2016-2017
Salisbury University

INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT

Section I:

1. **Institutional Plan**:

Salisbury University's (SU) 2014-2018 Strategic Plan establishes four overarching goals: 1) To educate students for success in academics, career, and life; 2) To embrace innovation to enhance the Salisbury University experience; 3) To foster a sense of community on campus and at the local, national, and international level; and 4) 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 aspects of our Strategic Plan. In particular, we continue steadfastly with our efforts: a) to increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty; b) to create positive interactions and cultural awareness among students, faculty, and staff on campus; c) to report hate-based crimes consistent with federal requirements.

a) **Efforts to increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty:**

Our efforts to recruit a diverse group of students, implemented through a comprehensive Enrollment Master Plan, continue to yield significant results. Total enrollment for undergraduate and graduate students has increased 7% compared to baseline year 2009-2010. In the same period, there was a 47% increase in minority undergraduate students, including non-resident aliens (NRA), and a 136% increase in minority graduate students, including NRA, which includes a 246% increase in NRA undergraduate students. As of fall 2016, minority students make up 25% of our student population (based on students who have identified a race/ethnicity category). Sixty-six (66) countries are represented among our student body of non-resident alien students and permanent U.S. resident students.

SU's international initiatives represent a strategic complement to the University's comprehensive diversity efforts by attracting a more diverse student body and faculty to main campus in Maryland, and by structurally exposing students to people and places around the world as part of their academic curriculum. Total study abroad numbers for academic year (AY) 2016-2017 are not complete, but we estimate a total of 325 students to study abroad for academic credit. This year, Salisbury University was recognized in the Open Doors Report compiled by the US Department of State Educational Affairs Division as one of the top 40 Master's Degree Granting universities in the country for study abroad students for AY 2014-2015. SU's numbers are not currently quite as robust; however, they reflect that participation rates continue to be strong. In addition, SU welcomed a continuing flow of J-1

Visiting Scholars to the faculty in AY 2016-2017, with multiple visiting scholars, teachers, and artists-in-residence from China and Germany. During AY 2016-2017, the English Language Institute (ELI) promoted its 100th student from the intensive English preparatory program into degree granting programs since its foundation in AY 2010-2011. This success makes the Salisbury University ELI one of the primary sources of foreign students in academic programs at SU. Salisbury University students, faculty, and administrators continued to win prestigious Fulbright Fellowships during the reporting period for programs in India, France, Romania, and South Korea. Throughout the year, SU has engaged with the American Council on Education's Internationalization Laboratory to conduct a self-study and receive outside consultancy on strategies to further build upon a decade of remarkable growth in campus internationalization.

Recruitment initiatives include the SU Bridges program, offered in partnership with Wor-Wic Community College (WWCC). SU Bridges students live and take classes on SU's campus, are enrolled in courses taught by Wor-Wic Community College (WWCC) faculty, and receive WWCC credits for one semester. After successfully completing the fall semester with a grade point average of 2.0 or higher, students are automatically enrolled at SU to begin classes in the spring semester. Twenty-nine SU Bridges students were enrolled at SU to begin classes in the 2017 spring semester after successful completion of the fall 2016 semester. Additionally, in July 2016, SU and UMES formalized a dual-degree program in Physics/Engineering in which students complete three years of general education, physics and foundational engineering courses at SU and then complete two years of engineering coursework at UMES, graduating with both Physics and Engineering degrees. Other recruitment initiatives include SU's Henson School of Science & Technology panel of female Science, Technology, Engineering and Mathematics (STEM) professionals invited to talk to high school students about pursuing science and technology careers, and SU's active participation in the University System of Maryland (USM) Promise AGEP (Alliance for Graduate Education and the Professoriate), a USM effort which increases the participation of underrepresented groups in STEM programs and facilitates pathways to academic careers.

The Office of Financial Aid continues to provide need-based financial aid to students through the Partnership for Success Grant, a renewable scholarship to students from Eleanor Roosevelt and Suitland High Schools who have been involved in an upward bound program, and the Salisbury University Grant, which provides students in the lower Pell Grant range with at least $2,500 in free financial aid. Twenty-three students have been awarded a total of $23,000 through the Partnerships for Success Grant, and 140 students have received a total of $199,877 through the Salisbury University Grant.

Meanwhile, we have continued to support various campus-wide programmatic initiatives for retention of our increasingly diverse student body, including the Center of Student Achievement, the Writing Center, the Powerful Connections Program, Living Learning Communities, Math Placement initiatives, TRiO programs, and mid-semester reporting and advising initiatives. These initiatives are central to our goal to support student identity, inclusiveness, engagement, and success. School-specific initiatives include the proposed Delmarva Science Inclusion Initiative (DSII), a regional collaborative effort to support engagement and success of science students that will transform pathways and curricula, redesign advising structures, and expand student support and use of analytics to foster student access to the natural sciences. SU was one of only 91 campuses in the nation invited to submit a full proposal to the Howard Hughes Medical Institutes' Inclusive Excellence program; a decision is expected later this year.

This year, the University has significantly expanded its efforts to increase the diversity of its faculty and staff members. The recruitment process is currently undergoing review, and significant updates are expected later this year. In the meantime, we have enhanced procedures to expand the diversity of the applicant pools through the implementation of mandatory recruitment avenues targeting diverse applicants at all position levels, and including a statement on SU's commitment to fostering a diverse and inclusive campus on all job postings. The results of enhanced hiring practices are tracked and assessed through the compilation of SU's Affirmative Action Plan on an annual basis.

b) **Efforts to create positive interactions and cultural awareness among students, faculty, and staff on campus:**

An emphasis continues to be placed on curricular initiatives that promote cultural diversity in the classroom, and creating an engaged global learning environment in which all students develop international and cross-cultural skills and an enhanced global consciousness in order to thrive as professionals, citizens, and individuals in an increasingly interdependent world. We continue to evaluate the entire curriculum, including General Education and existing majors, to determine whether the curriculum continues to meet the demands of the contemporary workforce. The General Education Steering Committee continues to review general education at Salisbury University, including whether the learning outcomes adequately support these stated goals. Schools and programs have also focused on curricular development, including the Social Work Curriculum, the Athletic Training Program, the Bachelor of Art in Interdisciplinary Studies with an Anthropology track and an Anthropology minor, and the undergraduate and graduate Nursing curriculum. The SU Libraries, in efforts to support curricular development in all disciplines to prepare students to work in a diverse society and world, added three databases full of digitized primary sources relating to diverse populations.

In addition to these and other curricular initiatives, the University continues to provide a wealth of co-curricular programs that create positive cultural interactions and awareness, as well as cultural sensitivity instruction and training opportunities for faculty, staff and students. Members of our campus community must be able to celebrate both our diversity in its broadest definition as well as elements of a common identity as members of the Salisbury University.

Cultural Affairs programs continue to expose students, faculty, staff and local community to artistic expression and intellectual perspectives representing diverse cultures. During AY 2016-2017, SU presented “Expressions of Spirituality,” exploring the relationship between spiritual expression, creativity and the arts. Events included interactive activities, spiritual music programs, dance programs, and spirituality screenings. Other regular programming continues to be offered, such as the Distinguished Lecture Series, Peter & Judy Jackson Chamber Music Series, Hispanic Heritage Month Festival, Patricia White Wroten Piano Concert Series, International Dinner Series, World Artists Experiences, etc. Additionally, the Fulton Public Humanities Program (FPHP) exists to support, organize, and develop academic programs and events that promote public awareness and understanding of marginalized groups, moments, and events in history (up to the present). The FPHP also provides opportunities for programs that possess curricular and academic value in the recovery, commemoration, and study of human experience in all its complex diversity using the unique methods and core perspectives of the Humanities. Through the FPHP and other programming by its constituent departments, the Fulton School of Liberal Arts hosted an abundance of programs that embrace global diversity and reflect a cosmopolitan outlook, including theater season, musical offerings, and lecture and film series.

Furthermore, opportunities are made available specifically to students through Student Affairs and academic departments. The Office of Multicultural Student Services provides an umbrella of activities that enhance diversity opportunities on campus through an alliance of affinity groups led by student leaders and advised by faculty and staff. Programs that are established traditions include: Multicultural Festival Week, African American History Month, Multicultural Leadership Summit, Enlightened Perspective Lecture Series, Multicultural Alliance of Organizations and the Senior Banquet. Housing and Residence Life continues to engage the residential community in meaningful activities through community development programs (i.e. social, educational, recreational, and diversity), and to encourage residents to take part in many campus programs, including those related to diversity and inclusion topics. Opportunities provided by academic departments include, but are not limited to, the co-curricular activities offered through the Social Work Department, such as: global seminar to Ecuador, where students explored Ecuadorian social services and participated in language classes; field

trip to Philadelphia with nearly 50 students and faculty to tour Eastern State Penitentiary, learn about mass incarceration, and participated in a poverty tour through one of the poorest neighborhoods in the US; twelve Know Your Rights trainings on the Eastern Shore, co-coordinated discussion groups between SU students and men incarcerated at Eastern Correctional Institution; needs assessment of families of individuals incarcerated at Wicomico County Detention Center; Naloxone/Narcan trainings on campus; lecture with Ann Adalist-Estrin with National Resource Center on Education and Families of the Incarcerated, who discussed the effects of mass incarceration on children as well as organizing an unaccompanied youth count in Wicomico, Worcester, and Somerset counties; survey and census of youth and young adults who are experiencing homelessness; etc.

The Office of Institutional Equity (OIE) provides year-round training opportunities to support faculty and staff development to explore issues of pedagogy, classroom dynamics, and student/faculty relations in an increasingly diverse institutional setting. Training programs and initiatives include: Safe Space workshop, Webinar Series, Lunch and Learns, Breakfast Topics, as well as customized, department-specific training programs. Additionally, individual units continue to implement targeted professional development programs. Housing and Residence Life provides continuous training and development opportunities on a variety of topics related to diversity and inclusion to its professional staff, resident directors and resident assistants. The Seidel Diversity Interest Group (DIG), organized and/or supported several events and activities for faculty, staff, and students; the SU Libraries Diversity and Inclusion Task Force, created in 2016, was charged with developing a definition for what diversity at the SU Libraries means and cultivated a plan to promote that diversity; and the Perdue School of Business hosted its first Safe Spaces workshop in partnership with the Office of Institutional Equity.

The University also aims to serve as a catalyst for positive change in the surrounding community. To this end, the University will continue to work with local and regional governmental and private entities to make the Salisbury area more accepting of diverse populations. Examples of outreach programs include: the Holocaust Educators Network Summer Institute, an initiative from the Seidel School of Education and Professional Studies, which brings together teachers from throughout the mid-Atlantic region for a week-long intensive seminar on teaching about the Holocaust and social justice; Bienvenidos a Delmarva, a BEACON/Perdue School of Business initiative, which brings together a network of over 70 service-providing organizations on a monthly basis to exchange information, discuss common problems and issues as well as work on appropriate solutions in order to better serve immigrants in this region; GrayShore, a BEACON/Perdue School of Business initiative that aims to educate regional service providers and decision makers about our aging population; the Salisbury Youth Orchestra, which has provided unique educational and performance opportunities for young musicians since 1989; and ShoreCorps/PALS (Partnership for Adolescents on the Lower Shore), the AmeriCorps program at Salisbury University, a partnership with community-based organizations serving at-risk youth and senior citizens in Caroline, Dorchester, Kent, Queen Anne's, Somerset, Talbot, Wicomico and Worcester counties.

c) **Efforts and procedures for the reporting of hate-based crimes consistent with federal requirements:**

A security report is published and distributed annually by University Police in compliance with The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act and Drug Free Campus/Drug Free Workplace legislation. It contains crime and arrest statistics as well as information about campus policies and practices intended to promote crime awareness, campus safety and security. By October 1 of every year, all current students and employees are sent an email message providing them with the link to this report and notification that the current edition of the Annual Security Report has been posted on the Salisbury University website. Current or prospective students and employees may obtain a copy of this report by visiting University Police located in the East Campus Complex, calling 410-543-6007 or by accessing the SUPD website at http://www.salisbury.edu/police/.

***

While we are proud of our progress, we recognize that fostering a diverse and inclusive campus community is an endless process, and we continue to look for areas in need of particular attention. While our campus is more diverse today than ever before, we must continue our efforts to recruit a group of students that more closely reflects the diversity present at the state-level, as well as increase diversity among tenure/tenure-track faculty, executive and professional staff. We must also continue to focus on fostering cultural competence among our students, faculty, and staff, increasing the number of students studying abroad, and expanding cultural competence training opportunities for students, faculty, and staff.

Therefore, the University continues to introduce programs to help welcome and accommodate the projected changing demographics of our newly admitted classes over the years. Programs needed to recruit and retain these students, attract more international students to our campus, foster cultural competence among our campus community members, and continue to offer SU students additional international education opportunities continue to achieve significant results. The following tables, while not all-inclusive, illustrate our efforts and accomplishments over this past year.

2. **Implementation**:

• Table 1: Reporting of Institutional Goal 1

Goal 1: Implement efforts to increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty. *Ongoing.*			
Detail all Implementation Initiatives and Strategies designed to recruit and retain traditionally underrepresented students, staff, and faculty.	**Metrics to measure how progress of each initiative is being evaluated**	**Data to demonstrate where progress has been achieved / Indicators of Success**	**Areas where continuous improvement is needed**
Administrative Coordination and Accountability			
Strengthen the charge and resources of the Cultural Diversity and Inclusion Consortium Committee to coordinate communication among the faculty, staff, and students of Salisbury University on diversity and inclusion issues by bringing the leaders of its constituent organizations together for dialogue.	• Number of meetings • Date of approval for revised by-laws	• Seven (7) meetings during AY 2016-2017 • Revised by-laws submitted to Consortium Coordinating Committee in spring 2017, which expands membership representation from shared governance bodies and student organizations. Decision expected by the end of AY 2016-2017.	Continue to encourage members of shared governance and student groups to engage in the Committee.
Utilize the Office of Institutional Equity's Document Library as the venue where the administration can report annually to the campus community on the state of the cultural diversity effort,	• Date of implementation	The 2015-2016 Cultural Diversity report was made available on the OIE's website in April 2016.	Increase campus community's awareness of the public availability of the report.

including a partial inventory of cultural diversity initiatives.			
Utilize the Office of Institutional Equity's Diversity Initiatives Inventory System as the venue where the campus community can access a full inventory of cultural diversity initiatives to increase awareness and encourage cross-campus collaborations.	• Date of Implementation • Number of submissions	The Diversity Initiatives Inventory System was implemented in fall 2016 and contains 130+ submissions. A campus-wide call for 2016-2017 submissions will be sent out later in the spring semester.	Increase campus community's awareness of the availability of this resource. Encourage submissions from faculty, staff, and students.
Conduct Campus Climate Survey to establish baseline for assessment and develop Diversity Plan.	• Identify main elements for Request For Proposals • Identify potential vendors	Main elements and potential vendors identified; SU Campus Climate Survey currently on stand-by due to work with Chancellor's D&I Council to conduct a system-wide survey.	Continue to work with Chancellor's D&I Council to conduct a system-wide survey.
International Education			
SU's international initiatives represent a strategic complement to the University's comprehensive diversity efforts by attracting a more diverse student body and faculty to main campus in Maryland, and by structurally exposing students to people and places around the world as part of their academic curriculum. SU's numbers have fallen since that high two academic years ago, however, participation rates continue to be strong. In addition, SU welcomed a continuing flow of J-1 Visiting Scholars to the faculty in AY 2016-17, with multiple visiting scholars, teachers, and artists in residence from China and Germany. During the same year, the English Language Institute promoted its 100th student from the intensive English preparatory program into degree granting programs	• Total study abroad numbers • Number of J-1 Visiting Scholars • Number of ELI students promoted into degree-granting programs • Number of Fulbright Scholarships awarded to SU students, faculty, and administrators	• Total study abroad numbers for 2016-2017 are not complete, but we estimate a total of 325 students to study abroad for academic credit. • 5 J-1 Visiting Scholars were welcomed to the faculty • 25 students were promoted into degree-granting programs • 6 Fulbright Scholarships awarded to SU students, faculty, and administrators • SU recognized in the annual Open Doors Report from the US Department of State, Bureau of Educational Affairs, as one of the top 40 Master's Universities in the country for study abroad participation numbers for AY 2014-2015.	• Enrollments in the English Language Institute continued to fall from the peak in AY 2014-2015. Some of this decline reflects larger national trends. Other reflects a plateau in SU's internationalization efforts. • Enrollments in study abroad decline for the third straight year after record highs in AY 2014-2015 reflecting a plateau in SU's internationalization efforts.

since its foundation in AY 2010-2011. SU students, faculty, and administrators continued to win prestigious Fulbright Fellowships during AY 2016-2017 for programs in India, France, Romania, and South Korea.			
The Dean of the Fulton School of Liberal Arts participated in the Fulbright Nehru International Education Seminar in India. The International Education Administrators (IEA) seminars help U.S. international education professionals and senior higher education officials create empowering connections with the societal, cultural and higher education systems of other countries. Grantees have the opportunity to learn about the host country's education system as well as establish networks of U.S. and international colleagues over the course of an intensive two week grant duration. Grantees return with enhanced ability to serve and encourage international students and prospective study-abroad students.	• Seminar activities	• 14 campus visits with a cross-section of universities and colleges • 13 briefings with faculty and administration, government officials, and leading educational experts at public and private institutions • 8 tours of historical and cultural sites	N/A
		Hiring Procedures	
Enhance procedures to expand the diversity of the applicant pools through the implementation of mandatory recruitment avenues targeting diverse applicants at all position levels.	• Date of implementation • Rate of implementation	As of April 2017, all faculty and exempt-level positions will be advertised on DiverseJobs.net, the job site of Diverse: Issues in Higher Education. All non-exempt positions are currently advertised in the Maryland Workforce Exchange, which provides resources for job seekers, including services for veteran job seekers, services to dislocated workers, and is equipped with various assistive technologies to accommodate job seekers with disabilities.	N/A

Compile Affirmative Action Plan on an annual basis to track and assess the results of enhanced hiring practices.	• Date of completion • Date of dissemination	The University's 2016 Affirmative Action Plan was finalized in September 2016 and provided to Executive Staff in November 2016.	Revise pre- and post-employment surveys, outreach to veteran candidates, tracking mechanism for veterans and individuals with disabilities. Continue to communicate progress of AAP goals to Executive Staff and to provide advice on how to achieve these goals on an annual basis.
Include statement on SU's commitment to fostering a diverse and inclusive campus on all job postings.	• Date of completion	As of fall 2016, all job postings include the following language: *Diversity and inclusion are core values of Salisbury University. We strive to create a truly diverse and inclusive environment where the richness of ideas, backgrounds, and perspectives of our community is harnessed to create value for our University community to include students, faculty, and staff, today and in the future. To this end, the University recruits exceptional and diverse faculty, staff, and students from across Maryland, the United States, and around the world, supporting all members of the University community as they work together to achieve institutional goals and vision. The learn more about the University's commitment to fostering a diverse and inclusive campus, please visit http://www.salisbury.edu/equity/.*	N/A
Closing the Achievement Gap (Retention)			
The Center for Student Achievement (CSA), designed to help students fulfill their academic potential, opened its doors in September 2008. Services and programs include: academic coaching, supplemental instruction, tutoring, workshops, academic recovery program, and the Scholar Holler Award.	• Number of students served • Number of unique visits	The Center of Student Achievement served 2,989 unique students, and received 27,425 visits between August 2016 and February 2017. Minority students* represented 30% of the students served and 31% of the total visits. **Students who self-identified as American Indian/Alaska Native, Asian, Black/African American, Hispanic/Latino, Native Hawaiian/Other Pacific Islander.*	Continue to hire a diverse student leader workforce (i.e. tutors, supplemental instruction leaders & student assistants).
Salisbury University's TRiO ACHIEVE Student Support Services (SSS) is an educational opportunity project sponsored	• Number of students served • Number of mentors • Completion of Soliya Connect Program	• TRiO ACHIEVE Student Support Services (SSS) served 150 students in AY 2016-2017. • 10 students served as mentors in the TRiO-ACHiEVE SSS' Peer Mentor Program.	• Additional recruitment to transfer students • Improve outreach through social media.

by the U.S. Department of Education that helps first-generation students, students with financial need and students with disabilities achieve their academic potential and personal goals. The project acts as an advocate for qualified students, plans and coordinates their services, and provides support programs that help them develop academic, interpersonal and social skills they need for success at the University. The TRiO staff, as well as other offices across campus, will help students reach their academic goals and maximize their potential for success at Salisbury University. Eligible students complete pre- and post-preparedness assessments, participate in a 3-day Orientation program providing services and campus resources, are required to meet with a staff member once a month to evaluate their academic progress, and participated in the TRiO-ACHiEVE SSS' Peer Mentor Program. Through the Soliya Connect Program, TRiO students have an opportunity to engage in facilitated and substantive dialogue, build meaningful relationships across national, cultural, religious, and ideological boundaries, and explore perspectives, uncover biases, and arrive at a better understanding of cultures, with the goal of developing the		• 9 TRiO students and 3 staff completed the Soliya Connect Program.	• Implement TRiO Alumni Relations to support the academic success of current TRiO Students. • Increase TRiO student's acceptance numbers in to graduate/professional programs.

global competence essential to thriving in an interconnected world.			
The Powerful Connections Program provides Pre-Orientation Programming for new students from diverse backgrounds which includes training in diversity. Seventy-eight new students, 42 mentors and three program coordinators participated. Participants in Powerful Connections have gone forward in providing leadership, support and diversity through involvement in clubs, organizations, and as future student leaders. The presence of diverse students in all facets of the campus community has made the campus more reflective of the local and statewide population.	• Retention rate	The retention rate for FY16 cohort was 85% which reflects the number of students successfully matriculating to the sophomore year.	N/A
Research shows that students who participate in Living Learning Communities (LLCs) are more engaged in their academic experience, have extremely high satisfaction rates for their overall university experience, and earn higher grades. SU is proud to offer LLCs focused on the following themes: Art, Biology, Communication Arts, Elementary Education, Secondary Education, Entrepreneurship, Explorers, Global Village, Green, Honors (5), Human Services, Music, Theater, Science, Technology, Engineering & Mathematics (STEM), and Wellness.	• Number of LLCs • Number of LLC students	• 20 unique Living Learning Communities are available on campus • 196 students currently live in learning communities	N/A

Participating students live together in the University's residence halls, share common courses in the fall and in the spring, with required out-of-class, experiential learning activities, benefit from a faculty mentor who encourages you to carry great classroom conversations into your residential community, and participate in trips and activities designed to bring the community theme to life.			
The Perdue School of Business continued to offer co-curricular opportunities for diverse students to familiarize themselves with support services and resources within the School and elsewhere on campus. Each fall semester, the Perdue School partners with the office of TRiO-ACHIEVE to help students become acclimated to the university and to the Perdue School. This fall, the Perdue School hosted a luncheon for our international exchange students where they networked with our Student Business Leaders (SBLs), who then serve as a resource throughout the semester.	• Attendance	• TRiO-Achieve: 5-10 students attended • Luncheon: 8-10 international students attended, plus 5-7 SBLs	N/A
SU was one of only 91 campuses in the nation invited to submit a full proposal to the Howard Hughes Medical Institutes' Inclusive Excellence program. The proposed Delmarva Science Inclusion Initiative (DSII) will establish a regional collaborative to support engagement and	• Measures of success will include increases in Underrepresented Minority (URM) recruitment/matriculation in STEM majors and reduction of any performance gaps in course and program completion.	N/A; Grant funding decision forthcoming.	N/A; Grant funding decision forthcoming.

success of science students at SU in partnership with Virginia's Eastern Shore CC, Delaware Tech, Wor-Wic CC, Chesapeake College and local school systems. DSII will transform pathways and curricula, redesign advising structures, expand student support and use of analytics to foster student access to the natural sciences. Project activities will extend and, as appropriate, redesign recent successful efforts to increase science graduates to our regional 'new majority' college-goers including veteran, transfer, rural first-generation, Hispanic, and African American students. Proposed activities can broadly be categorized as: Regional Collaboration and Information Sharing; Faculty Development for Inclusive Excellence; Enhancing Student Wayfinding and Success; and New Curriculum Pathways (an Applied Science Degree).			
		Recruitment	
The Office of Admissions continues to offer an opportunity for on-the-spot admissions for students of high schools with a high minority population. Upon receipt of application, test scores, and transcript, Admission counselor can immediately communicate an admissions decision to the applicant.	• Number of on-the-spot admissions	Tracking of students who were admitted into the incoming fall 2016 and 2017 cohorts through on-the-spot admissions to see their yield and retention.	Expand to more high schools next fall.
The Office of Admissions continues to promote the Test-Optional Admission Policy as a	• Number of schools served	Approximately 35% of students admitted into the incoming fall cohorts are through the Test-Optional Admission initiative.	Continue to advertise to prospective students about the Test Optional policy.

minority recruitment strategy. Under this initiative, students with a weighted 3.5/4.0 GPA are eligible to apply for admission without submitting and ACT or SAT score.			
The Office of Admissions continues to use targeted communications as a minority recruitment tool. In partnership with the Organization of Latin American Students (OLAS), a welcome letter drafted by OLAS was sent to every admitted Hispanic or Latino/a student to invite them to connect with the organization during Admitted Student Day and through their website.	• Number of test-optional admissions	372 Hispanic or Latino/a students admitted into the incoming fall 2016 were sent the OLAS welcome letter.	Work with OLAS to do this every year.
The Admissions Office hosts several diverse student groups on campus each fall and spring to attend an information session and go on a tour of campus. Each student fills out an inquiry card; their data is put in our system and communications can be sent to them throughout the admission funnel.	• Number of letters sent	Each year approximately 25 diverse groups are brought to campus, totaling approximately 800 students.	Track yield and retention.
In 2016, SU and UMES formalized a dual-degree program in Physics/Engineering in which students complete three years of general education, physics, and foundational engineering courses at SU and then complete two years of engineering coursework at UMES graduating with both Physics and Engineering degrees. The development of this program and reciprocal	• Student enrollment • Successful program completion	MOU signed; reciprocal campus visits including SU students touring UMES facilities.	Matriculation of SU students in dual-degree program (goal is up to 5 per year).

campus visits has provided the opportunity for strengthening ties between our campuses and mutual appreciation of the resources available at each.			
SU Bridges students live and take classes on SU's campus, are enrolled in courses taught by Wor-Wic Community College (WWCC) faculty, and receive WWCC credits for one semester. After successfully completing the fall semester with a grade point average of 2.0 or higher, students are automatically enrolled at SU to begin classes in the spring semester.	• Number of enrolled students	29 SU Bridges students were enrolled at SU to begin classes in the 2017 spring semester after successful completion of the fall 2016 semester with a GPA of 2.0 or higher.	Continue to partner with WWCC for frequent assessments to improve the program from year to year.
During the reporting period, SU's Henson School of Science & Technology hosted a panel of female STEM professionals to talk to high school students about pursuing science and technology careers. Following the panel, the high school students participated in a networking event with the panelists and several USM Promise Alliance for Graduate Education and the Professoriate (AGEP) participants and alumni. The goal of this event was to excite young women about science and technology careers and provide positive role models.	• Attendance • Development of relationships with regional science & tech workforce	More than 200 female high school students (many URM) and their teachers attended the event.	Identify sustainable funding stream.
Active participation of SU administrators in the USM Promise AGEP (Alliance for Graduate Education and the Professoriate), a USM effort which increases the participation of	• Involvement in USM Promise AGEP activities	2016-2017 activities included involvement in the USM Promise AGEP Summer Success Institute and spring 2017 Research Symposium and Professional Development Conference as well as hosting USM Promise AGEP participants and alumni on SU's campus for a panel on preparing for graduate school. SU also hosted USM Promise AGEP participants in a	Hire teaching post-doc/tenure-track faculty from USM Promise AGEP Network to assist in development of their teaching skills and professional development and to increase diversity of SU's faculty.

underrepresented groups in STEM programs and facilitates pathways to academic careers.		luncheon workshop on teaching careers a different types of campuses.	
Financial Aid			
The Office of Financial Aid provides need-based financial aid to students through the Partnership for Success Grant, a renewable scholarship to students from Eleanor Roosevelt and Suitland High Schools who have been involved in an upward bound program, and the Salisbury University Grant, which provides students in the lower Pell Grant range with at least $2,500 in free financial aid.	• Number of recipients • Funds disbursed	23 students have been awarded a total of $23,000 through the Partnerships for Success Grant, and 140 students have received a total of $199,877 through the Salisbury University Grant.	Continuing to seek more funding for more students in need.

• Table 2: Reporting of Institutional Goal 2

Goal 2: Implement efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus. *Ongoing.*			
Detail all Implementation Initiatives and Strategies designed to create positive interactions and cultural awareness among students, faculty, and staff—including professional development programs for faculty and staff, curricular initiatives that promote cultural diversity in the classroom, and co-curricular programming for students.	**Metrics to measure how progress of each initiative is being evaluated**	**Data to demonstrate where progress has been achieved / Indicators of Success**	**Areas where continuous improvement is needed**
School and Department-Specific Curricular Initiatives			
The Social Work curriculum has always been designed to increase the cultural awareness of students to create positive interactions with others; however even more attention has been directed in this area in recent curriculum redesign efforts. This year, there are five redesigned or new required core courses at the undergraduate and graduate level with this effort as a primary goal. These are: Human Behavior In the Social Environment I & II (undergraduate and graduate), Privilege and Oppression (undergraduate). In addition to these core course requirements the Social Work Department has a number of undergraduate electives which sensitizes students to the unique dynamics encountered by certain social groups including older persons, persons who have differing abilities, and LGBTQ persons.	• Course grades gathered every semester • Counsel on Social Work Education (CSWE) accreditation standards which require programs to meet nine social work competencies, eight of which have language specifically to increase cultural competency. The data on meeting these competencies is submitted to CSWE annually.	Data collection for redesigned and new courses to take place at the end of spring 2017 semester.	The Social Work Department continuously looks at areas of improvement in course delivery. Redesigned and new courses will undergo same ongoing assessment and review of student feedback and course delivery by both departmental curriculum committees which exist at the content level and the departmental level.
The Commission on Accreditation of Athletic Training Programs (CAATE) requires accredited athletic training programs to include cultural sensitivity and cultural competency in athletic training curriculum. The athletic training profession espouses tenets which are identified as Foundational Behaviors of Professional Practice, one of which is cultural competence. The following foundational behavior is found across Salisbury University's Athletic Training curriculum; in all courses and in every required clinical experience. 1. Demonstrate awareness of the impact that clients'/patients' cultural differences have on their attitudes and behaviors toward healthcare. 2. Demonstrate knowledge, attitudes, behaviors, and skills necessary to achieve optimal health outcomes for diverse patient populations.	• Student grades in ATTR (Athletic Training) 570 Therapeutic Rehabilitation, which focuses on improving outcomes in diverse patient populations • Student performance and grades in the clinical component of the Athletic Training Program, which is delivered through four courses that are taught over four consecutive semesters.	Students have successfully navigated through their clinical courses up to this point. Graduate students are currently enrolled in ATTR 570; grades will be available at the conclusion of the spring 2017 semester.	Expand curricular opportunities to explore concepts of general medicine and cultural competence. ATTR 600: Comprehensive Approach to Health, to be offered in summer 2018, will specifically address diversity and cultural awareness in healthcare, in addition to general medical concepts and pharmacology. Students will also be completing observation rotations during this course that will

3. Work respectfully and effectively with diverse populations and in a diverse work environment.			expose them to diverse patient populations (e.g. geriatrics, pediatrics, special needs, etc.).
The Fulton School of Liberal Arts offers a Bachelor of Arts in Interdisciplinary Studies with an Anthropology (ANTH) track and an Anthropology minor. Anthropology is the discipline that bridges the humanities–science divide, examining humanity across the widest possible perspective, from our biological origins, through the prehistoric past, and into the full diversity of our modern cultural and social differences. It promotes not only a better understanding of others and the cross-cultural interactions that play such a vital role in our increasingly global societies, but also of ourselves. In either of these programs, students will gain a broad knowledge of human biological and cultural diversity in the past and present, an ability to think critically about the often-contentious issues raised by this diversity, and the ability to communicate their knowledge and opinions through a wide variety of media. Anthropology provides an interdisciplinary foundation for graduate work in the social sciences and a useful background for anyone who will find themselves working with people of other cultures, either here or abroad, whether in business, medicine, teaching, or advocacy groups.	• Academic performance • Recruitment from Gen Ed courses into program • International experience participation rates • Success of alumni in workplace/graduate programs	• During AY 2016-2017, 12 students were enrolled in the Bachelor of Arts in Interdisciplinary Studies with an Anthropology track. • 11 Anthropology courses were offered, 7 of which were part of the General Education curriculum. • 174 students enrolled in Anthropology courses. Of the 90 students enrolled for fall 2016, including 82 non-majors, 80 completed the course with a C or better. Grades are forthcoming for the 84 students enrolled for spring 2017, which includes 78 non-major students. • 2 Anthropology track students study abroad this summer (South Africa and South Korea) • One student was admitted to Berkeley's PhD program, one of the highest ranked Anthropology programs in the country.	Recruit students into the ANTH track. Find and access faculty resources to broaden ANTH offerings.
In efforts to support curricular development in all disciplines to prepare students to work in a diverse society and world, the SU Libraries added three databases full of digitized primary sources relating to diverse populations: • African American Communities: This database focuses predominantly on Atlanta, Chicago, St. Louis, New York, and towns and cities in North Carolina and presents multiple aspects of the African American community through pamphlets, newspapers and periodicals, correspondence, official records, reports and in-depth oral histories, revealing the prevalent challenges of	• Number of databases relating to diverse populations	The SU Libraries has a total of 11 databases relating to diverse populations.	More databases relating to diverse populations other than African Americans.

racism, discrimination and integration, and a unique African American culture and identity. • American Indian Histories and Cultures: This database contains manuscripts, artwork and rare printed books dating from the earliest contact with European settlers and continue up to photographs and newspapers from the mid-twentieth century. It includes a wide range of rare and original documents from treaties, speeches and diaries, to historic maps and travel journals. • Slavery in America and the World: History, Culture & Law: This is a complete legal collection on slavery in the United States and the English-speaking world. It also includes hundreds of pamphlets and books written about slavery— defending it, attacking it or simply analyzing it, including an expansive slavery collection of mostly pre-Civil War materials.			
Nearly every theory and clinical course in the undergraduate Nursing 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. The program offers annual international trips to South Africa or Ecuador for students to do HIV and hygiene education as well as to begin to understand the differences among health care from other countries and those within the U.S. In the community health course, the faculty bring in food items from various cultures to begin understanding of the cultural differences among people. This initiates discussion on various cultures and their beliefs in health care. Cultural competency is an on-going process and is integrated throughout the nursing undergraduate and graduate curriculum. The Accommodations Task Force continues to review how various needs can be integrated into the nursing program. Although this is not exactly	• Successful completion of BS, MS and DPN programs by students (and pass rates on certifications exams). • Participation in international education. • Successful accreditation of programs. • MHEC (Maryland Higher Education Commission) funding for Nurse Educator Expansion programs (ES-FAMI and WS-FAMI) that target minority and male RNs for development as clinical faculty.	• 92.86% first-time Nursing's National Council Licensure Examination (NCLEX) pass rates, the highest for any baccalaureate institution in Maryland • 2 students went to Nicaragua with local physicians to provide health care to those that otherwise would not have access. • The baccalaureate and master's programs at Salisbury University are accredited by the Commission on Collegiate Nursing Education. The DNP program is in the process of being accredited by the Commission on Collegiate Nursing Education. • FY17 MHED funding: – 11/2/16 – MHEC New Nursing Fellowship for Sedonna Brown: $5,000 – 2/2/17 – MHEC NEDG Fellowship for Jennifer Hart: $15,000	Continue on-going monitoring and revise the curriculum as appropriate. The Nursing department reviews the periodic evaluation plan annually to address any concerns.

cultural, it does involve how culture views and assimilates individuals with disabilities into the workforce and educational systems.		– 4/1/17 – MHEC HPSIG: $25,148 – 4/5/17 – MHEC ES-FAMI II Year 3 funds: $451,362	
School and Department-Specific Co-Curricular Initiatives			
The Social Work Department has implemented several co-curricular activities, including: global seminar to Ecuador, where students explored Ecuadorian social services and participated in language classes; field trip to Philadelphia with nearly 50 students and faculty to tour Eastern Penitentiary, learn about mass incarceration, and participate in a poverty tour through one of the poorest neighborhoods in the US; 12 Know Your Rights trainings on Eastern Shore, co-coordinated discussion groups between SU students and men incarcerated at Eastern Correctional Institution; needs assessment of families of individuals incarcerated at Wicomico County Detention Center; Naloxone/Narcan trainings on campus; lecture with Ann Adalist-Estrin with National Resource Center on Education and Families of the Incarcerated, who discussed the effects of mass incarceration on children; organized an unaccompanied youth count in Wicomico, Worcester, and Somerset counties; etc.	• Number of student participants	• Global Seminar: 16 participants • Field trip: 43 participants • 12 KYR trainings: lead by 55 students • ECI spring discussion groups: 6 groups lead by 12 SU students • Wicomico County Detention Center assessment: 12 students & 2 faculty volunteers • Naloxone/Narcan: 2 trainings held in the fall with 40+ participants; 3 more scheduled in the spring • Adakist-Estrin lecture: 20 participants • Youth count: 24 student volunteers	Continue to develop a slate of activities throughout the year. Potentially adopt a theme for the year and focus most activities around that theme. Increase collaboration with other departments. Develop more effective recruitment and advertising techniques to increase participation.
The Fulton Public Humanities Program (FPHP) exists to support, organize, and develop academic programs and events that promote public awareness and understanding of marginalized groups, moments, and events in history (up to the present). It provides opportunities for programs that possess curricular and academic value in the recovery, commemoration, and study of human experience in all its complex diversity using the unique methods and core perspectives of the Humanities.	• Number of events sponsored • Dollar amount contributed towards event sponsorship • Number of grants awarded • Dollar amount contributed towards grant proposals	A total of $8992 was contributed towards the following sponsored events: • Fifth Annual Native American Heritage Month: 2 events • Women's History Month: 3 events • African American History Month: 2 events • South Asian History: 1 event Additionally, 2 grant proposals were awarded, totaling $1000.	Diversifying offerings to include groups not under previous celebrated heritage months. Include Hispanic Heritage and LGBTQ heritage in future years.
The Fulton School of Liberal Arts and its constituent departments hosted an abundance of programs that embrace global diversity and reflect a cosmopolitan outlook, including theater season, musical offering, and lecture and film series. Examples of programs offered include: PACE lectures, including *Race & Identity in the United States lecture series*; *Ruth Starr Rose (1887-1965):*	• Number of events hosted/sponsored	50+ events sponsored by the Fulton School of Liberal Arts and its constituent departments	N/A

Revelations of African American Life in Maryland & the World (touring exhibition), *inFORMATION: Black Voices in Contemporary Art* (inaugural series at the Downtown Campus Gallery), *One Maryland One Book: All-American Boys* (book tour), *Racial Politics with Cedric Johnson* (Multiple Dimensions of Inequality Lecture), *Pipelines, Mascots & Recognition: The Internationalization of Indigenous Rights Movements with Céline Carayon, Black Activism Across Borders: The Global Dimensions of Solidarity with Aston Gonzalez,* and *After Marriage: New Frontiers for LGBTQ Rights* with Kara French *(*Global Connections, Global Engagement Lectures), *Exploring the African American Experience in Maryland History with Aston Gonzalez & Creston Long*, and *Cabaret in Context: Culture & Politics Between the Wars* (Adventure in Ideas: Humanities Seminars), *Intellectual Disability & Literary Self-Awareness* (Dotterer Public Lecture On Literature), *Tournées French Film Festival,* and more.			
Social Life and Organizations			
Cultural Affairs programming continues to expose students, faculty, staff and local community to artistic expression and intellectual perspectives representing diverse cultures. During AY 2016-2017, SU presents "Expressions of Spirituality," exploring the relationship between spiritual expression, creativity and the arts. Events included interactive activities (Labyrinth Walk, Henna/Mehndi Party, Indian Dance Class, Meditation Classes, Belly Dancing Classes, Yoga Series, Tibetan Monk's Residency), spiritual music programs (Flying Mystics, Drums of India, Tibetan Singing Bowls Demonstration, Sacred Harp Residency, the Fourth Light Project), dance programs (Nrityagram Dance Ensemble), and spirituality screenings. Other regular programs continue to be offered, such as the Distinguished Lecture Series, Peter & Judy Jackson Chamber Music Series, Hispanic Heritage Month Festival, Patricia White Wroten Piano Concert Series, International Dinner Series, World Artists Experiences, etc. The Cultural Affairs Office also operates the Cultural Laureate Program, designed to encourage students to participate in Cultural Affairs programming to expand their appreciation of various art forms and their awareness of artistic expressions across cultures. Participating students who experience five or more cultural events per semester receive a certificate of appreciation and a letter of congratulations from Salisbury	• Number of events • Number of Cultural Laureate Program (CLP) participants	• The Cultural Affairs Office is hosting 50+ programs in AY 2016-2017. • Number of students earning CLP status (fall 2016): 67	N/A

University's Office of Cultural Affairs for each semester they earn Cultural Laureate status; those who achieve Cultural Laureate status for three semesters during their academic career at SU receive an honor cord to wear at commencement.			
The Office of Multicultural Student Services provides an umbrella of activities that enhance the diversity opportunities on campus through an Alliance of Affinity groups led by student leaders and advised by faculty and staff. Programs that are established traditions include: Multicultural Festival Week, African American History Month, Multicultural Leadership Summit, Enlightened Perspective Lecture Series, Multicultural Alliance of Organizations and the Senior Banquet.	• Attendance/participation	• The African American History Month Program of activities averaged a 150 students and community members to all events; The Untouchables Dance team provided workshops for students at Prince Street School. • The Multicultural Leadership Summit has averaged 150 students representing the University and the local Wicomico County High Schools; The Multicultural Alliance continues to expand in membership and activities which have a positive impact upon campus life. • The Multicultural Alliance sponsored an interactive forum "The Minority Report" and NAACP sponsored the forum, "Diversity, Racism and Cultural Competency at Salisbury University". Each event attracted 100 students to these events.	N/A
The SU Libraries continue to offer cultural events programming planned to expose students to artistic expression and intellectual perspective representing diverse cultures: • In the fall, from August 29 through December 2, the SU Libraries hosted a traveling exhibit from the Reginald H. Lewis Museum of Maryland African-American History, "Ruth Starr Rose (1887-1965): Revelations of African American Life in Maryland and the World," in its temporary exhibit space. This featured paintings of a woman who painted scenes of African American life,	• Number of events	Six (6) SU Libraries cultural events planned to expose students to artistic expression and intellectual perspective representing diverse cultures, including exhibits and associated events.	Continue to offer programs representing diverse cultures and perspectives.

including many on the Eastern Shore. Part of the exhibit was in the Nabb Center space and part of it in the University Art Gallery in Fulton Hall. There was a reception on September 8 in Fulton, with a performance by the Society for the Preservation of African American Arts Singers. This was followed by a lecture in the Academic Commons by the exhibit's curator Barbara Paca. Other events associated with the exhibit were a performance by the American Spiritual Ensemble on September 17 at Asbury Methodist Church and an Adventures in Ideas: Humanities Seminar, "Exploring the African American Experience in Maryland History," taught by Creston Long and Aston Gonzalez. • The SU Libraries currently have a major exhibit, "When Communities Come Together: African American Education on the Eastern Shore," which opened January 3 and closes on May 31 on the first floor of the Academic Commons. In conjunction with that, there was a reception for the exhibit on March 9, with some people who had attended segregated schools speaking, followed by a showing of a documentary about Julius Rosenwald, who sponsored thousands of schools across the country for African American children in the early 20th century. The reception and documentary were co-sponsored by the Fulton School.			
Housing and Residence Life continues to engage the residential community in meaningful activities through community development programs (i.e. social, educational, recreational, and diversity). Resident Directors and Resident Assistants are expected to meet programming requirements, and to provide opportunities for residents to become involved in the program-planning process. Examples of programs sponsored by Housing and Residence Life Staff include: Tunnel of Oppression, Pride Week, Native American History Month events, Black History Month events, etc. Additionally, Housing and Residence Life Staff encourages residents to take part in many campus programs, including those related to diversity and inclusion topics, such as the play "Defamation," a diversity talk by David Otunga, and the lecture by His Excellency Jose Ramos-Horta, human rights champion and co-recipient of the 1996 Nobel Peace Prize.	• Number of events • Attendance	Residence Life has held 44 programs that highlighted different forms of Diversity attended by 780 students in AY 2016-2017.	N/A
Faculty and Administrative and Support Staff Development			

The Office of Institutional Equity (OIE) provides year-round training opportunities to support faculty and staff development opportunities to explore issues of pedagogy, classroom dynamics, and student/faculty relations in an increasingly diverse institutional setting. Training programs and initiatives include: Safe Space workshop, Webinar Series, Lunch and Learn, Breakfast Topics, as well as customized, department-specific training programs.	• Number of trainings offered to campus • Number of trainings offered to units • Attendance	30+ OIE trainings offered during AY 2016-2017.	Continue to explore ways to incentivize voluntary program attendance from faculty and staff.
Housing and Residence Life provides continuous training and development opportunities on a variety of topics related to diversity and inclusion to its professional staff, resident directors and resident assistants. This year, HRL staff participated in activities such as: a dedicated Safe Space workshop; webinars on Sexual Assault, Domestic Violence, Dating Violence And Stalking, as well as Title IX and LGBTQI Students; "Diversity Day" activities focused on various diversity and inclusion topics, including visits to the Nabb Center and the Harriet Tubman Museum and Educational Center; and Fair Practices, Diversity & Inclusion training, including Title IX, with the Office of Institutional Equity.	• Number of trainings offered to campus • Attendance	Five different training sessions were held for professional staff (15), and 8 different training sessions with professional and RA staff (76).	N/A
The Seidel Diversity Interest Group (DIG), organized and/or supported several events and activities for faculty, staff, and students, including: two faculty discussion groups on *Whistling Vivaldi: How stereotypes affect us and what we can do* by Claude M. Steele; facilitated letter-writing campaign in support of the Muslim community (co-sponsored with the Social Welfare Action Alliance, lead workshop at spring SU Teaching and Learning conference on responding to intolerance in the classroom, guest lecture with Cheri Honkala, human rights advocate with the Poor People's Economic Human Rights Campaign, Movie Nights watching 13th, documentary on mass incarceration, and Gender Revolution, documentary on gender identity, etc.	• Number of participants	• Faculty discussion groups: 2 groups; 20 participants • Letter-writing: over a dozen students & faculty participated with over 100 letters written • Workshop: lead by 4 DIG members • Cheri Honkala lecture: 30 participants • 13th movie night: over 40 participants between Salisbury campus and satellite campus • Gender Revolution: upcoming event	Recruit more active membership from all departments within Seidel. Recruit student and staff representation. Develop more professional development activities for Seidel faculty. Develop more effective recruitment and advertising techniques to increase participation.
The SU Libraries Diversity and Inclusion Task Force, created in 2016, is charged with developing a definition for what diversity as the SU Libraries means and develop a plan to promote that diversity. This can include, but is not limited to, collections, services, programs/events, staff training, and recommendations for ways of recruiting and retaining a diverse staff. Activities during AY 2016-2017 include: develop SU Libraries D&I statement, inventory existing D&I	• Plan development	Plan development is expected by June 30.	N/A

initiatives and resources, review best practices, appoint a Diversity Coordinator, develop action plan, etc.			
In fall 2016, the Perdue School of Business hosted its first Safe Spaces workshop in partnership with the Office of Institutional Equity, which encourages the understanding of and support for the LGBTQIA community. This session of the Safe Space workshop explored the issue of diversity and inclusion from a business perspective; those interested in this topic were particularly encouraged to attend.	• Attendance	• 20 attended, including 12 members of the Perdue School of Business	N/A
Community Relations			
The Holocaust Educators Network Summer Institute, an initiative from the Seidel School of Education and Professional Studies, brings together teachers from throughout the mid-Atlantic region for a week-long intensive seminar on teaching about the Holocaust and social justice.	• Number of participants	A total of 15 individuals participated in the institute in 2016. Through SU partnership and partnership with local board of education, 7 participants completed the HEN seminar for masters credit, 1 for doctoral credit, and 2 participants completed the seminar for Maryland CPD credit. 5 educators completed the program for personal professional development. Number have grown steadily from 13 in 2015 to 20 (est.) in 2017.	Once again, the Maryland HEN satellite program surpassed expectations. In 2017, the inter-disciplinary focus will be maintained, and arts component will be expanded upon to allow participants more time for reflection and personal renewal.
Bienvenidos a Delmarva, a BEACON/Perdue School of Business initiative, is a network of over 70 service-providing organizations that meets monthly to exchange information, discuss common problems and issues and work on appropriate solutions in order to better serve immigrants in this region. Through a needs assessment, Bienvenidos established five priority areas--language, education, health, transportation and legal aid.	• Number of meetings and attendees per meeting • number of projects undertaken	• Number of meetings and attendees per meeting: 6 per year; 25 per meeting on average • Projects undertaken: 4-5 per year	N/A
GrayShore is a BEACON/Perdue School of Business initiative that aims to educate regional service providers and decision makers about our aging population: both the demographic realities and the impact that these demographics will have on regional services, economy, and workforce.	• Annual Meeting • Quarterly Newsletter • Annual Summit • Annual GraySHORE Manifesto	N/A	N/A
The Salisbury Youth Orchestra has provided unique educational and performance opportunities for young musicians since 1989. Currently made up of 70 members ranging in age from 5th grade to college, the group is a full orchestra including strings, winds, brass, and percussion.	• Participation	Approximately 90 students participated during this academic year. One-third are from minority backgrounds.	Continue to bring opportunities to area youth. In May, the youth orchestra flute players will participate in a master class

The experience of playing in a full orchestra is not offered in area schools. SYO is supported by SU, by a Parent's Organization as well as by local teachers and volunteers. The group has weekly rehearsals and performs two concerts a year.			given by Sarah Jackson, the principal piccolo player for the Los Angeles Philharmonic.
ShoreCorps/PALS (Partnership for Adolescents on the Lower Shore) is the AmeriCorps program at Salisbury University. Housed within the Institute for Public Affairs and Civic Engagement at Salisbury University, the program is a partnership with community-based organizations serving at-risk youth and senior citizens in Caroline, Dorchester, Kent, Queen Anne's, Somerset, Talbot, Wicomico and Worcester counties. At the ShoreCorps/PALS sites, even though each has its own purpose and structure, they are all united for a common purpose- engaging citizens dedicated to making their communities better. ShoreCorps/PALS mission is to serve at-risk youth and senior citizens in public and private non-profit agencies. The program strives to increase the capacity of each partner site through volunteer recruitment and management.	• Number of members • Number of sites • Number of individuals served	• ShoreCorps/PALS supports 20 members serving at 17 sites in the eight counties of the Eastern Shore. • ShoreCorps members have provided service to: 16,000 youth, 7,000 seniors, leveraged 1,600 volunteers.	ShoreCorps/PALS seeks ongoing improvement in three discrete areas. First, recruiting from current SU students. Second, training members in accurate record keeping and data management. Third, communicating with shifting GOSV staff and federal oversight.
Alumni Programs			
Alumni Relations and Annual Giving continues to engage alumni in the cultural diversity initiative through targeted programs and events, including the Lambda Society Rainbow Reunion and the Multicultural Alumni Jazz Social hosted during Homecoming, and Women's Circle events hosted throughout the year. Events are open to all alumni, faculty, staff, students and friends of the university.	• Attendance	• Lambda Reunion: 15 • Multicultural Alumni Jazz: 175 • Women's Circle: 290	Continue to sponsor worthwhile inclusive events.
Designated Gifts and Grants that Support Cultural Diversity			
The Office of Institutional Equity provides funding annually for faculty, staff and students of Salisbury University to support initiatives related to the University's strategic planning goals. Initiatives must support the goals of recruiting and retaining a diverse group of students, faculty and staff and developing mechanisms to support inclusiveness, engagement and success among SU campus community members.	• Number of approved grant proposals • Total funds disbursed	Ten grant proposals were approved between August 2016 and March 2017, totaling $6870.56 in approved funds from $10000 available funds.	Continue to encourage campus community members to submit grant proposals, particularly students and staff.
Alumni Relations and Annual Giving continues to fundraise for inclusive programs, including Multicultural Student Services and Powerful Connections Program, and Women's Circle initiatives, and promote awareness of these initiatives among alumni, faculty, staff, students and friends of the university.	• Fundraising	Women's Circle FY Donations: $2653; Total amount in the endowment: $21,587	Continue to raise funds for inclusive services

- **Table 3: Reporting of Institutional Goal 3**

Goal 3: Implement efforts and process for the reporting of hate-based crimes consistent with federal requirements. *Ongoing.*			
Detail all Implementation Initiatives, Strategies, and campus processes for the reporting of hate-based crimes.	**Metrics to measure how progress of each initiative is being evaluated**	**Data to demonstrate where progress has been achieved / Indicators of Success**	**Areas where continuous improvement is needed**
A security report is published and distributed annually by University Police in compliance with The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act and Drug Free Campus/Drug Free Workplace legislation. It contains crime and arrest statistics as well as information about campus policies and practices intended to promote crime awareness, campus safety and security. By October 1 of every year, all current students and employees are sent an email message providing them with the link to this report and notification that the current edition of the Annual Security Report has been posted on the Salisbury University website. Current or prospective students and employees may obtain a copy of this report by visiting University Police located in the East Campus Complex, calling 410-543-6007 or by accessing the SUPD website.	Crime and report statistics collected, complied and distributed by October 1 of every year	2015 – 0 2014 – 0 2013 – 0	N/A

Section II:

Tables containing institutional demographic data for student, faculty and staff are provided in pages 27 to 31.

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

	2010-2011				2014-2015				2015-2016					2016-2017				
	#	%	Male	Female	#	%	Male	Female	#	%	% of KNOWN	Male	Female	#	%	% of KNOWN	Male	Female
African American/Black	15	5.0%	9	6	21	6.4%	14	7	21	6.4%	6.5%	14	7	22	6.8%	6.8%	14	8
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%	0.0%	0	0
Asian	14	4.7%	9	5	25	7.7%	14	11	26	7.9%	8.0%	14	12	25	7.7%	7.8%	14	11
Hispanic/Latino	4	1.3%	3	1	5	1.5%	2	3	4	1.2%	1.2%	3	1	4	1.2%	1.2%	3	1
White	250	83.1%	146	104	267	81.9%	150	117	269	82.0%	83.0%	154	115	266	81.8%	82.6%	149	117
Native Hawaiian or other Pacific Islander	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0.0%	0	0	0	0.0%	0.0%	0	0
Two or more races	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0.0%	0	0	1	0.3%	0.3%	0	1
Nonresident Alien	7	2.3%	0	7	4	1.2%	2	2	4	1.2%	1.2%	2	2	4	1.2%	1.2%	2	2
Did not self identify	10	3.3%	8	2	4	1.2%	3	1	4	1.2%		3	1	3	0.9%		2	1
Total	301	100.0%	175	126	326	100.0%	185	141	328	100.0%	100.0%	190	138	325	100.0%	100.0%	184	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-time 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-time 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 1011 and 1617	24	8.0%
Minority Faculty (including NRA)	15	36.6%

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

	2010-2011				2014-2015				2015-2016					2016-2017				
	#	%	Male	Female	#	%	Male	Female	#	%	% of KNOWN	Male	Female	#	%	% of KNOWN	Male	Female
African American/Black	9	2.9%	6	3	10	3.0%	5	5	12	3.7%	3.7%	4	8	10	3.2%	3.3%	4	6
American Indian or Alaska Native	0	0.0%	0	0	1	0.3%	0	1	1	0.3%	0.3%	0	1	1	0.3%	0.3%	0	1
Asian	5	1.6%	1	4	11	3.3%	0	11	11	3.4%	3.4%	1	10	10	3.2%	3.3%	0	10
Hispanic/Latino	3	1.0%	2	1	6	1.8%	1	5	8	2.4%	2.5%	1	7	7	2.2%	2.3%	1	6
White	283	92.5%	99	184	300	88.8%	98	202	290	88.4%	89.8%	93	197	277	88.5%	90.2%	91	186
Native Hawaiian or other Pacific Islander	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0.0%	0	0	0	0.0%	0.0%	0	0
Two or more races	0	0.0%	0	0	3	0.9%	2	1	1	0.3%	0.3%	1	0	2	0.6%	0.7%	1	1
Nonresident Alien	1	0.3%	1	0	3	0.9%	1	2	0	0.0%	0.0%	0	0	0	0.0%	0.0%	0	0
Did not self identify	5	1.6%	2	3	4	1.2%	2	2	5	1.5%		2	3	6	1.9%		1	5
Total	306	100.0%	111	195	338	100.0%	109	229	328	100.0%	100.0%	102	226	313	100.0%	100.0%	98	215

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-time 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 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 Non-tenure//Other Faculty between 1011 and 1617	7	2.3%
Minority Non-tenure//Other Faculty (including NRA)	12	66.7%

TABLE 2: *Comparison* Table for Staff

	2010-2011				2014-2015				2015-2016					2016-2017				
	#	%	Male	Female	#	%	Male	Female	#	%	% of KNOWN	Male	Female	#	%	% of KNOWN	Male	Female
African American/Black	314	33.7%	104	210	378	35.2%	122	256	339	33.2%	33.5%	108	231	326	31.8%	32.1%	114	212
American Indian or Alaska Native	2	0.2%	1	1	2	0.2%	0	2	2	0.2%	0.2%	0	2	1	0.1%	0.1%	0	1
Asian	10	1.1%	5	5	11	1.0%	6	5	8	0.8%	0.8%	4	4	8	0.8%	0.8%	5	3
Hispanic/Latino	15	1.6%	6	9	29	2.7%	11	18	28	2.7%	2.8%	8	20	26	2.5%	2.6%	7	19
White	579	62.1%	234	345	630	58.7%	249	381	623	61.0%	61.6%	248	375	638	62.2%	62.9%	253	385
Native Hawaiian or other Pacific Islander	2	0.2%	1	1	1	0.1%	0	1	1	0.1%	0.1%	0	1	1	0.1%	0.1%	0	1
Two or more races	4	0.4%	1	3	11	1.0%	5	6	9	0.9%	0.9%	5	4	11	1.1%	1.1%	5	6
Nonresident Alien	2	0.2%	2	0	0	0.0%	0	0	1	0.1%	0.1%	1	0	4	0.4%	0.4%	2	2
Did not self identify	4	0.4%	0	4	11	1.0%	3	8	11	1.1%		3	8	10	1.0%		5	5
Total	932	100.0%	354	578	1073	100.0%	396	677	1022	100.0%	100.0%	377	645	1025	100.0%	100.0%	391	634

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); Service (26); Sales & Related Occupations (27); Office & Administrative Support (28); Natural Resources, Construction, & Maintenance (29); Production, Transportation, & Material Moffving (30); fMiltary Staff (31)* *ff p p g p yj y f 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*

	Headcount Change	% Change
Change in Staff between 1011 and 1617	93	10.0%
Minority Staff (including NRA)	28	8.0%

TABLE 3.1: *Comparison* Table for Undergraduate Students

	2010-2011				2014-2015				2015-2016					2016-2017				
	#	%	Male	Female	#	%	Male	Female	#	%	% of KNOWN	Male	Female	#	%	% of KNOWN	Male	Female
African American/Black	870	11.3%	362	508	998	12.5%	416	582	1053	13.4%	13.9%	442	611	1087	13.8%	14.3%	450	637
American Indian or Alaska Native	32	0.4%	12	20	32	0.4%	9	23	42	0.5%	0.6%	13	29	51	0.6%	0.7%	21	30
Asian	176	2.3%	75	101	206	2.6%	90	116	234	3.0%	3.1%	96	138	255	3.2%	3.4%	106	149
Hispanic/Latino	284	3.7%	129	155	323	4.0%	142	181	323	4.1%	4.3%	144	179	307	3.9%	4.0%	135	172
White	6122	79.4%	2674	3448	5738	71.8%	2449	3289	5506	70.1%	72.6%	2367	3139	5488	69.8%	72.1%	2373	3115
Native Hawaiian or other Pacific Islander	6	0.1%	4	2	10	0.1%	6	4	11	0.1%	0.1%	7	4	16	0.2%	0.2%	9	7
Two or more races	129	1.7%	61	68	292	3.7%	130	162	282	3.6%	3.7%	119	163	261	3.3%	3.4%	111	150
Nonresident Alien	45	0.6%	19	26	139	1.7%	64	75	138	1.8%	1.8%	55	83	142	1.8%	1.9%	63	79
Did not self identify	42	0.5%	30	12	259	3.2%	129	130	260	3.3%		131	129	254	3.2%		136	118
Total	7706	100.0%	3366	4340	7997	100.0%	3435	4562	7849	100.0%	100.0%	3374	4475	7861	100.0%	100.0%	3404	4457

Source: EIS

	Headcount Increase	% Increase
Change in **Undergraduate** Students between 1011 and 1617	155	2.0%
Undergraduate Minority Students (including NRA)	577	37.4%

TABLE 3.2: *Comparison* Table for Graduate Students

	2010-2011				2014-2015				2015-2016					2016-2017				
	#	%	Male	Female	#	%	Male	Female	#	%	% of KNOWN	Male	Female	#	%	% of KNOWN	Male	Female
African American/Black	59	8.5%	14	45	93	12.0%	18	75	76	9.2%	9.9%	15	61	83	9.4%	9.9%	20	63
American Indian or Alaska Native	2	0.3%	1	1	2	0.3%	1	1	3	0.4%	0.4%	0	3	0	0.0%	0.0%	0	0
Asian	6	0.9%	1	5	10	1.3%	0	10	6	0.7%	0.8%	1	5	9	1.0%	1.1%	5	4
Hispanic/Latino	12	1.7%	4	8	22	2.8%	7	15	24	2.9%	3.1%	7	17	22	2.5%	2.6%	5	17
White	579	83.8%	180	399	575	74.4%	151	424	619	75.3%	80.5%	163	456	684	77.1%	81.8%	167	517
Native Hawaiian or other Pacific Islander	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0.0%	0	0	2	0.2%	0.2%	1	1
Two or more races	8	1.2%	1	7	14	1.8%	2	12	19	2.3%	2.5%	2	17	23	2.6%	2.8%	6	17
Nonresident Alien	16	2.3%	11	5	15	1.9%	4	11	22	2.7%	2.9%	6	16	13	1.5%	1.6%	4	9
Did not self identify	9	1.3%	2	7	42	5.4%	14	28	53	6.4%		10	43	51	5.7%		7	44
Total	691	100.0%	214	477	773	100.0%	197	576	822	100.0%	100.0%	204	618	887	100.0%	100.0%	215	672

Source: EIS

	Headcount Increase	% Increase
Change in **Graduate** Students between 1011 and 1617	196	28.4%
Graduate Minority Students (including NRA)	49	47.6%