9	5	11	1.0%	6	5	3	0.3%	0.3%	1	2
Hispanic/Latino	16	1.7%	8	8	23	2.1%	9	14	29	2.7%	11	18	28	2.7%	2.8%	8	20
White	580	61.5%	234	346	667	60.9%	277	390	630	58.7%	249	381	623	61.0%	61.6%	248	375
Native Hawaiian or other Pacific Islander	N/A	N/A	N/A	N/A	2	0.2%	1	1	1	0.1%	0	1	1	0.1%	0.1%	0	1
Two or more races	N/A	N/A	N/A	N/A	11	1.0%	3	8	11	1.0%	5	6	229	22.4%	22.7%	71	158
Nonresident Alien	2	0.2%	0	2	2	0.2%	1	1	0	0.0%	0	0	1	0.1%	0.1%	1	0
Did not self identify	11	1.2%	4	7	9	0.8%	2	7	11	1.0%	3	8	11	1.1%		3	8
Total	943	100.0%	353	590	1095	100.0%	425	670	1073	100.0%	396	677	1022	100.0%	100.0%	377	645

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 Sevice, 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); Miltary Staff (31)

Note 3. Staff numbers for 2015-16 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 Sevice, Social Servce, Legal, Arts, Design, Entertainment, Sports & Media (14); Archivists, Curators, & Museum Technicians (21); Librarians (22); Library Technicians (23); Student & Academic Affairs & Other Eduation Services (24); Healthcare Practitioners & Technical (25); Servie (26); Sales & Related Occupations (27); Office & Administrative Support (28); Natural Resources, Construction, & Maintenance (29); Production, Transportation, & Material Moving (30); Miltary Staff (31)

	Headcount Change	% Change
Change in Staff between 0910 and 1516	79	8.4%
Minority Faculty	36	10.2%

TABLE 3.1: *Comparison* Table for Undergraduate Students

	Baseline: 2009-2010				2013-2014				2014-2015				2015-2016				
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	% of KNOWN	Male	Female
African American/Black	890	11.8%	412	478	933	11.7%	388	545	998	12.5%	416	582	1053	13.4%	13.9%	442	611
American Indian or Alaska Native	51	0.7%	25	26	20	0.2%	7	13	32	0.4%	9	23	42	0.5%	0.6%	13	29
Asian	199	2.6%	95	104	200	2.5%	79	121	206	2.6%	90	116	234	3.0%	3.1%	96	138
Hispanic/Latino	206	2.7%	100	106	352	4.4%	168	184	323	4.0%	142	181	323	4.1%	4.3%	144	179
White	6112	80.9%	2700	3412	5860	73.2%	2543	3317	5738	71.8%	2449	3289	5506	70.1%	72.6%	2367	3139
Native Hawaiian or other Pacific Islander	0	N/A	N/A	N/A	6	0.1%	5	1	10	0.1%	6	4	11	0.1%	0.1%	7	4
Two or more races	0	N/A	N/A	N/A	296	3.7%	126	170	292	3.7%	130	162	282	3.6%	3.7%	119	163
Nonresident Alien	41	0.5%	18	23	109	1.4%	55	54	139	1.7%	64	75	138	1.8%	1.8%	55	83
Did not self identify	58	0.8%	29	29	228	2.8%	108	120	259	3.2%	129	130	260	3.3%		131	129
Total	7557	100.0%	3379	4178	8004	100.0%	3479	4525	7997	100.0%	3435	4562	7849	100.0%	100.0%	3374	4475

Source: EIS

	Headcount Increase	% Increase
Change in **Undergraduate** Students between 0910 and 1516	292	3.9%
Undergraduate Minority Students (including NRA)	696	50.2%

TABLE 3.2: *Comparison* **Table for Graduate Students**

	Baseline: 2005-2006				Baseline: 2009-2010				2010-2011				2011-2012				2012-2013				2013-2014				2014-2015				2015-2016				
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	% of KNOWN	Male	Female
African American/Black	58	10.1%	14	44	52	8.0%	13	39	59	8.5%	14	45	88	12.3%	23	65	76	11.0%	21	55	79	12.4%	19	60	93	12.0%	18	75	76	9.2%	9.9%	15	61
American Indian or Alaska Native	0	0.0%	0	0	3	0.5%	1	2	2	0.3%	1	1	2	0.3%	1	1	1	0.1%	0	1	1	0.2%	0	1	2	0.3%	1	1	3	0.4%	0.4%	0	3
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	2	0.3%	1	1	10	1.3%	0	10	6	0.7%	0.8%	1	5
Hispanic/Latino	6	1.0%	1	5	10	1.5%	6	4	12	1.7%	4	8	17	2.4%	5	12	14	2.0%	1	13	13	2.0%	5	8	22	2.8%	7	15	24	2.9%	3.1%	7	17
White	470	82.2%	115	355	545	84.2%	150	395	579	83.8%	180	399	568	79.6%	181	387	564	82.0%	169	395	516	80.8%	134	382	575	74.4%	151	424	619	75.3%	80.5%	163	456
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	0	0.0%	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	10	1.6%	1	9	14	1.8%	2	12	19	2.3%	2.5%	2	17
Nonresident Alien	9	1.6%	5	4	20	3.1%	10	10	16	2.3%	11	5	15	2.1%	5	10	8	1.2%	2	6	10	1.6%	5	5	15	1.9%	4	11	22	2.7%	2.9%	6	16
Did not self identify	23	4.0%	4	19	10	1.5%	3	7	9	1.3%	2	7	7	1.0%	3	4	11	1.6%	4	7	8	1.3%	3	5	42	5.4%	14	28	53	6.4%		10	43
Total	572	100.0%	141	431	647	100.0%	184	463	691	100.0%	214	477	714	100.0%	224	490	688	100.0%	203	485	639	100.0%	168	471	773	100.0%	197	576	822	100.0%	100.0%	204	618

Source: EIS

	Headcount Increase	% Increase
Change in **Graduate** Students between 0910 and 1516	175	27.0%
Graduate Minority Students (including NRA)	58	63.0%