

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 §14 406. 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 DeFrey 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. mission statement, D G R S W H G L Q V W D W H V W K D W 3 R X U is with the Knowledge, Skills, H L and core values that contribute to active citizenship, gainful employment, and life learning in a G H P R F U D W L F V R F L H W \ D Q W e view Cultural Diversity as (http://www.zar.uc.edu/vni0030

Major Goals:

6 D O L V E X U \ 8 Q L 2013 Strategic Plan G H P R Q V W U D W H V W K H 8 Q L Y H U V L W 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 a 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 efforts.

Goal 1. Provide exceptional contemporary liberal arts education and academic and professional programs that are aligned with an increasingly competitive, global, and knowledge 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 H U V R Q D O J U R Z W K E \ O H Y H U D J L Q J W K H 6 8 3 V P D C

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 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 2009 the two (freshman to sophomore) retention rate for African American students was 71% in 2012 the rate increased to 77% the overall retention rate for SU students went from 80% to 84% while these programs 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 are Powerful Connections, the TRIP program, Supplemental Instruction, Living Learning Communities, 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, and staff have opportunities to engage in these programs.

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

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 students, staff, and faculty. Focus on both campuswide and program specific initiatives.

Increasing Student Diver

generation, low income, and differentlyabled students at SUTheUniversity has recently begun administering the Accuplacer Math Assessment exam for all entering firstyear students so that we may accurately place

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. 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

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:

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Fair Practices Officer offers workshops on best practices for creating a successful work environment with employees from diverse backgrounds. The ~~Elton~~ ~~Elton~~ 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. DSO L V E X U \ 8 Q L Y H U V L W \ ¶ V V W X G H Q W V K D Y
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 preprofessional 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 session 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 in the 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 careers.

Co-curricular programming for students:

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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 morning historical knowledge events, to fine arts and folk arts, to

progressive speakers that help to develop cultural awareness and support critical thinking and exploration of cultural diversity. 68 ¶ V F X O W X U D O G L Y H U V L W \ H Y H Q W V D U H collaborative partnerships that include offices and committees from every division on campus. Cultural Affairs Office brings national and international artists to campus with no admission charge to V W X G H Q W V 0 D Q \ R I W K H V H H Y H Q W V D U H L Q F R F U S I Y U D W H G connecting class assignments to relevant cultural events throughout the semester.

The Cultural Laureate program is an initiative designed to increase student attendance at the 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:

7 K H) U D Q N O L Q 3 3 H U G X H 6 F K R R O R I % X V L Q H V V ¶ % X V L C 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 Z L W K) D U P Z R U N H U - X V W L F H ¶ V ³ 3 R G H U 6 D

Latino/a rural health particularly around issues of HIV and TB

HALO provides programs and services for these 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 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. Dudley (V K E D F K ¶ V H P S K D V L V R Q W K H L P S R a s W e D e d F i n g P a n L Q W H U Q 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 D \ H D U D J R 6 D O L V E X U \ 8 Q L Y H U V L W \ ¶ U H S U H V H Q W D V W U D W H J L F F R P S O H P H Q W W R W K H 8 Q L Y H U V L more diverse student body and faculty to main campus in Maryland, and by structurally exp 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 201112. 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 Italy, Vietnam China, and India.

International Students:

Total enrollment of nonimmigrant international students (as defined by Department of Education) increased by 27% from spring 2012 to fall 2011m 110 to 140.

Total enrollment of nonimmigrant 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 Inst(ELI) from 38 students in fa 2011 to 48 students in fall 2012.

11 degree

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 UH VSRQVLELOLW\ DQG RSSRUWXQLW\ WR PHHW WKH FKDQJLQJ population, the University has made great strides toward the goal of increasing its student population while simultaneously reducing the achievement gap among our students. Through academic support