

**PROGRESS REPORT ON INSTITUTIONAL PROGRAMS OF
CULTURAL DIVERSITY¹**

April 2015

Cultural Diversity Planning at Salisbury University

I. SUMMARY OF INSTITUTIONAL PLAN TO IMPROVE CULTURAL DIVERSITY

(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

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 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-

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 (ELI) and entered academic programs by the end of 2013. The ELI now ranks fourth, behind New Jersey, Delaware, and Pennsylvania, as a



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 (Explore Emerging Computing in Science and Engineering) 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

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 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* 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

3.



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



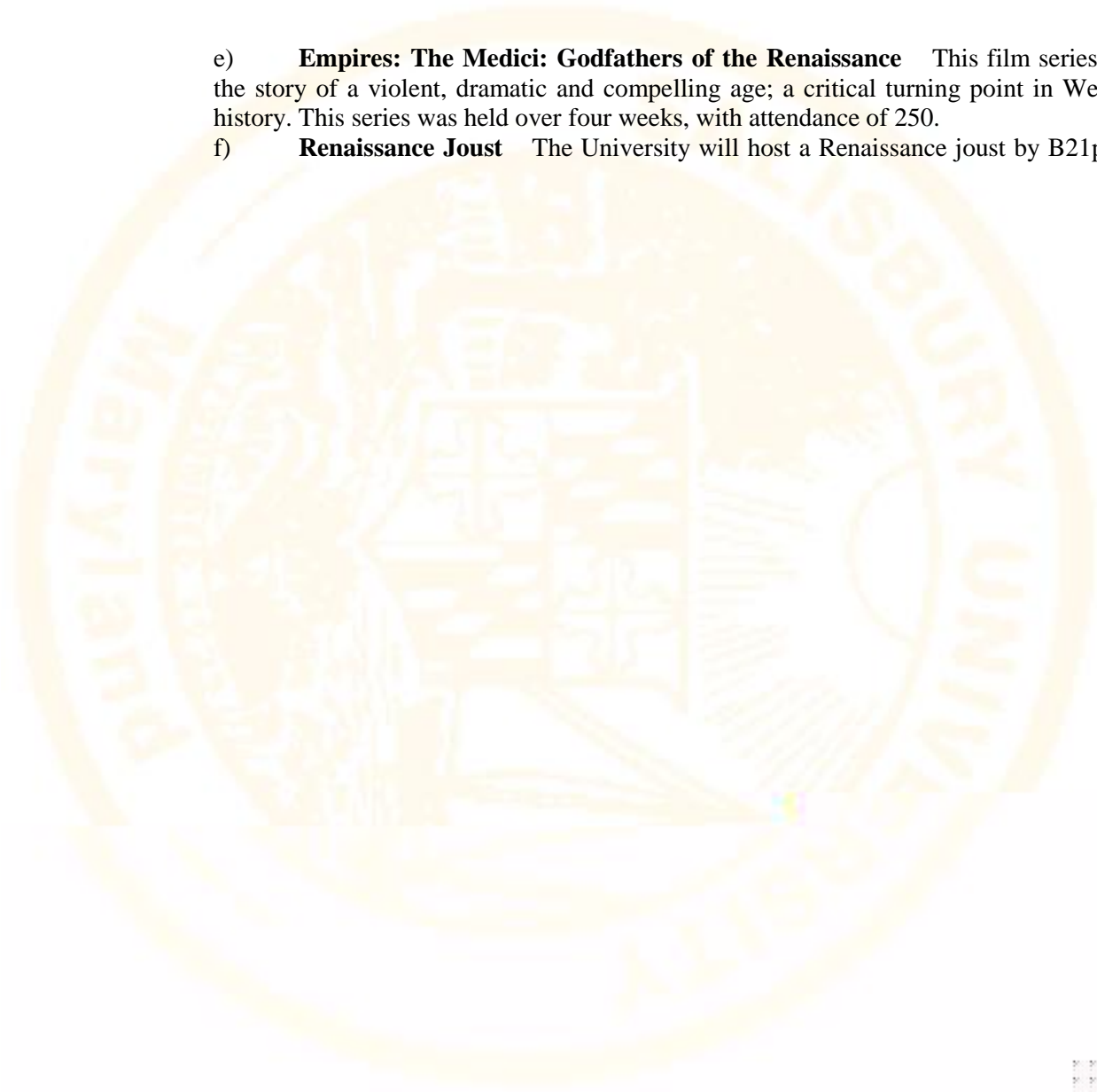
by providing additional preparation services and partnerships with peer mentors and faculty who have study abroad experience. Peer mentors provide tutoring for conversational Spanish and French. Participants receive help to complete scholarship applications available for international travel. Eight program 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
is M
- c) **Fulton Faculty Colloquium** This series showcases the broad cultural diversity -2015, it included sessions on twentieth century African American intellectuals George Schuyler and Samuel Brooks,

- 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
- 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 B21pi 453.a Rn

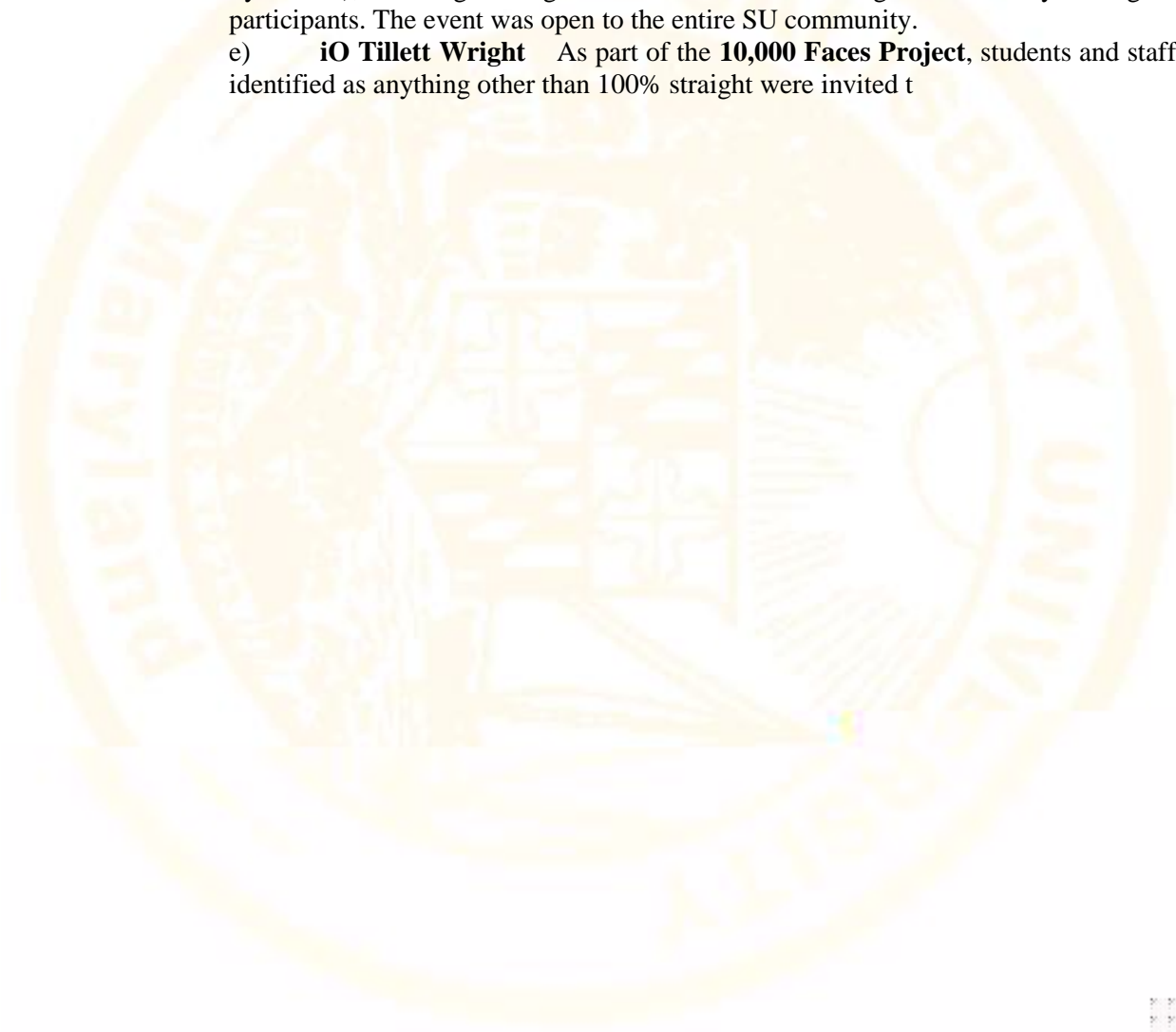


have been 31 Diversity/Inclusion awareness programs as of March 13, 2015 with an average attendance of 45 students.

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, biphobia within the LGBT 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 t



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

C.



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Demographic Data Supplement

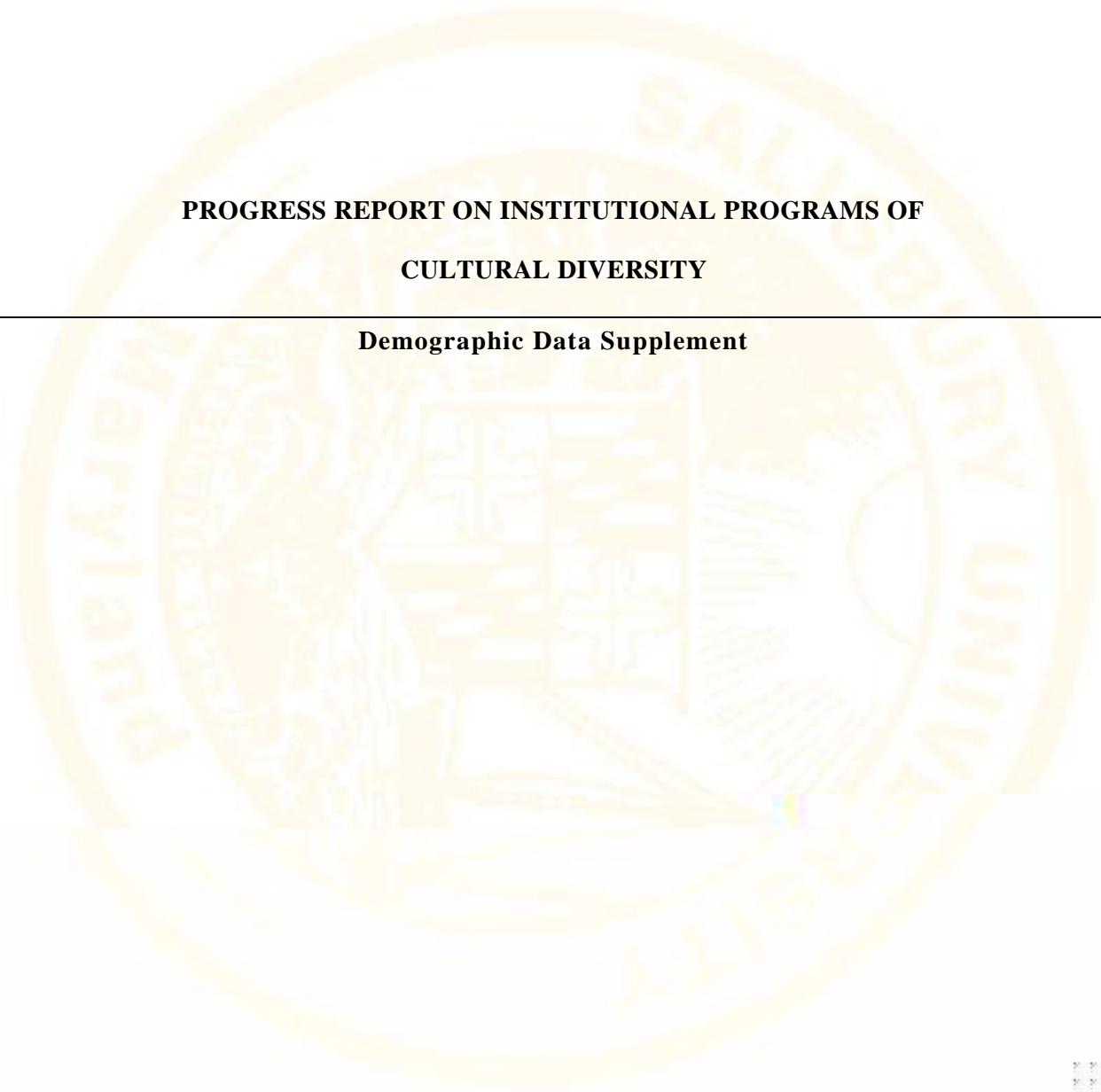


TABLE 1.1: Comparison Table for Tenure/Tenure Track Faculty

	#	%	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.

Change in Tenure/ Tenure Track Faculty between 0809 and 1415
Minority Faculty

	#	%	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%		

