2019-2020
Institutional Programs of Cultural
Diversity Annual Progress Report

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      The extraordinary ethnic and cultural diversity in American society and the broader world shape both our academic community and the curricula of Salisbury University. A diverse and inclusive campus community brings irreplaceable value to SU's educational experience and work environment and strengthens the entire University. We strive to create a truly diverse and inclusive environment where we harness the richness of ideas, backgrounds and perspectives of the community to create student learning opportunities and value for the institution, today and into the future.

      Salisbury University has a adopted a more robust commitment for Cultural Diversity than ever before. This started with the development of a new vision for the University for the next five years with the development of its new University 2020-2025 Strategic Plan.  The development of the plan will guide the University's strategic priorities over the next five years.  The plan started with getting campus stakeholder's buy-in by including all of the campus governance groups: Faculty Senate, Graduate Student Council, Staff Senate, Strategic Planning and Budgeting Committee (SPBC), and Student Government Association.  The campus engaged all stakeholders in conducting a SWOT Analysis which guided the campus-wide focus groups. Focus groups were used to develop ideas for strategies related to the SWOT Analysis results.  As a result of the SWOT Analysis, five goals and University priorities were identified.  The second goal is focused on diversity and is titled *Inspire a Campus Culture of Inclusive Excellence, Support and Collaboration.*

      Through Goal 2, the University will develop and implement the components of a comprehensive diversity and inclusion plan. This includes the creation of a new Office of Diversity and Inclusion led by the University's Chief Diversity Officer. This office will provide students, faculty and staff with educational opportunities informed by multiple points of view, life experiences, abilities, ethnicities, cultures and belief systems. The University values and cultivates learning not only among its students but also for faculty and staff as well. SU will continue to expand professional development opportunities, with an emphasis on face-to-face training, and

create inclusive spaces that support networking, foster professional growth and inspire innovative ideas. By exploring ways to expand benefits, recognition and rewards programs, the institution hopes to improve the recruitment and retention of all faculty and staff and especially those from diverse backgrounds. Through the collection of these strategies, the institution hopes that all members of the campus community feel a sense of belonging and connection.

The University 2020-2025 Strategic Plan went into its implementation phase as of February 2020.  A part of the implementation, the Office of Diversity and Inclusion (ODI) was relaunched.  This relaunch included moving Multicultural Student Services from Student Affairs and moving Cultural Affairs to the ODI, along with creating the position of associate vice president of diversity and inclusion and chief diversity officer.  A national search was conducted and the position was filled with the person beginning their tenure May 2020.  This reorganization to support the newly launched ODI included committing additional budget resources to provide the necessary support to ODI.

The 2019-2020 Academic year has been challenging for the SU campus with the global pandemic and the national social unrest around racial injustice.  Salisbury has had a challenging year with campus incidents around racial graffiti, which were found to be executed by an external member of the campus community.  In an effort to objectively assess the climate of campus members, Salisbury entered into an agreement with an external partner to conduct a Campus Climate Study.  The external partner will provide a report to include recommendations in fall 2020.  The Campus Climate Study will assist in guiding the development of a Strategic Diversity Plan for the next academic year.

During 2019-2020 year, many of the departments have increased their diversity efforts by obtaining grants to support recruitment of diverse faculty, developing departmental diversity interest groups to increase engagement and including diversity into the curriculum.

| Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty. | | | |
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| Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty. HBCUs must provide information on efforts designed to diversify campus by attracting students, administrative staff, and faculty who do not identify as African American. | Metrics to measure how progress of each initiative/strategy is being evaluated | Data to demonstrate where progress has been achieved / indicators of success | Areas where continuous improvement is needed |
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| **President's Office:**<br>• Advertised new or vacant positions in publications that cater to diverse audiences.<br>• Improve diverse representation on search committees.<br>• Included a commitment to diversity and inclusion as a focus for job candidates.<br>• Creation of the President's Special Task Force on Diversity and Inclusion<br>• Creation of the President's Student Advisory Council<br>• Renewed support and communication with the local and state chapters of the NAACP | • The two most recent administrators hired in the President's Office (Chief of Staff and Chief Diversity Officer) represent diverse hires. | • The administration committed to moving forward and implementing a number of initiatives from the Task Force.<br>• Changed improved our frequency and methods of communication based on feedback from the Advisory Council. | • A need to duplicate efforts across the entire division. |
| **The Seidel School of** Education: launched the of AACTE Holmes Scholar Program (Spring 2019) which is affiliated with the American Association of Colleges for Teacher Education and supports | | | |

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| students who self-identify as racially and ethnically diverse and are pursuing degrees in education. The program provides mentorship, peer support, and professional development opportunities. The initial 2019 cohort consisted of 10 undergraduate, 2 master's level and 2 doctoral level candidates. Participants are nominated by a faculty member. Scholarships were awarded to the current graduate students ($250 for master's level and $500 for doctoral level) from the Seidel School of Education endowment. Additional nominees will be reviewed each spring semester. Dr. Koomi Kim is serving as the faculty advisor. | | | |
| **The School of Social Work** is in the process of developing a Deaf Studies Minor in collaboration with Modern Languages (Fulton School). Social Work has developed two new courses for this minor. | | | |
| **Graduate Studies:** Application fee waiver process was updated to include TRiO students and is based on economic hardship. | Track fee waivers | Two TRiO waivers were used. 1 applicant was matriculated. The other has a fall application pending. | Send information to non-SU TRiO students. |
| Increase participation in HBCU graduate fairs. | In FY 19, we participated in fairs at UMES and Delaware State. This year we added Bowie and Coppin but could not attend due to COVID. | Data is incomplete due to COVID. There were two waivers used from the Bowie Fair. One student has been admitted and one is pending for fall. | Continue to broaden our reach to HBCU's. |
| Private graduate information sessions for underrepresented student groups – including TRiO, OLAS and Multicultural Alliance. | Feedback by groups | Each group provided positive feedback on the session and our presentation will be come part of their yearly sessions. | Find ways to reach those underrepresented students not active in student organizations. |

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| **Graduate Studies:** Identifying diversity as part of enrollment management plan. | Identifying underrepresented through enrollment reporting. | Enrollment is trending upward.<br><br>Fall 2018:<br>American Indian – 3<br>Asian – 16<br>Black – 113<br>Hispanic – 17<br><br>Fall 2019:<br>American Indian - 7<br>Asian - 23<br>Black - 145<br>Hispanic - 20 | Outreach to students to ensure success. |
| **College of Health and Human Services (CHHS):**<br>**ATTR:** Faculty attend recruiting events at HBI's | | Four of the 10 students currently in the MSAT program are from traditionally underrepresented groups. | |
| **(CHHS)Nursing:** Advertising in the Minority Nurse for clinical faculty opportunities | | | |
| **(CHHS) Community Health:** recruiting diverse faculty by posting faculty positions in online publications targeting underrepresented groups | Continuous review of faculty demographic makeup in the form of program meetings and accreditation reports | The program is making strides to have a faculty as culturally diverse as the students in the program | Increase gender diversity among program faculty and students |

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| **(CCHS) Social Work:**<br>• Deliberately advertising open faculty positions with the CSWE Minority Fellowship Program (MFP) which provides funding for minority doctoral students enrolled in SOWK programs across the country<br>• Establish the CUSP fellowships<br>• Provided $70k in scholarships<br>• Continue to support NIA mentoring program for social work students of color | • Advertising done<br>• Policies and procedures established<br>• Distribution of scholarships<br>• Provide financial support | • N/A- no new faculty hires this year<br>• Policies and procedures established.<br>• 70k in scholarships were distributed to students with less than $5k EFC<br>• Number of active students increased to 12 students with 6 committed mentors | |
| **Student Affairs: Students:**<br>• Tabling at SeaGull StartUp (Orientation) sessions<br>• Session/reception during Sea Gull StartUp for Multicultural Student Services (MSS)<br>• MSS offers students to meet with high school students coming to SU to visit<br>• Recruit and hire Orientation Leaders with diverse backgrounds<br>• Approximately 50 prospective bus groups for predominantly underrepresented high school students (unfortunately COVID resulted in 20 cancels)<br>• Represented SU at the National Hispanic College Fair.<br>• Partnered with GEAR UP to support the college search process | • Pre signups: Multicultural Student Services had students sign up for Powerful Connections<br>• Multicultural Student Services (MSS) track attendance | • Evaluate retention data at the end of every semester to compare GPA and retention of students attending and mentoring Powercon vs general student population<br>• Evaluate retention data for students of color vs. general population<br>• Compare enrollment statistics by category (including diversity and economic status) | • Expand outreach of Powerful Connections to more diverse populations<br>• Expand marketing information to diverse students at earlier stages of admissions process<br>• Living Learning Community outreach to diverse students |

| Student Affairs: Staff | | | |
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| • Increased advertising expenditures and job announcement locations. <br> • Extended searched to pursue increased diversity outreach measures. <br> • Increased personal outreach to colleagues to increase diversity of application pool. <br> • Strengthened diversity outreach language in placement ads emphasizing cultural competency skills and experiences with diverse populations. | • Applications allow ability to track statistics for recruiting and hiring <br> • Number of ad placements. <br> • Total dollars spent on advertising. <br> • Number of outreach efforts made to colleagues. <br> • Number of historically underrepresented individuals who accepted and were hired. | • Monitoring diverse hires in the division. Recently three African American females, one African American male, and one Asian American female were hired (Counseling Center Director), student disability director, TRIO director, Residence Life Area Coordinator, and Financial Aid assistant | • Continue to evaluate language used in advertising. <br> • Enhance personal outreach in hiring. <br> • Increase resources for advertising. <br> • Partner with Diversity and Inclusion Office for new teaching training and hiring best practices. |
| **Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.** | | | |
| **Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including:** <br> • **faculty and staff cultural training programs;** <br> • **curricular initiatives that promote cultural diversity in the classroom; and** <br> • **co-curricular programming for students.** | **Metrics to measure how progress of each initiative/strategy is being evaluated** | **Data to demonstrate where progress has been achieved / indicators of success** | **Areas where continuous improvement is needed** |

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| **SU Libraries: Collections**: We are actively acquiring materials related to diverse populations:<br>• Archives Unbound collections: purchased nearly 300 digital archives collections, just over half of which deal with diverse cultures and history, both in the U.S. and abroad:<br>    • Book/media collections: In addition to setting aside $3,500 specifically for diversity-related purchases, each librarian responsible for collection development for different academic departments spends at least 10% of their budget on diversity-related books or films. | No. of items added to our collection related to diverse populations | 157 new digital collections<br>New books/films total still being determined (should be available in 1-2 weeks, after the fiscal year ends) | |

| **CCHS: Social Work** | | | |
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| <ul><li>Examine MSW curriculum for stand-alone diversity course and infusion of diversity content in other courses</li><li>Sponsoring the Social Justice LLC which provides incoming first year students an opportunity to engage with SOWK faculty and students in activities that serve to educate on and advocate for marginalized and oppressed populations</li><li>Hold a Townhall on Racial Justice</li><li>Supported the development of Social Workers for Racial Justice (a social work student group)</li><li>Established new course under Deaf Studies</li><li>Develop a Diversity, Inclusion, Equity, Strategic Action Plan (DIE SAP) (2020-2023)</li></ul> | <ul><li>Report presented to full faculty on revisions to the MSW curriculum</li><li>Graded discussion and reflection assignment</li><li>Event held</li><li>Faculty provide mentoring to student leaders of the student group</li><li>Course receives approval from the Undergraduate Curriculum Committee</li><li>Plan is presented to faculty for final approval</li></ul> | <ul><li>Faculty voted to make changes to the MSW curriculum, which include two new required diversity courses</li><li>Analysis of assignment grades</li><li>Event was held with nearly 100 students, faculty, and staff in attendance</li><li>Two faculty members have provided mentoring to the student group</li><li>Course received final approval. Paperwork has been submitted for the Deaf Studies Minor</li><li>Faculty approved the DIE SAP during the May faculty meeting</li></ul> | |

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| **Nursing: Comm. Health**<br>• Inclusion of LGBTQ panel/guest speakers in HLTH 311 (students get to interface with sexual minorities)<br>• Inclusion of global seminar and study abroad internships | • Graded assignments integrated into the course<br>• Graded assignments integrated into the course | • Feedback from students and instructors; student grades/accreditation self-study reports<br>• Feedback from students and instructors; student grades/accreditation self-study reports | |
| **Academic Affairs:**<br>400 Years of Resilience Series (co-organized by Drs. Wallace Southerland and April Logan).<br>https://www.salisbury.edu/events/1619-2019-Series.aspx<br><br>Library faculty and staff developed a Library Research Guide for this.<br>https://libraryguides.salisbury.edu/400years | | | |
| Faculty Learning Communities focused on D&I include: Social Justice, Equity & Teaching Transformation (D&I Lib Guide developed by this group); Promise FLC (see below); and Teaching with International Students. | | | |
| **Student Affairs: Students**<br>    Training for all incoming students at First Flight (Orientation) called "Diversity University"<br>• Training for students and Dean of students and Student Activities staff to understand differences in culture of NPHC vs. IFC and Panhellenic<br>• Multicultural Festival sponsored by MSS | • Currently track attendance and ask students to fill out evaluations for orientation overall<br>• Track organizations registered<br>• Attendance tracked | • About 2/3 of students attend program. One of the highest evaluated program at Orientation. # of meetings and attendance, representation | • Improve attendance at Diversity University<br>• Consider "call to action"<br>• Consider on-line training program for |

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| • Black History Month including keynote speakers<br>• Appropriations through SGA monitors funding to ensure student activity funds for programs are fairly distributed<br>• New MGC sorority approved; resulting in the creation of the MGC council for 2020 | • Regular meetings and looked to by campus for guidance<br>• # of recognized org. fund requests and approvals | | incoming students.<br>• Diversify Multicultural Festival to focus on more diverse cultures |

## Section 4: Examples of successful strategies employed to increase the diversity of faculty and staff at Salisbury University (SU)

**Strategy 1: Active consultation and engagement between HR recruiter and hiring manager and/or selection committee.**

While this strategy may appear basic and straightforward to the casual observer, it represents a fundamental shift in focus and emphasis of our talent acquisition process to more deliberate collaboration and ongoing consultation by the recruiter. As a result of process change, the recruiter actively identifies applicant pools using a variety of mechanisms (e.g., web-based platforms, professional journals and diversity-based organizations) to attract a high degree of interest from diverse populations. To highlight the impact of this effort, over the last year, the University conducted four searches for mission-critical positions:
- Associate Vice President for Diversity & Inclusion/Chief Diversity Officer (newly created position)
- Director of Student Counseling
- Director of the Disability Resource Center
- Director of TRiO ACHiEVE Student Support Services

In all cases, using in-house recruitment resources and engagement, these key professional positions were filled with individuals from historically marginalized and underrepresented populations.

**Strategy 2: Faculty Learning Communities on Diversity and Inclusion**

SU supports several Faculty Learning Communities (FLCs) related to diversity and inclusion. The PROMISE FLC cohort of faculty and staff consider how institutional commitment and peer mentoring nurture a culture of diversity and inclusion (PROMISE references an NSF-funded project among five USM institutions). In FY20, FLC members read the book, "Faculty Success through Mentoring: A Guide for Mentors, Mentees, and Leaders" to consider opportunities to promote underrepresented populations of

faculty, staff and students who may wish to become academics. The PROMISE FLC goals are to: (1) collaborate with relevant SU offices to support efforts to strategically recruit, hire and retain underrepresented faculty and staff; (2) design and disseminate faculty and staff development programs to support mentorship, success and promotion of diverse members; (3) entice current candidates and future academics, including graduate and undergraduate students, to seek employment at a Primarily Undergraduate Institution like SU; and (4) present findings at workshops, conference sessions, online materials and in publications as an applicable model of diversity and inclusion. The PROMISE FLC's work raised the awareness of faculty, staff and campus leadership regarding issues faced by diverse faculty, in hiring practices and affecting faculty retention. Work continues to achieve all of the goals listed above. Earlier this year, the University committed to establishing a Faculty Development Center and joined the National Center for Faculty Development & Diversity which provides a wide variety of resources for faculty onboarding, retention and development.

## Section 5: Process for Reporting Hate Crimes

SU is required to report statistics for hate (bias) related crimes by the type of bias as defined below for the following classifications: murder/non-negligent manslaughter, sex offenses (rape, fondling, incest, and statutory rape), robbery, aggravated assault, burglary, motor vehicle theft, arson and intimidation, larceny-theft, destruction/damage/vandalism of property, and simple assault.  A hate or bias related crime is not a separate, distinct crime, but it is the commission of a criminal offense that manifests evidence that the victim was intentionally selected because of the perpetrator's bias against the victim.

All Salisbury University students, faculty, staff and visitors are encouraged to make prompt and accurate reports to University Police if they are a victim or witness of a crime. Crimes committed on campus should be reported immediately to University Police. To contact University Police dial 410-543-6222 from a public phone, Ext. 36222 from any campus phone, or #787 from a Verizon cell. You may also use the "blue light" emergency phones which are placed at various locations on the grounds. For emergencies, dial 911. If the crime occurred off campus, University Police will direct you to the appropriate law enforcement agency. Crimes occurring at University Park Apartments, a public-private partnership on Milford Street managed by EdR Collegiate Housing, should be reported to the Salisbury Police Department (for emergencies dial 911, for non-emergencies dial 410-548-3165). Although students, employees and others are encouraged to report all criminal activity to University Police and/or local police, incidents may also be reported to the Dean of Students, Associate Vice President of Student Affairs, Vice President of Student Affairs, Assistant Director for Residence Life, Director of Housing and Residence Life or the Assistant Director for Operations and Judicial Management for statistical reporting and timely warning purposes.

**Appendix**

Salisbury University plans to develop a Strategic Diversity Plan during the upcoming academic year. Below is Goal 2 in the 2020-2025 University Strategic Plan, which addresses cultural diversity.

# Goal 2: Inspire a Campus Culture of Inclusive Excellence, Support and Collaboration

**Objective 2.1** - Create and implement a holistic diversity and inclusive excellence plan through the establishment of an Office of Diversity and Inclusion.

- *Strategy 2.1.1. Relaunch the Office of Diversity and Inclusion, under the direction of the University's Chief Diversity Officer, as part of a comprehensive pledge for developing a diverse University community and supporting an inclusive and equitable campus climate.*
- *Strategy 2.1.2. Assess and enhance SU's culture through a comprehensive campus climate study and utilize shared governance and the Office of Diversity and Inclusion to prioritize and implement procedural, curricular and structural strategies, including face-to-face training, to address outcomes from the study.*
- *Strategy 2.1.3. Expand professional development and training programs for students, faculty and staff that focus on developing a safe, informed and welcoming climate and culture built on equity and mutual respect for diversity and inclusion, striving to achieve 100% participation.*
- *Strategy 2.1.4. Expand educational opportunities and training for students that support the development of an understanding of equity, anti-racist behavior, bystander response and diversity.*
- *Strategy 2.1.5. Enhance communication in real time and regarding progress on strategic issues through regular and multi-channel mechanisms that reach the entire campus and all of its constituencies.*
- *Strategy 2.1.6. Maximize the use of more inclusive language in University policies, protocols, documents and publications to speak to and describe students, faculty and staff and their contexts.*

**Objective 2.2** - Enhance our faculty and staff recruitment strategies (see Goal 3 for student recruitment).

- *Strategy 2.2.1. Create a university-wide, multi-year initiative to hire and retain diverse faculty based on documented best practices, including the institutional oversight of diversity within searches, while respecting the autonomy of individual departments.*
- *Strategy 2.2.2. Enhance the search process based on documented best practices to more effectively diversify our applicant pools and ensure departmental policies adhere to these and professional development opportunities exist to provide training.*
- *Strategy 2.2.3. Create an inclusive and comprehensive onboarding process for new faculty and staff, including specific resources to assist with the acclimation and retention of our diverse faculty and staff.*
- *Strategy 2.2.4. Implement a dual-career partner assistance hiring program, cluster hiring program and/or other hiring programs with a demonstrated record of increasing faculty and staff diversity.*

Objective 2.3 - Review our professional development, recognition, benefits and compensation programs to improve retention of faculty and staff.

- *Strategy 2.3.1. Develop a more comprehensive rewards and recognition program to celebrate faculty and staff accomplishments in service, teaching, research, scholarship and creative activity.*
- *Strategy 2.3.2. Evaluate the impact of developing and implementing additional employee benefits programs to boost morale and support a healthy work-life balance.*
- *Strategy 2.3.3. Develop a plan to address issues of compensation and salary compression.*
- *Strategy 2.3.4. Develop robust faculty and staff mentorship and leadership development programs, especially for underrepresented groups.*
- *Strategy 2.3.5. Expand opportunities for interested faculty and staff to interact, collaborate and socialize with one another inside and outside work.*

Objective 2.4 - Create and promote the use of welcoming and inclusive campus spaces aligned with the Facilities Master Plan.

- *Strategy 2.4.1. Enhance access to and circulation among campus spaces.*
- *Strategy 2.4.2. Create additional housing options to meet the needs of contemporary students (e.g., apartment-style, family housing, graduate student housing, international student housing).*
- *Strategy 2.4.3. Explore opportunities to expand multi-use facilities.*
- *Strategy 2.4.4. Develop strategies to address pressing campus space needs such as the expansion of instructional space, including for the arts; office space for faculty and staff; wellness; and student housing.*