PROGRESS REPORT

ON

INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY

February, 2013

Cultural Diversity Planning at Salisbury University

1. **Summary of institutional plan to improve cultural diversity. Each institution should provide a summary of their institutional plan to improve cultural diversity as required by Education §11-406. Include all major goals, areas of emphasis, and strategy for implementation. Also provide an explanation of how the plan and progress is being evaluated. Please indicate where progress has been achieved, and areas where continued improvement is needed.**

Since her arrival to campus in 2000, SU President Janet Dudley-Eshbach has made increasing cultural diversity of students, faculty, and staff a major priority of her administration, and the results are clear: SU is a much more culturally diverse campus in 2013 than it was in 2000. Our mission statement, adopted in 2005, states that "our highest purpose is to empower our students with the knowledge, skills, and core values that contribute to active citizenship, gainful employment, and life‐long learning in a democratic society and interdependent world." We view cultural diversity as a core value that permeates every facet of campus life and we are committed to fostering an inclusive environment where diversity is not only accepted, but celebrated.

Major Goals:

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. As we begin to work on the next university strategic plan, attention to cultural diversity will once again be at the forefront of our efforts.

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.

More specifically, SU's Cultural Diversity Plan outlines several major goals with regard to improving cultural diversity on our campus:

- Develop and implement diversity awareness, and educational and professional development training opportunities for both faculty and staff.
- Increase International Education, including opportunities for SU students to study abroad and an increase in international students at SU.
- Practice hiring procedures to increase diversity of faculty and staff.
- Recruit and retain a diverse student body.
- Develop STEM Initiatives to increase diversity.
- Close the achievement gap.
- Increase student, faculty, and staff awareness and understanding of cultural diversity.

As the following report will demonstrate, Salisbury University has made significant progress in achieving each of the above goals.

Areas of emphasis:

One of the primary goals in the USM and at SU is to close the achievement gap between minority and majority student populations; our most recent Closing the Achievement Gap report highlights the significant success we have had in doing so. The six-year graduation rate gap for low-income students has closed 10 percentage points, from a 15 percentage point gap to a 5 percentage point gap. The graduation rate gap for African American students has decreased from a 12 percentage point difference to a mere one percentage point gap. The numbers on retention are also significant: in 2002 the two-year (freshman to sophomore) retention rate for African American students was 71% and in 2012 the rate increased to 77%; the overall retention rate for SU students went from 80% to 84%. While these numbers are an important indicator of success, they do not tell the entire story of SU's efforts to promote cultural diversity on our campus.

Implementation:

SU has developed many programs designed to increase the recruitment and retention of a diverse faculty, staff, and student body. Among the most important programs for students are Powerful Connections, the TRiO program, Supplemental Instruction, Living Learning Communities, the Cultural Laureate Program, and curricular initiatives designed to increase student knowledge and appreciation of diverse cultures. Additionally, SU offers a substantial Cultural Affairs program providing extracurricular opportunities to develop an appreciation for diversity. Students, faculty, staff, and community members are all encouraged to attend and participate in events throughout the year. Although the hiring freeze of recent years has made it difficult to make significant progress in increasing the diversity of our faculty and staff, SU has put in place practices that have had an impact on this area. Detailed information about the implementation, successes, challenges, and assessment of these can be found below.

Evaluation:

The Office of University Analysis, Reporting, and Assessment (UARA) provides an annual statistical profile of our students, faculty, and staff to help SU evaluate our current University profile. These results are shared with stakeholders at the University, including representatives from Academic Affairs, Student Affairs, and Finance and Administration. In addition, information is reported through the

various shared governance bodies at SU so that the larger community can participate in discussions about cultural diversity on campus.

As a quick look at the numbers highlighted throughout this report will suggest, SU is proud of the improvements we have made in increasing our diversity across campus in every category. Still, there are some remaining challenges; in particular, our Hispanic/Latino student population has not experienced the same success as our African American students in closing the achievement gap, particularly in the six-year graduation rate. We will be turning our full attention to this growing population to help understand what the particular needs might be to help ensure their future academic success.

2. **Each institution should describe efforts to increase the numerical representation of traditionally underrepresented groups among 1) students, 2) administrative staff, and 3) faculty. This section of your report should detail initiatives designed to recruit and retain traditionally underrepresented students, staff, and faculty. Focus on both campus-wide and program specific initiatives.**

Increasing Student Diversity:

SU's total student body is 8,657, an increase of 51 over fall 2011. Our undergraduate enrollment is increasingly diverse; in 2008, some 80.7% of students self-reported as being White and in fall 2012, that number was 75.7%. The most significant gains came in the Hispanic student population, which increased from 191 students (representing 2.6% of the total undergraduate population) in fall 2008 to 361 (or 4.5%) in fall 2012. Although the overall number of graduate students at SU is relatively low, there has been a significant increase in diverse students of 61.5% over the same period (from 65 students from diverse backgrounds in fall 2008 to 101 in fall 2012 out of a total graduate student population of 688).

The Office of Admissions has developed a Diversity Recruitment Plan targeting African American, Hispanic, and Asian students. The plan calls for the Admissions staff to:

- Deepen relationships with Counselors, Teachers, and Access program coordinators within schools that serve students from diverse backgrounds.
- Increase the number of minority applicants by 5%.
- Increase the percentage of diverse students in the incoming class by 5%.

To meet these targets, SU has developed multiple strategies to reach potential applicants, including beginning a pilot program to conduct on-site admissions program at feeder high schools with large diverse populations; attending diversity recruitment college fairs sponsored by college access organizations such as College Bound, National Hispanic College Fair, and College Summit; and organizing five bus trips to SU for diverse students and their guidance counselors in the last year.

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. One of our most successful initiatives is the Powerful Connections Program, which assists under-represented, first-year students with a successful transition to college-level work and facilitates their sense of connectedness to the University community. Our TRiO grant, in its second year of implementation, offers assistance for first-

generation, low-income, and differently-abled students at SU. The University has recently begun administering the Accuplacer Math Assessment exam for all entering first-year students so that we may accurately place students into courses for which they are prepared, a key factor in retention in STEM courses. 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. These efforts have clearly paid off, as SU's retention rate for all first-time, full-time students increased from 81.0% for the 2009 cohort to 82.5% for the 2010 cohort. For African-American students, the retention increase was even greater, from 81.1% to 84.4%.

The following initiatives are key to SU's increased recruitment/retention of diverse students:

Powerful Connections, a program that matches upper class students with first-time freshmen from diverse backgrounds to assist in the transition to college, continues to be very successful with retention and academic success of first-year students.

- Fall 2012 cohort consisted of 42 mentors with a cohort grade point average of 2.98 and 66 mentees (first-year students) with a cohort grade point average of 2.72.
- All mentors and mentees participated in a required "diversity" training program which explored the topics of multicultural competence and attending a diverse university.
- Participants within the Powerful Connections Program were matched to their respective academic areas during the first week of the program. This gives them a positive connection to their respective major, in addition to meeting staff with whom they will work over the course of their studies.

TRiO, a grant-funded program that offers assistance for first-generation, low-income, and differently-abled students at SU. Roughly 70% of the participants in this program are students from underrepresented groups.

TRiO staff are responsible for:

- Recruiting peer and professional mentors with diverse backgrounds to provide academic development and professional leadership.
- Identifying and selecting program participants from culturally diverse backgrounds.
- Promoting and supporting student participation in internships and summer initiatives that target culturally diverse students i.e. The Washington Semester American Indian Program.
- Offering workshops on cultural pride and inviting speakers to talk with our students about infusing their beliefs and traditions into their current environment (i.e. school or work).

Supplemental Instruction (SI) is a peer tutoring program designed to organize and improve students' outside-of-class course preparation. SI is offered for traditionally challenging courses, particularly those in STEM fields. An SI leader, a student who has demonstrated proficiency in a targeted course and undergoes SI training, is assigned to each course. SI leaders attend the class and conduct study sessions for students three times a week. Students who attended five or more SI sessions had significantly higher first-year grades than students who attended less than five SI sessions (3.18 vs. 2.93). SI students who attended five or more sessions had higher second-year retention rates than those who attended less than five sessions (89% vs. 85%). SU has expanded the number of SI sections from 16 at its inception to over 60 today.

Living Learning Communities (LLCs) are academic communities targeting first-year students at SU. Students in an LLC live together in on-campus housing, take two courses together in the fall semester and one course in the spring, and participate in co-curricular activities led by the faculty who teach the courses. Our data shows that students in LLCs have a higher GPA and higher retention rate than other first-year students. Approximately 210 freshmen, 17% of the first-time student cohort, participated in an LLC during academic year 2011-12. With the expansion of LLCs this year, SU was able to accommodate 38% more freshmen in these experiences, including one LLC designed for first generation college students. In addition, 16% of first-time minority students participated in one of the identified LLCs during 2011-12. Based on the success of this initiative we have increased the number of LLCs for the fall 2013 semester.

Increasing Diversity of Faculty:

While the hiring freeze of the last few years has made it difficult for SU to make major inroads in increasing faculty diversity, we have been able to make some progress in this area. All faculty search committees receive AA/EEO training from our Human Resources staff, and all positions are advertised in professional journals likely to reach a diverse audience, such as *Hispanic Outlook* and *Diverse Issues in Higher Education*. The chief diversity officer for the University reviews every faculty recruitment plan to ensure that the search committee membership reflects the diversity of our campus. While the overall increase in the number of tenured and tenure track faculty was modest since 2008 (304 to 313), the number of African American faculty in tenured or tenure track positions has increased from 17 in 2008 to 22 in 2012 and we have had a steady increase in the number of Asian and Hispanic faculty as well.

Increasing Diversity of Staff:

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. While we are not able to disaggregate the data the overall trend is clear.

The effort to increase the diversity of our staff has been hampered by the same hiring freeze that has affected the hiring of faculty; nonetheless, SU has worked hard to ensure that its staff reflects the diversity of the overall community. While the number of staff positions increased 3.5% from 2008-2012, SU had an increase in 11% in minority staff members. The largest increase came in staff members who identified as Hispanic/Latino, which grew from 9 in 2008 to 27 in 2012. Overall roughly 40% of SU's staff comes from diverse populations.

3. **Each institution should describe efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus. This section of your report should detail 1) faculty and staff cultural training programs, 2) curricular initiatives that promote cultural diversity in the classroom, and 3) co-curricular programming for students.**

As the diversity of our students, faculty, and staff has increased, Salisbury University has recognized the need to ensure that the campus environment is welcoming for people from many different cultural

backgrounds. Through training, academic preparation, and co-curricular events, SU fosters a climate of inclusion for all members of our community.

Faculty and Staff Cultural Training Programs:

SU faculty and staff receive frequent training regarding issues related to cultural diversity. Salisbury's Fair Practices Officer offers workshops on best practices for creating a successful work environment with employees from diverse backgrounds. The Horizons program is an initiative designed to promote awareness of gay, lesbian, bisexual, and transgender issues on campus, providing training for faculty, students, and staff. As our student population has become increasingly diverse, we have worked to ensure that faculty and staff are prepared to work with a changing population. In recent years, many faculty development workshops have focused on diversity in the classroom, including topics ranging from fostering a welcoming classroom environment to varying communication styles of diverse populations.

Curricular Initiatives that Promote Cultural Diversity in the Classroom:

At SU, we are committed to preparing our students to thrive in a world where working with diverse populations is critical to success. Salisbury University's students have multiple opportunities to learn about diverse cultures in their academic programs. Our General Education curriculum includes courses that focus on diversity, including topics in history, art, literature, music, geography, and many other subject areas. The Fulton School of Liberal Arts is engaged in ongoing efforts toward establishing area studies programs, with West African studies being the latest to move forward, joining recently added minors in East Asian, European, Latin American, and South Asian area studies. Many of these academic programs require an international experience as part of the curriculum.

Additionally, an appreciation for cultural diversity is a critical aspect of the academic preparation of students in our pre-professional programs, whose graduates will be expected to interact with people from many different cultures. As just one example, our Nursing program infuses diversity throughout their entire curriculum. Nearly every theory and clinical course in the Nursing BS degree program contains one or more course objectives related to cultural sensitivity, cultural competency, health literacy, and health disparities. Nursing graduate programs also include focus on cultural diversity as it affects health-care delivery and education. International study for Nursing students includes a program in Tanzania where SU students focus on HIV prevention/education and students stay with families and provide community health outreach. Study in Ecuador focuses on alternative health practices and healers and includes home-stay experiences that provide immersion in Spanish-speaking households. Similar academic programming is central to the curricula in education, business, and health-related careers.

Co-curricular programming for students:

While the academic mission is clearly at the center of Salisbury University's activities, we recognize that significant learning takes place outside the classroom. SU helps foster a spirit of inclusion and celebration of diverse cultures through a rich and varied co-curricular program. 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. The Cultural Affairs Office brings national and international artists to campus with no admission charge to students. Many of these events are incorporated in to students' academic programs, with faculty connecting class assignments to relevant cultural events throughout the semester.

The Cultural Laureate program is an initiative designed to increase student attendance at the co-curricular cultural events. SU students who attend at least five different cultural events per semester receive a certificate and an honor cord at graduation, identifying them as cultural laureates. Many of the cultural laureates end up attending far more than the minimum requirements, suggesting that an initial exposure to the variety of cultural programming available on a college campus can help students develop an appreciation for artistic diversity.

The Office of Multicultural Student Services sponsors a number of events and student organizations focused on diverse student groups:

- The Multicultural Alliance of Students continues to expand with programs and activities of a diverse nature throughout the school year. These organizations are affinity groups which attract a diverse student base.
- The annual Multicultural Festival is a culminating event which focuses on exploring the diversity of the campus environment and what it offers the larger community.
- Within the 2012 school year, four Historically Black Greek Organizations have been organized on campus. These organizations are: Alpha Phi Alpha Fraternity, Phi Beta Sigma Fraternity, Omega Psi Phi Fraternity and Kappa Alpha Psi Fraternity. The Alpha Kappa Alpha Sorority is currently working to be established on campus. These organizations give the University a stronger social base from which to recruit and retain students from diverse backgrounds which adds to the diversity of the student body.

Community outreach activities:

Salisbury University students, faculty, and staff routinely work with people from diverse cultures in the local community as part of our educational mission, but also as a way to demonstrate one of our core values, that being engaged citizens means making a connection between what students learn and how they live. With that value in mind, SU is engaged with the local Eastern Shore community in numerous activities that help develop a spirit of appreciation for diverse cultures. Among these activities involving faculty, staff, and students are:

- 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.
- HALO provides programs and services for homeless families including shelter care; Nursing BS students participate in health screenings, and health education.
- Breast Health Knowledge of African American and Latina Women. Nursing faculty and students are involved in data collection via surveys and focus groups to help identify at-risk women and provide supportive education.

4. **If needed, each institution should also describe other initiatives that are central to their cultural diversity plan that are not captured in Sections 2 and 3.**

One important strategy to help students learn to appreciate diverse cultures is to have international students in the residence halls and classrooms alongside students from the United States. President Dudley-Eshbach's emphasis on the importance of international education has helped bring an increasingly international profile to our student body. The fall 2012 student population includes students from 69 foreign countries (up from 57 a year ago). Of these students, 101 are nonresident aliens (a significant increase from 61 a year ago). Salisbury University'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.

In addition, SU has increased the opportunities for our students to study abroad. Working with the Office of International Education, a record number of SU students studied abroad for full semesters or a full academic year during Academic Year 2011-12. In addition, a record number of SU students studied abroad during January semester 2012. SU faculty led an unprecedented number of study abroad programs during the January semester, including programs in Italy, Vietnam China, and India.

International Students:

- Total enrollment of non-immigrant international students (as defined by Department of Education) increased by 27% from spring 2012 to fall 2012 from 110 to 140.
- Total enrollment of non-immigrant international students (as defined by Department of Education) climbed to approximately 1.5% of total enrollment, a new record.
- 30% increase in enrollment in pilot English Language Institute (ELI) from 38 students in fall 2011 to 48 students in fall 2012.
- 11 degree-seeking undergraduates and 5 graduate students have graduated from ELI and entered academic programs by the end of 2012.
- ELI designed first of expected series of "Pathways" programs for conditional admission into graduate programs for international students lacking proof of English language competency and prerequisites.
- 60 freshmen students began study at Anqing Normal University in China in fall 2012 expecting to complete their senior year as transfer students to SU earning a BA in interdisciplinary studies in the area of American Studies in an integrated 3+1 dual degree curriculum.

- SU signed on as host university for the Brazil Science Mobility program, a one-year visiting student program funded by the Brazilian government for students in the STEM fields. We expect the first visiting students in the fall 2013.
- SU launched a new structured recruiting program in South Korea funded by the ELI.
- SU signed a 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. SU will be their only East Coast American partner. First enrollments from the new Japanese initiative are expected in Spring 2014.
- SU ELI funded the pilot of a new English Language Learning Program (ELLP) designed to offer part-time night and weekend continuing education English classes at low or no cost to the local immigrant community in our region. The initiative seeks to expand SU's access to local immigrant communities and their extended families and communities around the world.

International Faculty:

- SU welcomed a continuing flow of J-1 Visiting Scholars to teach on the faculty.
- Dr. and Mrs. Praveen Septarshi, India team taught a summer course in Philosophy and collaborated with colleagues in that department.
- Dr. Yuan He, China is collaborating with faculty in Education on early childhood education and kindergarten curriculum.
- Additional J-1 Visiting Scholars from China and South Korea are currently in the planning stages for Academic Year 2013-14.
- SU ELI funded nearly $10,000 towards travel costs for SU faculty to travel as guest lecturers to university partners, primarily in China and Japan during 2012.

Study Abroad:

- Record number of SU students studied abroad during AY 2011-12 – 277 students.
- Projected study abroad enrollment numbers for AY 2012-13 will eclipse 300 students for the first time in SU history.
- SU sponsored its first winning Student Fulbright Fellow, Mr. Charles Overholt, Graduate program in History, who is spending the 2012-13 AY studying Hessian soldiers at the Phillips University of Marburg, Germany.
- SU signed an MOU with Tallinn University of Technology offering the first year-long study abroad program focused on Cyber Security for students of Mathematics, Computer Science, and Information Systems in the United States. First enrollments are expected for fall 2013.
- Salisbury Abroad portfolio expanded offerings for semester study abroad by adding two programs for a total portfolio currently of seven programs:
    - Salisbury Abroad: Cyber Security in Estonia – Eastern Europe (Begins fall 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 (Fall 2013)
    - Salisbury Abroad: London – Western Europe (Fall 2013)
    - Salisbury Abroad: South Korea – East Asia (Fall 2013)
    - Salisbury Abroad: France – Western Europe (Fall 2013)
    - Salisbury Abroad: Germany – Western Europe (Under development)
    - Salisbury Abroad: India – South Asia (Under development)
    - Salisbury Abroad: Canada – North America (Under development)

Summary:

Salisbury University continues its commitment to student excellence and success in a rapidly changing world. Central to this commitment is a belief that creating a diverse campus community and recruiting and retaining culturally diverse students, faculty, and staff is critical to our mission. 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 while simultaneously reducing the achievement gap among our students. The academic support programs we have introduced will help the University welcome and accommodate the projected increasing number of Hispanic/Latino Maryland high school students while enhancing the learning and success of all students. Finally, programs needed to attract more international students and faculty to campus while offering SU students additional opportunities for international study have been put in place and are already achieving significant results.