PROGRESS REPORT
ON
INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY
February 2011

Cultural Diversity Planning at Salisbury University

Introduction

Salisbury University's 2009-2013 Strategic Plan 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.

Goal 1. Provide exceptional contemporary liberal arts education and academic and professional programs that are aligned with an increasingly competitive, global, and knowledge-based economy.

Goal 2. Continue to attract and retain quality students.

Goal 3. Promote and develop a student culture that places the highest priority on academic engagement and personal growth by leveraging the SU "small school feel" and strong student/faculty/staff interactions.

Goal 4. Continue to build the resources—human, financial, physical, and external—that support student academic and engagement needs.

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, 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.

On October 10, 2010, the campus celebrated Dr. Dudley-Eshbach's 10th year as president of Salisbury University. Part of her vision included a more diverse, international, and inclusive campus—and the past decade has brought much success in these areas. SU is proud of the quality of students it attracts as it continues to witness freshman classes becoming more diverse each year. Deliberate and sustained efforts are leading to tangible results in reaching the institution's diversity goals. SU's minority student headcount has more than doubled, and an increasing number of diverse faculty and staff serve as mentors and leaders. The Class of 2014, in particular, is the most diverse in University history; more than 20 percent of these students are from diverse families.

The institutional value of student-centeredness is a highly desirable attribute among Hispanic/Latino cultures where the concept of family (*familia*) is a most cherished value. SU's commitment to small classes, faculty advising, and mentoring in many ways creates an *extended family* phenomenon that is a strength SU strives to maximize. Goal Three of the 2009-2013 Strategic Plan, and its focus areas of *Engagement, "Small School Feel,"* and *Diversity,* clearly signals SU's long-term commitment to provide an inclusive campus environment where academic success for all students can flourish. With an eye toward attracting the growing Hispanic/Latino population in the State of Maryland, SU began the planning process last year to become the premier Latino-serving institution in the State.

President Dudley-Eshbach's vision of diversity also includes geographic diversity. Overall, SU's student body of 8,400 is from 28 states and 58 nations. A thriving Center for International Education (which the President established some five years ago) allows students to study abroad and brings global perspective to campus.

Salisbury University continues to work on a number of interventions to ensure that progress continues on the recruitment and retention of diverse student populations. The successful and growing Powerful Connections Program assists under-represented, first-year students with a successful transition to college-level work and facilitates their sense of connectedness to the University community. Results of the math placement tool ALEKS show impressive first-year student participation and better completion of early math courses. Finally, efforts to seek alternate funding sources to keep recruitment and retention programs viable were rewarded with SU winning its first TRiO grant in 2010.

SU is proud to present its progress toward meeting the goals as stated in SU's Plan to Enhance Cultural Diversity.

Administrative Coordination and Accountability

The Office of Diversity is part of the Office of the President.

- The Interim Chief Diversity Officer (CDO) continues to work collaboratively across campus.
- In partnership with the Human Resources Office, 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.

Partnerships with Academic Affairs, Human Resources, and Enrollment Management have been established to assess and strengthen efforts to recruit and retain a diverse student body, faculty, and workforce.

- *Building Bridges of Cultural Diversity*: Professional Networking Luncheon, October 6, 2010. Over 50 community college and secondary education professionals from the Baltimore/Washington region and Southern Maryland attended. The purpose of this event was to strengthen or establish partnerships to help increase Maryland's minority student college admittance and degree attainment. Adam Ortiz, then Deputy Chief of Staff to Maryland Lt. Governor Brown and co-author of Maryland's 2009 report on immigrant integration, "A Fresh Start," served as keynote speaker.
- An annual Hispanic/Latino Heritage Month Campus Community Celebration was established and coordinated. Events included: Mexican cultural immersion bus trip visit to Washington, D.C.; Spanish language films; and campus Latino cultural arts and dining cuisine exposure. Guest speakers included Anthony Guitierrez, Director of the Wicomico Board of Elections, and Thomas Perez, Assistant Attorney General for the Civil Rights Division of the United States Department of Justice.

Develop and implement diversity awareness, and educational and professional development training opportunities for both faculty and staff.

- Training workshops are being developed for implementation in 2011. Topics include Sexual Harassment Prevention, Prevention of Discrimination and Other Forms of Harassment, and Teaching in a Diverse Classroom.

University Governance Consortium Cultural Diversity Committee meets throughout the calendar year.

- The CDO is an *ex officio* and non-voting member of the University Governance Consortium Cultural Diversity Committee.
- The committee successfully created two campus climate survey instruments: A faculty and staff survey instrument and a student survey instrument.
- Climate surveys were approved by the campus Institutional Review Board and administered on February 15, 2011. Results will be analyzed to assess perceptions of the campus climate and to address those as necessary.

Outreach to the community.

- In May 2010, the Office of Diversity facilitated a partnership between Seidel School of Education and Professional Studies faculty and Wicomico County Public Schools to address achievement gap issues. A Maryland State Department of Education (MSDE) grant was written and funded to support a one-year pilot project that provides intercultural competency training for five P-8 schools with greatest risk of disproportionality.

Complete Assessment of General Education

Develop student learning outcomes and align with General Education curriculum.

- Following a June 2009 General Education Assessment Retreat, University Analysis Reporting and Assessment developed student learning outcomes for the five General Education (GE) areas.
- During the spring 2010 semester, the University Academic Assessment Committee (UAAC) and various academic stakeholders had the opportunity to review and comment on the student learning outcomes. A final version will be developed based on this feedback and submitted to the Faculty Senate for review and vote.
- Alignment of the GE curriculum with the Student Learning Goals, recommended by Middle States to be completed by June 2011, has been completed.
- This Assessment Plan was endorsed by SU's school deans in spring 2010 and by the Faculty Senate in fall 2010, and it has been assigned to a Faculty Senate Subcommittee.

Develop a *culture of assessment* through training.

- On January 21, 2010, the UAAC and Faculty Development Committee (FDC) co-sponsored a Faculty Development Day on GE assessment. The purpose of the day was to provide assessment resources and best practices, describe the assessment process, discuss the role SU faculty will play in developing the assessment process at the institution, and collect feedback from faculty on assessment strategies that they recommend for collecting data on student achievement of GE outcomes.
- Annual Periodic Review process has been revised to focus on assessment.

International Education

Incorporate a reference to international education in SU's Mission Statement.(G1)

A five-year International Education Strategic Plan (2009-2013) has been established. The International Strategic Plan is aligned and embedded throughout SU's mission and institutional Strategic Plan.

Increase the number of study abroad students. (G2)

The Center for International Education works to improve excellent short-term faculty-led international programs.

- Creation of an online application process for study abroad programs (July 2010).
- Creation of six new short-term, faculty-led study abroad programs in the following locations: Argentina, Guatemala, Japan, Italy, England, and Martinique (AY 2010-2011).
- Further dissemination of "Faculty Handbook for Short-Term Faculty-Led International Programs" to faculty leading programs (AY 2010-2011).

Develop semester programs abroad.

- The launch of the Salisbury Abroad: Ecuador study abroad program provided semester-length study abroad and course work in a new minor in Latin American studies at the same cost as main campus

(August 2009). Twelve students enrolled in the new program in 2009-2010 and eight students enrolled in the program 2010-2011.
- The launch of the Salisbury Abroad: Estonia study abroad program provided semester-length study abroad and course work in a new minor in European studies at the same cost as main campus (August 2010). Two students enrolled in the new program during academic year 2010-2011.
- The launch of Salisbury Abroad: China study abroad program provided semester-length study abroad at the same cost as main campus (August 2010). Two students enrolled in the new program during academic year 2010-2011.

Develop four or five key SU sites abroad for program development.
- Center for Interamerican Studies Foundation, Cuenca, Ecuador, South America (Fall 2009).
- University of Tartu, Tartu, Estonia, Europe (Fall 2010).
- Anqing Teachers College, Anqing, China, Asia (Fall 2010).

Develop advising and marketing.
- Further dissemination of annual Salisbury Study Abroad Programs Catalog was initiated in fall 2009 and expanded in fall 2010.
- Hired a part-time faculty emeritus study abroad advisor for daily advising open hours at the Center for International Education (AY 2010-2011).
- Updated and expanded the Center for International Education Website with a new URL address: www.salisbury.edu/international.

Establish and maintain scholarships.
- Sustained at a constant level the small ($8,000), University-funded study abroad scholarship fund during a time of economic crisis (2009-2011).
- An aggressive advising and marketing campaign for Benjamin A. Gilman Scholarship resulted in 12 Pell Grant students funded for over $50,000 for study abroad (2009-2011).
- An aggressive advising campaign for Fulbright Student Fellowships resulted in two student applicants forwarded by the University (AY 2008-2009) and two more student applicants (AY 2010-2011). No students have been awarded yet.
- An aggressive advising campaign for David L. Boren Scholarship resulted in the first three student applicants forwarded by the University (AY 2010-2011). Winners will be announced in spring 2011.

<u>Increase presence of international students. (G3)</u>

Establish an effective recruitment plan.
- Aligned the International Student Recruitment Plan with the Strategic Enrollment Management Plan (2009-2013).

Enhance and sustain international recruitment efforts through enrollment management.
- Established a new partnership with the Kingdom of Saudi Arabia to receive King Abdullah Scholarship Program (KASP) students (July 2009). SU received its first enrolled KASP scholar (January 2010).

Increase the number of exchange agreements with partners abroad:
- Anqing Teachers College, Anhui, China (Fall 2010).
- University of Málaga, Málaga, Spain Memorandum of Understanding (MOU) signed summer 2010. Program initiated fall 2011.
- Enhanced effort to establish reciprocal balance with long-term exchange partner, Grenoble École de Management, Grenoble, France (AY 2010-2011).

Develop intensive English language program.
- Hired founding director of SU's English Language Institute (ELI) (summer 2010).
- Enrolled first ELI cohort of seven students (fall 2010).
- Transitioned first four ELI students from ELI to degree-seeking academic program (spring 2011).
- Enrolled second ELI cohort of eight students (spring 2011).

Improve international student support.
- Hired first graduate assistant for international student support (spring 2008).
- Created new process to reserve housing for international students (spring 2011).

Strengthen ties with international alumni.
- Formed first SU alumni chapter abroad in Europe (summer 2009).

- Held first official SU Alumni Europe chapter event (January 2010).

Increase opportunities for international scholarly activities for faculty. (G4)
Obtain authority to offer J visas.

- Achieved designation by the U.S. Department of State as J-1 Exchange Visitor institution in the categories of student, short-term scholar and professor (March 2010), with SU's first visiting Global Scholar faculty member teaching during spring 2011 and three additional candidates for Global Scholar faculty members currently under consideration for fall 2011.

Develop Visiting International Scholar Chair in each of the four schools.

- Conversations are ongoing with academic school deans to achieve this goal (AY 2010-2011).

Establish faculty award for outstanding contribution to global education.

- Development of this initiative is in progress.

Promote the further internationalization of the on-campus curriculum. (G5)
Create new area-studies minors.

- Latin American studies minor began (spring 2010).
- European studies minor began (fall 2010).
- Asian studies minor planning is underway with initial offering being offered (fall 2011).

Increase course work in lesser-taught languages.

- Regular offerings of Chinese 101 and 102 are underway (AY 2009-2010).
- 200-level Chinese and higher level courses are offered through exchange at Anqing Teachers College (AY 2010-2011).

Encourage enhancement of the international character of all courses.

- Development of this initiative is ongoing.

Strengthen international experiences for international and foreign language majors.

- Spanish Major – There is now an embedded semester-length study abroad program in Ecuador and Spain.
- French Major – Development of this major will happen in the future.
- International Studies Major – Development of this major will happen in the future.
- International Business Major – Development of this major will happen in the future.

Hiring Procedures

The Office of Diversity supports the Office of Human Resources in achieving Strategic Plan Focus Area 4.1: "…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.
- Recruitment plans are now developed in collaboration with all key stakeholders to "focus on recruitment instead of just placing ads."
- With the goal to broaden the diversity of applicants, the Office of Diversity has identified national professional organizations where the institution will hold membership and begin to establish a presence. Human Resources converted the entire application process to an online function using SU's existing PeopleSoft platform. This has greatly improved the efficiency of gathering and tracking applicant data for assessment and review.

Minority Student Recruitment Initiatives

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

- Determine effectiveness of financial aid packaging methods for minority student populations.
- Utilize 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.
- Invite prospective students to attend select cultural events sponsored by existing Salisbury University cultural organizations.

- Provide financial aid information sessions to connect families with financial aid resources, meet filing deadlines, and optimize federal, State, and institutional financial aid.
- Design special visitation events for first-year students to meet faculty and staff as part of a collaborative effort between Admissions, Multicultural Student Services, and cultural student organizations.
- Identify and develop relationships with local as well as regional community-based organizations to create a broader support system for Asian and Hispanic students.
- Establish advisory boards to address and respond to the needs of special student populations.
- Enhance inclusive messages and graphics in campus publications, presentations, and University Web site to be more attractive to diverse students.
- Promote campus visits and advisory opportunities to guidance counselors who represent diverse high school markets.
- Offer three to five bus visitations for 1,200 prospective and admitted students from Baltimore and Prince George's County.
- Develop a partner list of community-based organizations and top feeder schools for diverse students for special recruitment initiatives: targeted mailings, campus events, and contacts with current SU students.
- Purchase names of prospective high school sophomores and juniors from the College Board's PSAT in January, rising seniors from the SAT in mid-summer for test optional candidates, and seniors from under-represented populations who first took the SAT in the fall.
- Utilize social networking to reach admitted minority student communities to enhance application rates and yield.
- Enhance the telecounseling program to include: pairing SU students with prospective students with shared backgrounds and interests and increased phone contacts from SU students and admissions staff.
- Promote Test Optional Admission Policy as a minority recruitment strategy.
- Sponsor annual minority student visitation weekend for freshmen.
- Sponsor activities for community programs such as GEARUP (MHEC CPIP), AmeriCorps, and the Business, Economic, and Community Outreach Network.

Closing the Achievement Gap (Retention)

Strengthen the Center for Student Achievement.

- The SU Center for Student Achievement (CSA) opened in fall 2008 and marked the first time SU centralized academic services for students. Significant progress was made toward the development of the center's resources for students. The CSA has been severely limited in its development because SU has only been able to reallocate about 40 percent of its full implementation budget of $417,000.
- The CSA began offering tutorial services in fall 2009 and has continued to offer this service as a retention initiative. The CSA has increased tutoring services to include 15 subjects, with Anatomy and Physiology, Sports Nutrition, and Chemistry being the most utilized by students.
- Supplemental instruction (SI) has also increased from a pilot of five SI courses to 14 courses offered in fall 2010.
- Appendices A & B of this document show the number of students who have visited the center seeking tutorial assistance since it first opened in fall 2009.

Identify resources for Center for Student Achievement.

- A federal TRiO grant was awarded to SU in August 2010. The five-year grant has helped provide services and financial assistance for 140 students who meet the criteria of low income and first generation or students with disabilities. Academic support services such as tutoring, supplemental instruction, study strategies, and academic coaching began in fall 2010 as students were identified to participate in the TRiO ACHiEVE program.

Strengthen the Writing Center

- The Writing Center broadened its outreach efforts to diverse students by serving as a partner in the TRiO grant. A writing assessment intake coordinator was hired to meet with each first-year student in the TRiO program and advise 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.

- Prior to the start of the TRiO grant, the Writing Center conducted a study of how many TRiO-eligible students voluntarily attended the Writing Center. Of the 698 students SU identified as TRiO-eligible, 127 students had come to the Writing Center.
- Many TRiO-eligible students utilized the services of the Writing Center their first semester. In fall 2010, of the 205 first-year students who visited the Writing Center, 49 students were low-income students, first-generation college students, and/or students with disabilities. TRiO participants will work closely with the Writing Center to prepare graduate school applications.
- The Writing Center provides ongoing diversity training to staff members so that peer writing consultants can work effectively with all students who visit the center. During 2010-11, writing consultants have been trained by the Counseling Center, Student Disabilities Support Services, and Bisexual Transgender Gay Lesbian and Straight Supports (BTGLASS).

Implement programs to address gaps in students' mathematical backgrounds.

- The ALEKS (Assessment and Learning in Knowledge Spaces) math assessment was piloted in fall 2008 and is now a fully funded program. ALEKS assists students and academic advisors in placing students in math courses that best match their ability level. This weakness of math skills among prospective college students is a national problem that requires close cooperation between K-12 and higher education to resolve. The Governor's STEM Task Force report, "Investing in STEM to Secure Maryland's Future," clearly identifies this challenge.
- ALEKS placement was used to assess all incoming freshmen in fall 2009 and fall 2010. Results from fall 2009 indicated students following placement advice generally performed better in select courses.
- In spring 2011, the Mathematics and Computer Science Department will study the results of these first two years of placement data and make recommendations concerning course placement as well as how SU might address fundamental weaknesses in mathematics skills.

Assess Living-Learning Communities (LLC).

- First-year students (2009 cohort) who participated in SU's Honors, Education, Business, Green, or STEM LLCs during the 2009-2010 academic years were included in an assessment of the LLC initiative. Approximately 119 freshmen, 9 percent of the first-time student cohort, participated in one of these five LLCs. Approximately 10 percent of first-time minority students participated.
- Students enrolled in one of the identified LLCs had slightly higher first-year grade point averages than those that were not in an LLC during their first year at SU (2.87 vs. 2.83). The data also showed that LLC participants are retained into their second year at higher rates than non-LLC participants (83 percent vs. 81 percent).
- Appendix C displays the number of students who elected to participate in Living-Learning Communities.

Assess Freshman Seminars.

- Approximately 122 students from the 2009 cohort (10 percent of the first-time student cohort), participated in a freshman seminar during the 2009-10 academic years. Approximately 12 percent of first-time minority students, including non-resident aliens (NRA) participated in a freshman seminar during this time period.
- Appendix D displays the number of students who registered for a freshman seminar.

Emphasize cultural diversity in the first-year student orientation program.

- Incoming first-year students participate in an orientation program titled Shared Paths.
- Shared Paths is an interactive program that takes students on a journey of self-discovery as well as increases awareness of self and others.
- Results of the student Diversity Climate Survey administered in February 2011 will be used as one of the indicators of success.

Market Research

Initiate market research project.

- Marketing and Public Relations staff are currently working with Enrollment Management staff and professional firms to study demographic trends and market research on attracting and retaining diverse student populations.
- SU engaged Stamats, Inc. to project the demographic trends and profile of college-bound students 5-10 years in the future and recommend relevant strategies for marketing, recruitment, retention, costs, programs, and facilities. Phases One and Two were completed in 2010.
- The Diversity Office will work with this team to specifically research the growing Hispanic/Latino population, identifying needs, trends, and measures for implementation.
- The Public Relations and Publications offices work to ensure SU awareness among diverse populations by advertising in publications such as *The Hispanic Outlook in Higher Education, Diverse Issues in Higher Education, Maryland African-American Pride* magazine, and the 2010 National Conference on Race and Ethnicity in American Higher Education (NCORE) program guide.

Financial Aid

Increase need-based financial aid.

- While the Strategic Enrollment Plan spells out an aggressive 10-year plan to increase *institutional financial aid to $17 million*, the current economic times prevented additional funding from State support that was designated for enrollment growth.
- SU's relatively low funding limits grants and scholarships that are vital to provide access for economically disadvantaged students. Despite the added challenges to increase the total dollars for financial aid during this economic downturn, SU has increased the proportion of aid that is awarded to students who demonstrate financial need.
- In the past five years, institutional aid has increased by nearly 50 percent and the ratio of need-based support has increased over merit-based aid by nine percentage points, with 59.4 percent now awarded to students with need.
- From FY 2009 to FY2010, need-based aid increased by $294,149. Beginning in spring 2011, the TRiO grant will provide $56,000 additional dollars per year directed toward TRiO participants.

Social Life and Organizations

Increase student awareness and understanding of cultural diversity.

- 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.

Continue to support Powerful Connections as one of our strongest retention efforts.

- A mentee/mentor program has been offered to new students of color for over the past 10 years and has evolved into the Powerful Connections program.
- In fall 2010, 47 students and families were welcomed to campus through the Powerful Connections Program. The program participants were comprised of a diverse group that included African-American, Asian-American, and Latino mentees. The mentors (who are graduates of the program) were an equally diverse group, with all ethnicities and races represented.
- Powerful Connections provides participating students the opportunity to become acclimated to the campus, its social organizations, and its academic rigor in a more personalized manner. The fall 2010 cohort average cumulative grade point was 2.65.
- Many of the mentees become Powerful Connections mentors to future SU students. Many become involved in University student governance and become part of the inner fabric of the campus community.

Faculty and Administrative and Support Staff Development

Increase faculty and staff development opportunities centered around diversity.

- The University hosted a Strategic Planning Day that solely focused on diversity in January 2011. The event was well attended by faculty and students and included a cross cultural training component.
- The Faculty Senate's Faculty Development Committee and the Office of Instructional Design and Delivery offered its first SU Teaching and Learning Conference in January 2011 with faculty sharing best practices in their teaching and classroom design.

Support curricular development.

- The Faculty Senate's Faculty Development Committee plans to devote its August 2011 faculty development day on diversity. The Office of Diversity and University Consortium Cultural Diversity Committee will assist with this endeavor.

Community Relations

Serve as a catalyst for positive change.

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 a Delmarva Network and has supported the following initiatives:

- Working with SU student volunteers from the Organization of Latin American Students (OLAS) and local public schools to support tutoring programs aimed at English-Language learners and programs that increase Latino/a parent involvement.
- Working with the Maryland Migrant Education Program to improve its outreach to children of migrants in the region.
- Establishing collaboration with Farmworker Justice's "Poder Sano," focusing on improving Latino/a rural health particularly around issues of HIV and TB.

Alumni Programs

Determine ways to engage alumni in the cultural diversity initiative.

- The Alumni Board has increased its minority membership from one minority member in 2007 to three in 2009.
- The Alumni Office partnered with Multicultural Student Services and the Horizons Project to produce events for specific affinity groups during Homecoming Weekend.

Designated Gifts and Grants Supporting Cultural Diversity

Faculty and Staff Campaign.

The Faculty and Staff Campaign helps to support three Salisbury University Foundation, Inc. accounts that support diversity initiatives:

- The Horizons Program, which promotes awareness of gay, lesbian, bisexual, and transgender issues on campus.
- The Lambda Society, which promotes awareness and addresses the needs of gay, lesbian, bisexual, and transgendered (GLBT) students, staff, and faculty at Salisbury University.
- Women's History Committee, which recognizes women in all facets of life through a series of performances, films, and talks held during the month of March.

Other Initiatives.

- The Public Relations Office has publicized faculty grants that help support cultural diversity. Examples include a U.S. Department of Education grant to support SU's Teaching English as a Second Language Program and funding from the SU Foundation, Inc., to support a unique study to determine how sports may be used therapeutically for former child soldiers in Africa.

- The Public Relations Office also reserves space in *SU News* for the promotion of faculty grant opportunities, some of which are diversity-based.

Demographic Data

- Appendix E-H contains the faculty, staff headcount and student enrollment data.
- Beginning in fall 2010, SU began reporting race/ethnicity facts according to new standards instituted by the Federal government. Students may now report more than one race/ethnicity if applicable. Students who do so are reported in the "Two or More Races" category.

Campus-based Hate Crimes and Bias-motivated incidents

Incidents of campus-based hate crimes and bias-motivated incidents.

- There were no reported hate crimes or bias-motivated incidents in 2009.
- The University Police Department has increased its completion of all bias-motivated investigations.
- Historically, perpetrators have been held accountable; University administrators believe this has been a deterrent.
- Appendix I displays the number of campus-based hate crimes and bias-motivated incidents.

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. Strategic planning and implementation has begun and will help the University welcome and accommodate the projected increasing number of Hispanic/Latino Maryland high school students. Finally, programs needed to attract more international students to campus while offering SU students additional opportunities for international study have been put in place.

Over the last five years 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 results of these efforts are quite positive.

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 funding in the appropriate venues. However, the goal of putting every Marylander to work in a new economy will require that the State invest an appropriate level of resources to produce significant progress and assure that "there is no spare Marylander."*

*Governor Martin O'Malley