PROGRESS REPORT ON INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY[1]

April 2015

Cultural Diversity Planning at Salisbury University

I. SUMMARY OF INSTITUTIONAL PLAN TO IMPROVE CULTURAL DIVERSITY

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 goals of the Strategic Plan.

Under President Janet Dudley-Eshbach, Salisbury University continues to make great strides towards becoming a diverse and inclusive campus. As of Fall 2014, our enrollment of 8,770 includes 2,156 minority students, an increase of 125 minority students (6.2%) over Fall 2013. Minority students now 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.

During the period encompassed in the last Strategic Plan, applications for admission rose significantly. Freshman applications increased 22.6%, transfers grew by 18.3% and graduate applications were up by 17.2% from 2008 to 2013. With a first-year retention rate of 82.4% and a six-year graduation rate of 65.9%, Salisbury University is prepared to play a significant role in helping the State and nation achieve the goal of 55% college degree completion by 2025.

Continuing in this direction over the next five years will present significant challenges. Recent projections indicate that Maryland will see a steady decline in the number of high school graduates, dropping by roughly 10% from its high point in 2008. The most dramatic decline will be in White non-Hispanic Maryland graduates, who are expected to drop by 19% within the next six years. Over the same period, the number of Black non-Hispanic graduates is expected to rise modestly, while Hispanic graduates will double. These demographic trends present a challenge and an opportunity for the University. With a growing population of first-generation college students, we expect that there will be a greater need to assist families in navigating the complexities of higher education. Our strategy includes efforts to attract, develop and retain all students; particularly those from growing minority groups based on statistical projections. Student support services are even more critical in ensuring our students' success. At the same time, growing diversity among our students, faculty, and staff is central to the University's mission, and it is a value we fully embrace.

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

The greatest challenge and threat to the University's achievement in these areas continues to be funding. As a public institution, the University is undoubtedly impacted by reductions in State funding. Not to be deterred in our mission, we will continue to look for external sources of funding, as well as to advocate for additional State funding in priority areas so that we can continue to advance our nationally recognized and well established commitment to student excellence and success.

[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."

II. EFFORTS TO INCREASE THE NUMERICAL REPRESENTATION OF TRADITIONALLY UNDERREPRESENTED GROUPS AMONG STUDENTS, ADMINISTRATIVE STAFF AND FACULTY

A. Recruitment and Retention of Traditionally Underrepresented Groups Among Students

1. Strategic Enrollment Plan – As part of our plan, the following recruitment strategies have been implemented:

a) Utilized student hosts to visit home high schools to speak with guidance staff.

b) Continued current assessments (EBI, SSI, CIRP, NSSE) to collect students' perceptions of Salisbury University.

c) The **Multicultural Leadership Summit** provides leadership training to on-campus student leaders and local high school Juniors and Seniors. The summit is an avenue for local high school students to be exposed to the higher education environment and possibly matriculate to SU in the future. Our student leaders participate as a way of enhancing their leadership abilities. Over 160 students attend this annual event.

d) Through the **Powerful Connections Program**, aimed at incoming minority students, upper-class students 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 campus academically and socially. In 2014, the program welcomed 58 new students, who obtained a Fall grade point average of 2.648. Upper-class mentors obtained a 2014 Fall grade point average of 3.044. The program retention rate for 2013 from Freshman to Sophomore Year was 84%.

e) During the **Multicultural Visitation Day and Reception, s**uccessful Alumni shared information and perspectives on their positive experiences as undergraduates at Salisbury University with prospective students and their parents.

f) The Admissions Office hosted 26 diverse student groups on campus for tours and information (and often lunch).

g) Admissions conducted targeted phone counseling for diverse students.

h) Admissions Officers attended multiple Fall National Hispanic College Fairs.

i) Enhanced the tele-counseling program to include: pairing SU students and prospective students with shared backgrounds and interests along with increased phone contacts from SU students and admissions staff.

j) Promoted Test Optional Admission Policy as a minority recruitment strategy – Test Optional Admission pilot was successful and has been approved as a standard policy.

k) Continued support of the Way2GO Maryland events for college planning.

l) Conducted on-the-spot admissions event for targeted high schools with a high minority population.

m) Developed recruitment partnerships with college access programs that assist diverse students.

n) Initiated a partnership with the education department for the recruitment of diverse students.

2. Recruitment, Retention and Success of STEM Students: Through significant outreach, recruitment, and retention efforts over the past several years, we have dramatically increased enrollments of minority and female students in several STEM majors (see below). Growth of under-represented groups (minorities and females) has increased dramatically in nearly all our STEM majors compared to overall enrollment growth.

Total Minority Student Enrollments	Fall 2009	Fall 2014	% change minority students	2009 all students	2014 all students	% change all students
Biology	114	165	45%	526	593	13%
Chemistry	30	33	10%	80	112	40%
Computer Science	17	48	182%	80	160	100%
Geography/Earth Sc.	12	19	58%	109	125	15%
Mathematics	8	17	113%	99	145	46%
Physics	13	25	92%	66	116	76%
Total	**194**	**599**	**58%**	**960**	**1,251**	**30%**
Total Female Enrollments	**Fall 2009**	**Fall 2014**	**% change female students**	**2009 all students**	**2014 all students**	**% change all students**
Biology	330	363	10%	526	593	13%
Chemistry	29	71	145%	80	112	40%
Computer Science	7	29	314%	80	160	100%
Geography/Earth Science	25	37	48%	109	125	15%
Mathematics	49	80	63%	99	145	46%
Physics	8	19	138%	66	116	76%
Total	**448**	**599**	**34%**	**960**	**1,251**	**30%**

Our outreach, recruitment and retention efforts have included Science Nights at SU, Science Camp@SU, establishing a chapter of Scientista (student group focused on supporting women in science) on our campus, visits to and by high schools, active marketing including social media and campus events and undergraduate research experiences. For example, on February 27, 2014, SU co-sponsored Girls who Get IT and Women in Technology events for high school and college students respectively (with NetAPP; attendance > 400 students (mostly female, ~40% minority)). The goal of these events was to introduce students to careers in technology (ranging from bioinformatics to systems analysis) and the paths that women take to these careers. Panelists (all women) included: an Aerospace Engineer from NASA Wallops Flight Facility, an educational consultant at Dewberry, the IT Manager at K&L Microwave, a VP at NetApp, an AAAS fellow and evolutionary biologist, the CIO of Perdue Farms and an IT Developer from SU. Networking events followed the panels which gave participants practical experience in connection-making.

3. Supplemental Instruction (SI): Ask, Learn, Succeed – Closing the achievement gap: The SI program earned Level I certification through the College Reading & Learning Association's (CRLA) International Mentor Training Program Certification (IMTPC) in July 2014.

a) In Fall 2014, 52% of all students enrolled in SI courses (1,577 students) attended sessions. Students visited SI sessions over 10,888 times throughout the semester. The mean final course grade of SI participants was 2.49 compared to 2.34 of students who did not attend. As a result of SI attendance, students reported: greater clarity with course concepts and better performance on course tests, improved study skills, increased confidence with course material, and increased interaction with classmates. The average cumulative GPA of SI leaders was 3.60 for the Fall semester.

b) In Spring 2014, 51% of all students enrolled in SI courses (1,284 students) attended sessions. Students visited SI sessions over 7,690 times throughout the semester. The mean final course grade of SI participants was 2.53 compared to a 2.24 of students not attending SI. The average cumulative GPA of SI leaders was 3.58 for the Spring semester.

4. International Students – The total enrollment of non-immigrant international students (as defined by Department of Education) increased by 25% from 206 during Fall 2013 to 258 in Fall 2014. The total enrollment of non-immigrant international students (as defined by Department of Education) climbed to approximately 2.9% of total enrollment, a new record. Notable initiatives include:

a) Fifty degree-seeking undergraduates and graduate students have graduated from SU's English Language Institute (ELI) and entered academic programs by the end of 2013. The ELI now ranks fourth, behind New Jersey, Delaware, and Pennsylvania, as a source for non-resident students enrolled in undergraduate and graduate degree programs at SU. The ELI employs six full-time teaching faculty, 10-12 part-time instructors and a small administrative team. It has achieved all of its growth without funding from University operational funds. It is a self-supporting unit, generating positive revenue that is now being used for international faculty development, international recruiting and other initiatives.

b) Anqing Normal University in China currently enrolls 50 sophomores and 60 freshmen in the 3+1 dual degree program in Interdisciplinary Studies (IDIS) and 60 additional freshmen in the 2+2 dual degree program in Economics. The first two cohorts of 30 junior Economics majors and 30 senior IDIS majors are expected on campus for Fall 2015.

c) West Anhui University in China signed an Agreement with SU for a 3+1 dual degree program in Interdisciplinary Studies with 5-10 students expected to arrive at SU Fall 2015. Seven students from West Anhui University enrolled as transfer students in Fall 2014 prior to formalizing the agreement;

d) Reached an agreement with Aoyama Gakuin University, Tokyo, Japan to host an estimated thirty visiting students each semester in the ELI starting Fall 2016. The initiative is part of the creation of a new School of Global Studies and Collaboration at Aoyama Gakuin University;

e) Began collaboration with BR Education Consultants in southern Florida in support of admission of Latin American students. Enrolled first Venezuelan student in ELI Fall 2014 and as a degree-seeking freshman in Spring 2015 through partnership. Three additional applications are in process for Fall 2015;

f) Signed new agreements with two private English language centers on the West Coast (Columbia West College in Los Angeles and Portland English Language Academy) to facilitate enrollment of international students from those west coast centers;

g) Signed addendum to Agreement with Center for Advanced Studies, Tokyo, Japan to expand transfer protocol currently operating with Kanda Institute for Foreign Languages in Tokyo to new instructional site in Yangoon, Myanmar. New effort to establish presence in the emerging higher education sector in Myanmar;

h) Began collaboration with consultant on expansion of international partnerships in Middle East and Latin America. Further developments expected 2015-16;

i) Welcomed three more transfer students in Spring 2014 from Kanda Institute for Foreign Languages in Japan. Kanda is a two-year college. The MOU articulates a 2+2 degree program facilitating enrollments into SU. There are now six degree seeking students enrolled at SU through this partnership;

j) Placed an additional ad in The Washington Diplomat (two total). 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.

5. Other recruitment and retention initiatives:

a) **Academic Support (through) Active Partnerships (with) Schools (ASAPS) –** In existence for over 5 years, the ASAPS program brings local students to the SU campus for entrepreneurial learning experiences that address the developmental, social, emotional and academic needs of youth from low-income, low-performing, often underrepresented groups. An additional program mission is to have the students view themselves as part of the University community rather than distant observers.

b) **Dual Degree Program in Sociology & Social Work in collaboration with the University of Maryland Eastern Shore (UMES)** – This program, spurred by the relative shortage of minority social workers on the Lower Eastern Shore, allows students to earn both a Bachelor of Arts in Sociology from UMES and a Bachelor of Arts in Social Work from SU in four years. The goal of the program is to prepare graduates for entry-level professional social work positions, state social work licensure, and graduate education. There are 33 students currently enrolled in the program, of which 11 are expected to graduate in Spring 2015.

c) **NCAA/Internship** – $20,100 Year 1 of 2. This grant is a two-year paid internship that provides an opportunity for a gender and/or ethnic minority in intercollegiate athletics.

d) **NSF Grant – Research Experiences for Undergraduates (REU) –** The EXERCISE (**Ex**plore Em**er**ging **C**omputing **i**n **S**cience and **E**ngineering) REU program was recently awarded a 3-year renewal for 2015-2017. EXERCISE REU is an interdisciplinary project that explores emerging paradigms in parallel computing. The project, led by a female minority faculty, has been successful in recruiting underrepresented students and aims to attract more students including those from local HBCUs in the next three-year phase.

e) **Respiratory Therapy Program at USG** – Given its location and seamless support for transfer students, SU's Respiratory Therapy program at USG continues to enroll many minority students each year (current minority enrollment in RT at USG is ~84%). Further, these students tend to be new Americans, coming from countries like Togo, Cameroon, Ethiopia, Pakistan, Ghana, Colombia and India.

f) **Social Work Department Title IV-E program** through the MD Department of Human Resources provides scholarships to underserved social work students annually. The Title IV-E program has assisted SU students for over ten years and the students agree to participate in child welfare training events and ultimately seek employment in Maryland's public child welfare programs upon graduation.

g) **US Dept. of Education – Office of English Language Acquisition** – Year 4 of 5, $400,000. Training and retaining Grades K-12 Eastern Shore Teachers –TARGET (Phase II) – The project targets STEM and content-area, middle/high-school teachers and aims to provide TESOL training to instigate improved English learner college-bound rates.

B. Recruitment and Retention of Traditionally Underrepresented Groups Among Faculty and Staff

1. Hiring Procedures – The search process continues to be reviewed and monitored to ensure compliance with all regulatory federal and State laws. An important tool that monitors and tracks diversity is the Recruitment Plan which addresses diversity on two fronts: (1) the makeup and selection of the search committee to ensure it has a diverse representation, and (2) careful tracking of the job posting venues where the available positions are advertised; this encourages a wider scope of potential candidates to interview and raises institutional awareness. The second tool that continues to be instrumental is the Candidate Pool/Finalist Report. This

report tracks the progress of the search and ensures that the diversity of those selected for interview reflects the diversity of the original pool of candidates.

2. Targeted Advertisement – SU placed additional ads 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.

3. Sponsorship Program/International Faculty – In an effort to support faculty diversity and ensure attracting highly qualified international faculty, the University will coordinate the petition process and pay for the customary fees in securing the non-immigrant visa. In addition, to ensure retaining highly qualified and effective faculties once the faculty member has successfully completed their first evaluations the University will continue the non-immigrant's sponsorship by coordinating the petition process and paying for the customary fees in securing permanent residency. This program supports the attraction and retention on average of three culturally diverse, highly qualified faculty members per year. Since the year 2000, 80% of faculty who benefited from the immigration sponsorship program have been retained by the University. SU welcomed a continuing flow of J-1 Visiting Scholars to teach on the faculty in non-tenure track positions:

a) Four non-resident aliens teaching part-time as part of the J-1 Visiting Scholar program during Spring 2014.

b) Two additional non-resident aliens plus one continuing non-resident alien from Spring 2014 teaching part-time as part of the J-1 Visiting Scholar program during Fall 2014.

c) Arrival in December 2014 of inaugural Mitzi Perdue Global Scholar co-sponsored by Perdue Community Foundation and the Institute for International Education Scholar Rescue Fund (IIESRF). The faculty member and his family are refugees from Aleppo, Syria displaced from their home by the Syrian civil war. He began lecturing and tutoring on campus during Spring 2015 and will begin teaching credit-bearing courses Fall 2015.

d) During academic year 2014-2015 SU sponsored a total of eight J-1 Visiting Scholars.

e) During Spring 2014 SU simultaneously hosted two Fulbright scholars from Sri Lanka and Estonia. SU had hosted only one Fulbright scholar in the past during academic year 2000-2001.

III. EFFORTS DESIGNED TO CREATE POSITIVE INTERACTIONS AND CULTURAL AWARENESS AMONG STUDENTS, FACULTY, AND STAFF ON CAMPUS

A. Faculty and Staff Cultural Training Programs

1. Henson School Seminar – Dr. Rob Shaw (Assistant Executive Director and Psychometrician, National Board for Respiratory Care) gave a lecture on "The workplace and standardized testing; the role of civil rights movement in refining thinking about testing fairness."

2. Safe Space Training – The Office of Institutional Equity sponsored six workshops designed to help people reduce the often unwelcoming and even hostile environments in which Lesbian, Gay, Bisexual, Transgender, Questioning, Transgender and Intersex (LGBTQI) people navigate in their daily lives. Using a hands-on approach, participants examine their role and responsibility in creating a more welcoming environment at work, school and civic or social organizations. As of Spring 2015, this co-curricular training opportunity is also available to all students.

3. TRiO Achieve-SSS & Perdue School of Business Partnership – In 2015, TRiO has partnered with Perdue School of Business to improve the academic support of minorities in areas of admission to gated programs and professional mentoring. It also began facilitating a

Professional Mentor Social. The event brings together campus faculty, staff and community professionals from different disciplines. Students are able to engage in positive interaction outside the classroom. Faculty and staff learn more about the personal and professional goals of students.

B. Curricular Initiatives that Promote Cultural Diversity in the Classroom

1. Education– Annual workshop for pre-service teachers on teaching the Holocaust in middle school and high school. SU is one of only ten university partners in the country for this program. This initiative is led by Seidel School faculty members. The program, funded by the USHMM, will run on May 1, 2015.

2. English – The new minor in Ethnic and Global Literature allows students to focus on a range of ethnic and global literatures, including the Native American, Latino/a, African-American, South Asian, and African traditions.

3. History – New hires with specialties in African-American, South Asian and East Asian History join a recent hire in African History. The three non-Western fields are first-time hires in these specialty areas, representing a broader coverage of the full human experience. In addition to History programs (undergraduate and graduate), courses taught in these fields support programs in Conflict Analysis and Dispute Resolution (undergraduate and graduate) and International Studies.

4. Modern Languages – In support of the Fulton Schools relatively new foreign language requirement for all undergraduate programs, the department offers introductory language and culture study in a variety of world languages, including Arabic, Chinese, German, Italian, Japanese, Korean, Portuguese and Russian in addition to Spanish and French, in which SU offers majors.

5. Nursing – Nearly every theory and clinical 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 (DNP) program, launched in Fall 2012, has many illustrations of how cultural sensitivity, cultural competency, health literacy, and health disparities are taught and practiced. This program prepares advanced-practice nurses to manage complex health needs in a cost-effective and collaborative manner. The curriculum emphasizes the use of evidence-based practice and technology to guide administrative and clinical decisions, as well as policy development. DNP graduates practice at the highest level, whether working with individuals, groups or organizations, and serve as leaders in health care for the state and region.

6. Education Abroad – 260 SU students studied abroad for academic credit during AY 2013-2014, which represented a 29% decrease from AY 2012-2013. There was a 21% increase in semester-long study abroad programs from AY 2012-2013, and a 46% decrease in short-term program (less than eight weeks) from AY 2012-2013.

a) Salisbury Abroad portfolio of semester-length study abroad continued to advance in the integration of the programs into academic majors, minors, and general education.

b) Record number of semester-long study abroad students at SU, a full 14% greater than the next most successful year for semester-long study abroad in AY 2011-2012.

c) Salisbury Abroad portfolio expanded offerings for semester-length study abroad by adding one new program during 2014 for a total portfolio currently of 11 programs: Hong Kong (2014), England (2013), South Korea (2013), France (2013), Cyber Security in Estonia (2013), Scotland (2012), Spain (2011), Italy (2011), China (2010), Estonia (2010), and Ecuador (2009).

d) Additional Salisbury Abroad sites currently under development: Ghana, Chile, New Zealand, and School for Field Studies – Worldwide.

e) TRiO is working to reduce the racial disparity of African-Americans who study or travel abroad. TRiO help students overcome some of their fears of international travel

by providing additional preparation services and partnerships with peer mentors and faculty who have study abroad experience. Peer mentors provide tutoring for conversational Spanish and French. Participants receive help to complete scholarship applications available for international travel. Eight program participants have studied abroad since the TRiO program began in 2010. Students have studied in Spain, Ecuador, Iceland and Italy. Most recently, two students spent a summer volunteering and conducting research in South Africa. Five program participants took part in a global learning experience in Cuba during the 2014-2015 winter break and two more students studied abroad in Germany during the same winter break. (Students are funding 100% of the trips to Cuba and Germany).

C. Co-Curricular Programming:

1. Academic Affairs Programming:

a) **American Spiritual Ensemble residency and performance** – This group, now in its twentieth year, made its fourth visit to Salisbury. Including an SU assistant professor in the Music department, the group is dedicated to the preservation of the Negro Spiritual musical tradition combining African and Western traditions.

b) Inaugural **Frost Pollitt Lecture** by Rev. David Brown – "This is My Story; This is My Song: Connecting the Shared History of African Americans in United Methodism."

c) **Fulton Faculty Colloquium** – This series showcases the broad cultural diversity reflected in Fulton faculty members' scholarly interests. In 2014-2015, it included sessions on twentieth century African American intellectuals George Schuyler and Samuel Brooks, Brasilia and the shaping of modern Brazil, author Marta Lynch and her ties to the dictatorship in Argentina during the Dirty War, Approaching the subject of tolerance through the work of Afro-Caribbean (French) writer Serge Bilé and the revision of SU's Safe Spaces program aimed at increasing understanding of issues facing GLBTQ faculty, staff and students.

d) **Surviving the Holocaust** – Film and discussion focusing on rescue of 1,300 European Jews from Germany and Austria who were given refuge in the Philippines prior to the outbreak of World War Two, including research by History faculty member.

e) **Work. Respect. Dignity: Shared Images and Stories of Maryland's Eastern Shore Immigrants** – University Galleries exhibited photographs by Earl Dotter, a project of the Migrant Clinicians' Network, made possible by a grant from the Maryland Humanities Council. Reception and panel discussion on September 18, 2014 included presentations by Fulton School faculty members. Exhibit documented the wide variety of work being done by immigrants, and event included the individuals represented in the photographs.

2. Cultural Affairs Programming: Europe: Old & New – This programming was designed to serve multiple constituencies, including, but not limited to, students, faculty and staff at SU, the elderly, and the children in the greater Salisbury area. Cultural events included:

a) **Ambassador Lecture Series** – The University hosted two lectures as part of this series in the Fall: "The International Court: From Nuremberg to Kampala & Beyond" with **Ambassador Božo Cerar (**Republic of Slovenia) and "Success Story of Slovakia in Europe" with **Ambassador Peter Kmec** (Slovak Republic).

b) **Bridges to the World International Film Series** – World Artists Experiences and the International Division of Maryland's Office of the Secretary of State sponsor screenings of five international films chosen by the embassies of each respective country. Each film is introduced, screened and followed by a discussion. In Spring 2015, screenings included: Monrak Transistor (Thailand), Finding Gaston (Peru), Mosquitoes' Tango (Slovakia), Kora [One Mile Above] (China), and Maasai (Kenya). This series had attendance of 400.

c) **Cristina Pato & the Migrations Band** – In connection with Hispanic Heritage Month, SU hosted a musical event with this internationally acclaimed Galician bagpipe master and classical pianist. The event, free and open to the public, had attendance of more than 600.

d) **Distinguished Faculty Lecture Series** – The University hosted three lectures by faculty members in Fall 2014: "East – West European Choral Traditions" with Dr. William Folger (Music), "The Spark: The Death of an Obscure Archduke Starts the Great War" with Dr. Greg Ference (History), and "The Elizabethan Playhouse: Symbolism, Mysticism, and Politics in Practice" with Dr. Paul Pfeifer (Theatre & Dance).

e) **Empires: The Medici: Godfathers of the Renaissance** – This film series tells the story of a violent, dramatic and compelling age; a critical turning point in Western history. This series was held over four weeks, with attendance of 250.

f) **Renaissance Joust** – The University will host a Renaissance joust by Blue Run Jousting and celebrate the spectacle of a medieval tournament. Guests spend an afternoon in Old Europe with food, fun and merriment. This event coincides with "Open House" Admissions event for prospective students and their family, and showcases the activities that SU offer.

g) **Russian National Ballet –** Salisbury University had the honor of presenting two full-length ballets performed by the Russian National Ballet. On Tuesday, March 10, 2015 the classic ballet "Swan Lake" was performed and on Wednesday, March 11, 2015 the classic ballet "Cinderella" was performed. These events, free and open to the public, had combined attendance of more than 1400.

h) **The Duquesne University Tamburitzans** – The Duquesne University Tamburitzans capture the indomitable spirit of Eastern Europe and neighboring cultures through music, song and dance. Now celebrating more than 75 years, the Tamburitzans continue to blend old world traditions with new concepts, ideas and choreography. The event, free and open to the public, had attendance of 600.

i) **V4 Film Series: Societies in Motion** – This film series showcases films portraying the rapid social changes in Central European countries following the fall of the Iron Curtain and how Visegrad Group (V4) countries – namely, Poland, Hungary, Czech Republic and Slovakia – deal with the ghosts of their communist past. Films included: Kontroll (Hungary), Mosquitoes' Tango (Slovakia), Kawasaki's Rose (Czech Republic), and The Mole (Poland).

j) **Vienna Boys Choir** - The Vienna Boys' Choir is one of the oldest boys' choirs in the world. For nearly 500 years it has been an enduring symbol of Austria. The event, free and open to the public, had an attendance of 700.

k) **World Artists Experiences** – as part of this program, which aims to bridge international understanding through cultural and citizen diplomacy in communities, colleges and schools through the use of the arts as an international language, the University hosted the **Bratislava Boys Choir** (Slovak Republic) and accordion artist **Petar Marić** (Republic of Serbia).

3. Student Affairs Programming:

a) **Diversity University** – Using slam poetry and role-playing presenters Julia Garcia and Angel Avila uncover all the layers of diversity, including gender, race, sexuality, physical disabilities, socioeconomic circumstances, and more. Event offered as part of New Student Orientation.

b) **Housing and Residence Life Programming** – The objective of the diversity component in this model is to increase student awareness in the areas of social justice, cultural backgrounds, sexual orientation, gender identity and religious differences. The programs are creatively marketed in each building and attendance is voluntary. There

have been 31 Diversity/Inclusion awareness programs as of March 13, 2015 with an average attendance of 45 students.

c) **Jeff Johnson lecture** – Renowned former host on BET and MSNBC correspondent, Jeff Johnson delivered a message that has had critics raving and asking "Who will lead our future generation?" Lecture focused on empowering African American students. The event was open to all students.

d) **Magdalen Hsu-Li/Redefinition of Identity Lecture** – A one-hour interactive "human interest" lecture exploring the search for "cultural identity" through the personal story of the presenter as an "out,"[2] Asian American, woman growing up in the rural south, overcoming obstacles such as racism, prejudice, stereotyping, homophobia, bi-phobia within the LBGT community, filial piety, and a severe disability (Tourette's Syndrome), allowing for a greater level of understanding about identity among student participants. The event was open to the entire SU community.

e) **iO Tillett Wright –** As part of the **10,000 Faces Project**, students and staff who identified as anything other than 100% straight were invited to be photographed as part of Wright's Self Evident Truths project, which aims to humanize a vast community through the simplicity of their faces, showing that we come in all shapes, sizes, races, and social strata, thus making it harder for people to discriminate against them. Additionally, SOAP hosted **50 Shades of Gay**, a gay rights discussion event staring iO Tillett Wright. The event was open to all students.

f) **Stop Hatin' Week** – Yearly University-wide event included display of messages from students speaking out against hate, a lecture by Dr. Manav Ratti, a screening of the movie *Selma*, and an open mic night in which students were given the opportunity to express themselves and their experiences through poetry and music.

D. Report on Campus Hate-Based Crimes and Bias-Motivated Incidents – According to Salisbury University's 2014 Annual Security Report, **no campus hate-based crimes were reported to Campus Security Authorities** during the latest reporting period.

IV. OTHER INITIATIVES THAT ARE CENTRAL TO THE UNIVERSITY'S CULTURAL DIVERSITY PLAN

A. Administrative Coordination and Accountability – The 2014-2018 Strategic Plan called for the creation of the Office of Institutional Equity (OIE) to centralize administrative functions related to equity and diversity on campus. This office provides training and enforcement of fair practices and Title IX regulations, and houses the Office of Diversity. Under the leadership of the Associate Vice President of Institutional Equity, the office staff has expanded to include: a Complaint Resolution and Compliance Specialist, a Fair Practices Coordinator, and a Diversity & Inclusion Specialist.

B. Training and Compliance Initiatives – The OIE coordinates the delivery of training and compliance initiatives to the campus community. In Spring 2015, faculty, staff and student employees will be required to complete trainings on Preventing Discrimination and Sexual Violence: Title IX, Violence Against Women (VAWA) and Clery Act, Equal Employment Opportunity (EEO) Laws & Discrimination Prevention, and Family Educational Rights and Privacy Act (FERPA) for Higher Education. In collaboration with other departments, the OIE also delivers custom and/or targeted training opportunities. In 2014, these included anti-

[2] "Coming Out" refers to the process of acknowledging one's sexual orientation and/or gender identity to other people.

discrimination and Title IX training for Housing and Residence Life staff, incoming undergraduate students, graduate assistants, student groups, etc.

C. **University Governance** – The Cultural Diversity and Inclusion Consortium Committee, which underwent extensive review and was renewed in the 2014-2015 academic year, assists campus leadership in weaving the diversity strategy throughout the University through providing advice, monitoring the campus climate as it relates to diversity, inclusion and equity, advocating for diversity and inclusion throughout the institution, advising on the recruitment and retention of a diverse faculty, staff and student body, developing programs and initiatives to promote the University's diversity goals and support community members, building networks to support the diversity mission, monitoring implementation of diversity goals of the Strategic Plan, and assessing progress and setting goals for improvement. The Committee includes a cross-section on various campus constituencies, including faculty, staff and students (graduate and undergraduate).

D. **Awards and Recognition:** Since 2007, the President and the Office of Diversity have honored 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. In recognition of President Janet Dudley-Eshbach's commitment to enhanced diversity, the award has been renamed the "President's Diversity Award." In 2014, Mr. Vaughn White, Ms. Chelsey Toback, Dr. Chrys Egan, Ms. Gloria Chibueze-Azinge, Ms. Kimberly Clark-Shaw, and Dr. Robert Joyner were the recipients of this prestigious award.

E. **Community Initiatives –** The University continues to work with local and regional governmental and private entities to make the Salisbury area more accepting of diverse populations, as well as meet their identified needs.

1. **BEACON –** The *Business Economic and Community Outreach Network*, of the Franklin P. Perdue School of Business at Salisbury University, offers business, economic, workforce, and community development consulting and assistance services to a variety of organizations, including businesses, government agencies, and non-profit community-based organizations. Its cultural diversity activities included:

a) **Bienvenidos a Delmarva** – The network of over 55 regional organizations that interact with our non-native born population holds monthly meetings on topics of interest and maintains an online news exchange. The Office of Government and Community Relations worked very closely with community partners to begin dialogues to initiate targeted admissions events to members of non-native communities. We are in the early stages of working with members of the Hispanic and Haitian communities to develop admissions seminars to educate community members about the application process and financial aid. It is our hope that this will increase the diversity of our campus community.

b) **Language Accessibility** – BEACON has launched an initiative to translate various BEACON initiative websites into Spanish. The first initiative to launch its Spanish website was, naturally, the *Bienvenidos a Delmarva* initiative.

c) **MOWER Grant from MHEC –** Last year, BEACON received a two-year MHEC MOWER (Maryland Offshore Wind Energy Research) grant to study the potential hurdles and obstacles to minority business enterprises entering the supply chain of the emerging offshore wind energy sector in Maryland. As part of this project, BEACON is also studying the potential hurdles and obstacles to unserved and underserved populations accessing workforce development opportunities in this sector. The project ends in June 2015.

d) **DLLR EARN MD Project Evaluation –** Last Year, BEACON joined forces with the Maryland Department of Labor, Licensing, and Regulation (DLLR) to measure the effectiveness of 28 EARN Maryland (Employment Advancement Right Now) projects throughout the State of Maryland. A major component of this work entails

verification that the 28 projects encourage participation by unserved and underserved populations.

2. Maryland Summer Center for the Arts Program – Jack Kent Cooke/MSDE - $35,183 partial funding for the 2014 Maryland Summer Center for the Arts Program. In 2014, $23,800 of the funds were devoted to underserved, low-income students for the two-week residential arts program at Salisbury University. **Northrop Grumman/MSDE** - $3,220 for MSCA – partial funding for use in 2014 summer center program.

3. Small Business Development Center (SBDC) – SBDC Eastern Region receives MD State and Small Business Administration (SBA) funding through the University of Maryland College Park SBDC in an effort to assist small businesses on the Eastern Shore of Maryland. The SBDC program provides many training sessions and one of their additional objectives is to work to help minorities participate in the free enterprise system through government procurement classes offered at SU and Chesapeake. They co-sponsor training classes in an effort to improve minority clients' success and work with the Maryland Capital Enterprises who provides micro loans to a predominately minority clientele.

F. University Publications & Marketing

1. Nondiscrimination Notices – The OIE and the Publications Office collaborated for the creation of four versions of the University's nondiscrimination statement, including contact information for the Title IX/Fair Practices Officer, for inclusion in marketing materials for SU programs and events.

2. Panorama – The Office of Government and Community Relations translated our Cultural Events publication, *Panorama*, to Spanish so that members throughout the Hispanic community would be aware of different musical, theatrical, and cultural events happening on campus. We will continue expanding this initiative to incorporate other cultures and languages as well.

G. Alumni Relations & Development

1. Alumni Events – The University 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 African American Alumni Weekend and LAMBDA Society Rainbow Reunion during Homecoming Weekend.

2. Women's Circle – This initiative seeks to connect women to Salisbury University 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. In Spring 2015, Hala McIver, Women's Circle member, business woman and human rights activist spoke about her work with Egyptian street children, her advocacy efforts in Washington, DC and the creation of a non-profit to reach these underserved populations in Third World Countries.

PROGRESS REPORT ON INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY

Demographic Data Supplement

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

	Baseline: 2008 2009				2012 2013				2013 2014				2014 2015			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	17	5.6%	11	6	22	7.0%	15	7	20	6.3%	14	6	21	6.4%	14	7
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
Asian	14	4.6%	10	4	19	6.1%	10	9	21	6.7%	13	8	25	7.7%	14	11
Hispanic/Latino	3	1.0%	2	1	5	1.6%	3	2	5	1.6%	3	2	5	1.5%	2	3
White	256	84.2%	150	106	260	83.1%	149	111	261	82.9%	149	112	267	81.9%	150	117
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
Two or more races	0	N/A	N/A	N/A	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0
Nonresident Alien	12	3.9%	4	8	5	1.6%	2	3	4	1.3%	2	2	4	1.2%	2	2
Did not self identify	1	0.3%	1	0	2	0.6%	1	1	4	1.3%	3	1	4	1.2%	3	1
Total	**304**	**100.0%**	**178**	**126**	**313**	**100.0%**	**180**	**133**	**315**	**100.0%**	**184**	**131**	**326**	**100.0%**	**185**	**141**

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 0809 and 1415	22	7.2%
Minority Faculty	16	45.7%

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

	Baseline: 2008 2009				2012 2013				2013 2014				2014 2015			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	11	3.1%	6	5	12	3.3%	5	7	12	3.4%	4	8	10	3.0%	5	5
American Indian or Alaska Native	1	0.3%	0	1	1	0.3%	0	1	1	0.3%	0	1	1	0.3%	0	1
Asian	4	1.1%	0	4	9	2.5%	1	8	9	2.6%	1	8	11	3.3%	0	11
Hispanic/Latino	6	1.7%	1	5	7	1.9%	1	6	6	1.7%	1	5	6	1.8%	1	5
White	276	78.6%	91	185	325	89.3%	93	232	316	89.8%	92	224	300	88.8%	98	202
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
Two or more races	0	N/A	N/A	N/A	3	0.8%	1	2	2	0.6%	1	1	3	0.9%	2	1
Nonresident Alien	2	0.6%	1	1	0	0.0%	0	0	1	0.3%	0	1	3	0.9%	1	2
Did not self identify	51	14.5%	24	27	7	1.9%	3	4	5	1.4%	3	2	4	1.2%	2	2
Total	**351**	**100.0%**	**123**	**228**	**364**	**100.0%**	**104**	**260**	**352**	**100.0%**	**102**	**250**	**338**	**100.0%**	**109**	**229**

Source: EDS file.

Note 1. *Faculty numbers prior to 2012-13 include Full-time and Part-time staff with a Principal Occupation code indicating their primary job duty is Instruction, Research, or Public Service.*

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

Note 3. *Based on revisions to the EDS submission layout, faculty numbers for 2014-15 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 0809 and 1415	-13	-3.7%
Minority Faculty	9	40.9%

TABLE 2: *Comparison* Table for Staff

	Baseline: 2008 2009				2012 2013				2013 2014				2014 2015			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	340	34.9%	106	234	350	34.8%	122	228	363	33.2%	121	242	378	35.2%	122	256
American Indian or Alaska Native	1	0.1%	0	1	1	0.1%	1	0	4	0.4%	2	2	2	0.2%	0	2
Asian	11	1.1%	5	6	12	1.2%	7	5	14	1.3%	9	5	11	1.0%	6	5
Hispanic/Latino	9	0.9%	3	6	27	2.7%	10	17	23	2.1%	9	14	29	2.7%	11	18
White	598	61.5%	242	356	595	59.1%	239	356	667	60.9%	277	390	630	58.7%	249	381
Native Hawaiian or other Pacific Islander	N/A	N/A	N/A	N/A	2	0.2%	1	1	2	0.2%	1	1	1	0.1%	0	1
Two or more races	N/A	N/A	N/A	N/A	9	0.9%	4	5	11	1.0%	3	8	11	1.0%	5	6
Nonresident Alien	2	0.2%	0	2	1	0.1%	1	0	2	0.2%	1	1	0	0.0%	0	0
Did not self identify	12	1.2%	6	6	10	1.0%	2	8	9	0.8%	2	7	11	1.0%	3	8
Total	**973**	**100.0%**	**362**	**611**	**1007**	**100.0%**	**387**	**620**	**1095**	**100.0%**	**425**	**670**	**1073**	**100.0%**	**396**	**677**

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); Servie (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 2014-15 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 0809 and 1415	100	10.3%
Minority Faculty	71	19.7%

TABLE 3.1: *Comparison* Table for Undergraduate Students

	Baseline: 2008-2009				2012-2013				2013-2014				2014-2015			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	841	11.6%	395	446	880	11.0%	370	510	933	11.7%	388	545	998	12.5%	416	582
American Indian or Alaska Native	36	0.5%	18	18	19	0.2%	7	12	20	0.2%	7	13	32	0.4%	9	23
Asian	198	2.7%	102	96	199	2.5%	80	119	200	2.5%	79	121	206	2.6%	90	116
Hispanic/Latino	191	2.6%	89	102	361	4.5%	174	187	352	4.4%	168	184	323	4.0%	142	181
White	5877	80.7%	2604	3273	6030	75.7%	2617	3413	5860	73.2%	2543	3317	5738	71.8%	2449	3289
Native Hawaiian or other Pacific Islander	0	N/A	N/A	N/A	5	0.1%	4	1	6	0.1%	5	1	10	0.1%	6	4
Two or more races	0	N/A	N/A	N/A	219	2.7%	97	122	296	3.7%	126	170	292	3.7%	130	162
Nonresident Alien	47	0.6%	14	33	78	1.0%	34	44	109	1.4%	55	54	139	1.7%	64	75
Did not self identify	91	1.2%	44	47	178	2.2%	71	107	228	2.8%	108	120	259	3.2%	129	130
Total	**7281**	**100.0%**	**3266**	**4015**	**7969**	**100.0%**	**3454**	**4515**	**8004**	**100.0%**	**3479**	**4525**	**7997**	**100.0%**	**3435**	**4562**

Source: EIS

	Headcount Increase	% Increase
Change in Undergraduate Students between 0809 and 1415	716	9.8%
Undergraduate Minority Students	595	47.0%

TABLE 3.2: *Comparison* Table for Graduate Students

	Baseline: 2008-2009				2012-2013				2013-2014				2014-2015			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	49	8.3%	14	35	76	11.0%	21	55	79	12.4%	19	60	93	12.0%	18	75
American Indian or Alaska Native	3	0.5%	1	2	1	0.1%	0	1	1	0.2%	0	1	2	0.3%	1	1
Asian	6	1.0%	2	4	10	1.5%	4	6	2	0.3%	1	1	10	1.3%	0	10
Hispanic/Latino	7	1.2%	4	3	14	2.0%	1	13	13	2.0%	5	8	22	2.8%	7	15
White	496	84.5%	139	357	564	82.0%	169	395	516	80.8%	134	382	575	74.4%	151	424
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
Two or more races	0	N/A	N/A	N/A	4	0.6%	2	2	10	1.6%	1	9	14	1.8%	2	12
Nonresident Alien	17	2.9%	7	10	8	1.2%	2	6	10	1.6%	5	5	15	1.9%	4	11
Did not self identify	9	1.5%	3	6	11	1.6%	4	7	8	1.3%	3	5	42	5.4%	14	28
Total	**587**	**100.0%**	**170**	**417**	**688**	**100.0%**	**203**	**485**	**639**	**100.0%**	**168**	**471**	**773**	**100.0%**	**197**	**576**

Source: EIS

	Headcount Increase	% Increase
Change in Graduate Students between 0809 and 1415	186	31.7%
Graduate Minority Students	76	116.9%