2017-2018
Institutional Programs of Cultural Diversity Annual Progress Report

Institution: Salisbury University

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Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.			
Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty.	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
SU was part of grant-writing team for a National Science program to increase diversity of science faculty. SU's role will be to host two URM teaching post-docs with the expectation that these positions would convert to tenure-track. Also, SU will provide training on undergraduate research mentorship to doctoral students/post-docs at other USM campuses. Funding is expected based on conversations with the NSF program officer. This effort grew out of our on-	Number and quality of contacts with URM doctoral and post-doctoral fellows who may be interested in teaching at a public comprehensive university (via reports of contacts through program evaluations tools that will be developed for the NSF grant).	Number of URM faculty applying for, hired and retained in tenure-track positions (via Human Resources records and institutional data).	Build broad campus support for this new model for faculty recruitment and retention. Maintain consistent engagement with PROMISE AGEP since many of the activities are in UMCP/Baltimore area.

going engagement with USM's PROMISE Alliance for Graduate Education and the Professoriate.			Maintaining communication with the PROMISE AGEP in reference to positions available at SU.
SU was one of only a handful of campuses in the nation invited to resubmit a full proposal to the Howard Hughes Medical Institutes' Inclusive Excellence program. A Delmarva Science Inclusion Initiative (DSII) was proposed to establish a regional collaboration to support engagement and success of science students at SU in partnership with Delaware Tech, WorWic CC, Chesapeake College and local school systems. The goal of DSII was to transform pathways and curricula, redesign advising structures, expand student support, and use of analytics to foster student access to the natural sciences. Project activities would 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).	Measures of success will include increases in URM recruitment/matriculation in STEM majors and reduction of any performance gaps in course and program completion.	Grant application was denied again, we are awaiting the comments from the reviewers.	Move forward on some of the proposed initiatives using internal funding or through other grant opportunities.
SU and UMES formalized a dual-degree program in Chemistry/Pharmacy in which students complete three years of general education and undergraduate chemistry courses at SU and then complete three years of doctoral pharmacy coursework at UMES, graduating with both a BS in Chemistry and a Doctor of Pharmacy degree. The development of this program and reciprocal campus visits has provided the opportunity for strengthening ties between our	Student enrollment. Successful program completion.	MOU signed; reciprocal campus visits including SU students touring UMES facilities.	Matriculate of SU students in dual-degree program (goal is up to 5 per year).

campuses and mutual appreciation of the resources available at each.			
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 underrepresented groups in STEM programs and facilitates pathways to academic careers.	Involvement in USM Promise AGEP activities.	Hired one teaching post-doc from USM Promise AGEP Network to assist in development of their teaching skills and professional development, and to increase diversity of our faculty.	Continue to look for opportunities to bring AGEP faculty to SU. Work to convert current post-doc into a tenure-track position.
Salisbury University's TRiO ACHIEVE Student Support Services (SSS) is an educational opportunity project sponsored 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. TRiO staff advocate for qualified students, plan and coordinate their services, and provide support programs that help them develop academic, interpersonal and social skills needed for success at the University.	Number of students served. Number of mentors engaged. Completion of Soliya. Connect Program	TRiO ACHIEVE Student Support Services (SSS) served roughly 150 students in AY 2017-2018.	Recruit in addition to transfer students. Improve outreach through social media. Implement TRiO Alumni Relations to support the academic success of current TRiO Students. Increase TRiO student's acceptance numbers in to graduate/professional programs.
SU partners with several college access groups that assist diverse students with the college process; admission and scholarships are available to those students that meet the criteria.	Student enrollment figures by source.	Current relationships with groups like Upward Bound, Latino Student Fund, Dream with Steam, Inspire Baltimore, DC tag, DC Cap, Suited for Success, TRiO upward bound, ACES, Access group, Shore Way to College and TAM.	Development of metrics to track success.
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. Recommendations made to Executive Staff and University President.	Seven (7) meetings during AY 2017-2018 Recommended the creation of a campus intersectional resource center for traditionally underrepresented groups.	Continue to encourage members of shared governance and student groups to engage in the Committee.

SU Libraries implemented a Diversity and Inclusion Plan to incorporate diversity into human resources processes, adding language about commitment "to a culturally diverse educational and work environment" to job ads and added questions relating to diversity to interviews.	Presence of text in job ads and questions for interviews.	All hiring since summer 2017 has included this language.	Continue to include this language.
Our Powerful Connections is an ongoing program designed to aid the recruitment and retention of diverse students.	Increase in number of students; Retention statistics.	70 students consistently attend the program; retention to the second year at 86%.	Additional publicity about the program.
The Office of Veterans Services produces a "Veterans Fact sheet" for incoming students to address FAQ's. SU's campus veteran webpages are updated weekly. Additionally, SU uses the analytical services of a third-party consultant to monitor academic success and connection to campus resources for veterans. The Offices of Admissions and the Office of the Registrar jointly identify veteran-specific events and provide admissions staff with necessary info to be successful at these specific events.	Composition of student body. Increased in the representation of veterans. Also, increases in the interaction with the staff of the Office of Veteran Services.	Increased foot traffic and email communication with veterans.	Communication with veterans and military connected student population Use of third-party consultant to monitor academic success
SU added three additional Graduate Assistant positions in the Multicultural Student Services area to increase outreach on women's issues, LGBTQIA, and Latina/o/x needs.	Ability to hire qualified individuals, and development of programs for students.	A new intersectional resource center is being developed. A Women's Employee Resource group is being connected to related student initiatives.	Outreach to Latino/a/x students in recruitment, admissions and retention.
SU posts all available positions on diversejobs.net to promote and recruit traditionally underrepresented staff and faculty.	Disclosed source(s) of recruitment during search and selection process.	Composition of applicant pool and hiring of veterans.	Track applicant information.
The Office of Human Resources added a "Reflective Review Strategy" in alignment with a revised search and selection process that was implemented across campus on 9/2017.	Composition of applicant pool, finalist pool and new hires based on gender and diversity.	Roughly 33% of applicants for available positions were individuals from traditionally underrepresented groups and 30% of new-hires were individuals from traditionally underrepresented groups.	Expand applicant pool to have more qualified, diverse candidates (with emphasis on faculty and professional-level positions). Strategies to achieve this include: (i) Posting all positions on Diverse Jobs.Net (including faculty composite Ad for

			open positions), (ii) CareerBuilder.com, (iii) higheredjobs.com and (iv) the MD workforce exchange.
Targeted marketing efforts to increase the diversity and inclusiveness of the campus. This includes placing an ad in *Diverse: Issues in Higher Education* spotlighting SU's former President's 18 years of leadership in this area.	The Office of Marketing and Public Relations tracks the reach of placements.	Information provided by candidates during hiring process.	These efforts will continue.
Faculty recruitment, hiring, onboarding within the Fulton School reflects global diversity and ensures the curriculum embraces entirety of human experience.	Faculty headcount/profile and hiring 2017-2018 in South Asian history (existing line/position).	Faculty headcount/profile.	Faculty does not reflect regional demographics as well as student body does. Additionally, the curricular piece not been a criterion for allocation of new PIN faculty positions.
Our Office of Marketing and Public Relations works collaboratively with the Office of Admissions to support the recruitment of underrepresented students, by being strategic and thoughtful about our advertising placements and how we represent the campus. This includes placing ads in various local high school and community college student newspapers, and in college fair guides in the Washington and Baltimore metro regions, full page ads in the Hispanic Association of Colleges and Universities annual conference program and the Innovation & Tech magazine at the USA Science Festival, as well as ads in nursing-industry publications.	The Office of Marketing and Public Relations tracks the reach of placements.	N/A	Continue with these efforts.
The Office of Admissions hosts many diverse student groups for an information session and a tour of campus.	For the reporting period, SU brought 41 diverse groups to campus, totaling approximately 1520 students.	SU saw an increase of 15 more groups and 541 additional students. Many of these schools/programs are repeat customers and evaluate their visits positively.	Include other offices like the Office of Multicultural Student Services and TRiO to meet with the prospective students.

The Office of Admissions offers a multicultural Alliance Day and Reception and collaborates with the Office of Multicultural Student Services and the Office of Admissions. The purpose of the program is to welcome perspective students of multicultural backgrounds and their families to Salisbury University and to introduce them to the programs and services offered by the Office of Multicultural Student Services.	SU had 88 students RSVP for the event an increase of 38 students.	N/A	Develop strategies to track attendance. Improve the communication strategy to encourage attendance.
The Office of Admissions focuses on admissions visits/fairs within territories with a high percentage of historically underrepresented students.	For the reporting period, SU conducted 22 events or visits, an increase over last year.	Applications of traditionally underrepresented students increased by almost 200 students.	Improve tracking of individual recruiting events.
The Office of Admissions offers on-the-spot admissions at high schools, particularly those with high populations of historically underrepresented identities; SU admissions staff makes admissions decisions on the spot upon review of application, test scores, and transcript.	For the reporting period, SU met with 21 schools, an increase of 17 schools. From these events, 386 students were interviewed and 149 have decided to attend.	Students interviewed increased by 271 students interviewed and 84 more will be attending. Students from these groups are tracked by tagging them in our CRM and following them through the admissions funnel.	Continue to expand the program to new schools.
University Dining Services (UDS) is working to better support our Muslim students, faculty, & staff by working with our suppliers to purchase only Halal whole cut chicken and boneless chicken breasts. UDS is able to purchase Halal ingredients and meals with a separate key-access refrigerator for those who seek them. In collaboration with the Office of Admissions, a script has been prepared for tour guides to promote the dining services program and provide information about the diverse offerings and SU's ability to accommodate all dietary needs and preferences. Each semester a review of the program is conducted to better serve different cultures and self-identified dietary commitments.	Increased meal participation numbers.	Two (2) Muslim students who asked for exemption from dining plans have stayed on plans satisfied with the accommodations provided.	Explore, acquire, and communicate foods/items that appeal to the underrepresented populations.
Increased participation in College Fairs hosted by HBCU institutions (UMES and Delaware State University).	Number of road cards completed.	Number of interested students in SU has remained steady but no increases.	Expand travel area as staff is available.

Host Grad School Education Workshops with the SU TRiO student group.	Number of students in attendance.	Number of participants have increased each year.	Increase number of workshops per year. Expand to other groups.
Participated in a live, virtual grad fair to entice international students.	Number of live interactions and follow-up.	Admissions data is yet to be determined.	Continuous improvement of the program.
The Office of Sponsored Programs continually seeks and is often awarded grants that target underrepresented students and faculty. Examples include federal awards from HRSA and Department of Education, and state funded awards to increase diversity in clinical faculty.	Number of engaged clinical faculty and/or number of students enrolled and retained in Dept. of Ed programs (TRIO)	Number of engaged clinical faculty and/or number of students enrolled and retained in Dept. of Ed programs (TRIO).	N/A
SU continues to promote the Test Optional Policy; students with a weighted 3.5/4.0 GPA are eligible to apply for admission without submitting an ACT or SAT score.	This continues to be a very successful program for us with 430 students enrolling in fall 2018 and 120, or 28 %, of them are diverse.		
SU has a partnership with PGCC (one of the most diverse community colleges in the state) to work collaboratively to support and provide services to students to become successful and encourage their transfer to SU after completing an AA degree at PGCC. SU provides exposure by having a direct point of contact, campus tours, events and also providing workshops and attending events at PGCC.	Newer program and SU will work with PGCC to make sure we tag students applying to SU.	N/A	Develop of metrics to track success.
"I Am Psyched!" exhibit from American Psychological Association accompanied by programming aimed at high school students with an eye to minority recruitment.	Increased minority enrollments in Psychology courses/major/minor.	N/A	
Philosophy in Schools program including philosophy classes in local public schools and a Philosophy summer camp with strong minority enrollment (80%)	Tracking camp participants from underrepresented groups.		
Global Scholar Program	Required annual reporting to US Department of State for J-1 Exchange Visa assessing	Four distinct Global Scholars in residence during academic year 2017-18 teaching classes, taking	N/A

	contributions of each global scholar.	classes, conducting research, and engaging in creative activity.	
International Student and Scholar Services Office re-branded	Quantity and quality of ongoing orientation and support programs to retain international students.	New formal programs developed and promoted with official materials for: airport arrivals; pre-arrival orientation; ongoing orientation and cultural programming.	N/A
English Language Institute	Enrollment numbers; course-by-course evaluation; traditional grading assessments and course-specific learning outcomes; ITP TOEFL test registered center.	Enrollment in ELI is still at all-time low but the slide has stopped; Summer English continues to be strong; new partnerships have been developed for AY 2018-19.	ELI enrollments are still the primary concern; increase linguistic diversity in the ELI, and continuing to evolve the curriculum are priorities.

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: • faculty and staff cultural training programs; • curricular initiatives that promote cultural diversity in the classroom; and • 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
SU removed gender as a data point visible to faculty/advisors on their respective pages to protect privacy/confidentiality of students with a gender identity different from their birth gender. SU is currently working in the development of a Preferred Name policy.	Tracking of complaints related to gender and preferred name issues.	Currently advising center, class rosters and grade rosters do not display gender. Protocol is in place for students to request a "preferred name" in GullNet which shows on all records except the official transcript or any official documents.	Create appropriate fields in GullNet where students might select their gender identity.

SU developed a faculty "one page" informational sheet for veteran and military connected students (includes Green Zone Training), while offering a Lunch and Learn for faculty and staff to identify unique challenges veterans and military connected students may face. We also partnered with SOWK to offer CEU's for Green Zone program to increase participation among faculty/staff and community members and hosted Veterans Day "weekend of events."	Monitor Green Zone registration to increase participation. Program evaluations.	Increased in registration (20 faculty/staff/community members in 48 hours).	Communicate with existing faculty/staff regarding Green Zone training.
Hosted four discussions of race, diversity, and inclusion, using civic reflection strategies open to the Seidel School and broader campus communities.	Qualitative post-assessments completed by participants.	Consistent positive feedback (>95%) about topics and strategies.	More opportunities for these discussions, made available at different times and to a wider range of campus members.
Planned an "anti-racism" training for AY18-19, to be open to a range of students, faculty, and staff/administration	N/A	Training is planned for early fall 2018.	Finalize training and conducting pre- and/or post-assessment.
Prepared for a series of short films exploring Seidel stakeholders' experiences with race, diversity, and inclusion	N/A	Project still in design stage.	Time and space needed for hosting video capture.
Committee members participated in a co-taught section of "Diversity in the Community."	Student evaluations.	>90% of 68 enrolled students reported positive experiences with the multiple-lecturer format.	Campus policies that support co-teaching as a credited model for faculty load.
The Office of Public Relations team tells the diverse stories of SU's campus community and seeks to gain publicity for the University by sending press releases, PSAs and media alerts to promote campus events, activities and achievements. Other efforts include interviews, photo ops, pitches, student hometowns, and more. Stories generated by PR are posted on the University's website, and often shared further: electronically through the University's Facebook and Twitter accounts, the eSU News and SU Arts Minute emails; in print through *SU News*, *SU Spotlight*, *SU*	Tracking of media placements (including those that are diversity-related) appearing in local, regional and national media, when possible.	More than 85 diversity-related topics were spotlighted in the past year.	Continuous improvement.

Magazine and other campus publications; and broadcast through *SU on the Air* on PAC 14, and on local television stations.			
Marketing placed ads showcasing African American History Month activities in *Maryland African American Pride* and the *Salisbury Star*. It also was an interview topic on *SU on the Air*. Women's History Month activities also were featured in several press releases.	Tracking of media placements (including those that are diversity-related) appearing in local, regional and national media, when possible.	N/A	Continuous improvement.
Campus-wide Safe Spaces Workshops to raise awareness of LGBTQIA issues.	Multiple workshops annually on campus, frequent workshops regionally and across state.	Eight (8) on-campus workshops were scheduled during the reporting period.	Targeted Safe Spaces training to specific offices/department on campus.
Fulton Public Humanities programming focused on experiences of historically marginalized groups: African Americans, Latino/Latina, Native American, LGBTQIA, women (see appendix 1, below)	Number of events, audience size.	N/A	Continuous improvement.
PACE programming focused on issues of social injustice/inequality: e.g., Charlottesville forum (see Panorama for particulars)	Attendance, generally 100-200	N/A	Continually provide programming to appeal to the diversity of the campus community.
The University's Dining Services partnership with the Cultural Event series provides exposure and opportunity to engage. SU menus include more culturally specific offerings daily and featured in the Festival of Foods calendar of events.	Increase in meal attendance at events.	Not quantified by event. Overall counts at Festival events have increased >500 attendees.	Continually provide programming to appeal to the diversity of the campus community.
Joint effort with the Nursing Department that led to the development of a global health seminar which includes a study abroad trip to South Africa focused on increased understanding of social, political, and cultural issues impacting global health	Seminar assignments including journals and blogs.	Grades from the 14 SOWK, Community Health, and Nursing students that attended	
SU Libraries provided cultural training programs for library staff.	Number of training programs.	3 programs for all library staff: 1) Safe Spaces training, 2) cultural inclusion film screening ("I Learn America") and discussion, and 3) Disability Resources Center staff-led a session on serving users	Continue to offer several programs each year.

		with disabilities; also sent our Diversity Coordinator to the Symposium for Strategic Leadership in Diversity, Equity, and Inclusion sponsored by two national academic library organizations.	
SU Libraries added collections related to diverse populations to support curricular initiatives	New materials added.	1) Added two new databases: *LGBT Life with full-text* and *Slavery in America and the world: History, Culture, and Law.* 2) Added special collections material for Asia (49 history-related Chinese comic books; Japanese World War II postcards) and Latin America, including 7 facsimiles of native codices from the 1500s, the correspondence of a female missionary working with natives in Peru and Ecuador in 1925-1933, and a 1940s travel diary through Mexico. 3) Asked each liaison to try to spend 10% of departmental book budgets on diversity-related books (e.g., *Anti-discriminatory Practice in Mental Health Care for Older People*.	Continue to acquire, as budget permits.
SU Libraries co-curricular programming	Number of events/exhibits	1) Panels, book displays, and social media promotion for observance months (Pride, Hispanic Heritage, LBGT History, Native American Heritage, Black History, Women's History, Deaf History, Asian-Pacific Heritage) and various holidays. 2) Created and hosted a major exhibit,	Continue to offer, as staffing and budget allow.

		"You're on Indian Land. . . ," in the Lobby Exhibit space during the entire spring semester 2018 and also held a reception for the exhibit. 3) Hosted a traveling exhibit from Family Diversity Projects, "In Our Family: Portraits of All Kinds of Families," in the Curriculum Resource Center from November 1, 2017, through May 31, 2018. 4) The Nabb Center hosted a lecture on Cajuns on April 19, 2018.	
Multicultural Alliance of Organizations	Think tank of organizations representing a diversity of student organizations on campus meet twice monthly.	One of the most diverse boards on campus representing the full spectrum of diversity.	Continuous support.
NPHC/Historically Black fraternities and sororities Multiple recognized organizations exit to support and connect students of color, LGBTQ, and various cultures.	9 organizations hosted 46 events.	Continued recognition of chapters and student organizations; increased number of events planned by the organizations. 63 events hosted by 17 organizations.	Increase membership in the NPHC chapters; continue to increase the number of orgs; Diversity and inclusion training will be added to the overall Leadership training.
The Office of Institutional Equity (OIE) provides year-round training 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 and attendance.	30+ OIE trainings offered during AY 2017-2018.	Continue to explore ways to incentivize voluntary program attendance from faculty and staff.
The OIE provides funding annually for faculty, staff and students of Salisbury University to support initiatives related to the University's strategic planning	Number of approved grant proposals.	8 mini-grants approved for a total of nearly $7,500.	Continue to encourage campus community members to submit grant

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.	Total funds disbursed to support D&I initiatives.		proposals, particularly students and staff.
Large contingent of SU faculty, students and staff attended USM Symposium on Diversifying the faculty on April 16, 2018.	Identification of challenges in recruiting, hiring, and retaining URM faculty.	Number of URM faculty applying for, hired and retained in tenure-track positions (via Human Resources records and institutional data).	Work is planned for FY19 on reviewing recruitment process, semi-finalist review, and faculty onboarding (which was identified as a significant need on our campus).
Host Grad School Education Workshops with the SU TRiO student group.	Number of students in attendance.	Number of participants has increased each year.	Increase number of workshops per year. Expand to other groups.
Global Seminar Program (2-4 week faculty-led study abroad programs offered around the world).	Participation numbers; number of programs offered; course-level assessment for each Global Seminar.	9 separate Global Seminars offered during AY 2017-18 in 8 different countries serving 142 students and involving the leadership of 13 separate faculty members.	New training program scheduled for fall 2018 for faculty leaders; new learning goals for all Global Seminars approved by Faculty Senate committee during spring 2018.
Salisbury Abroad portfolio of semester study abroad programs.	Participation numbers; number of programs offered.	88 students participated on semester study abroad programs on every continent except Antarctica.	New materials under development for fall 2018 to help better promote Global Experiences.
International Buddy program – structured peer mentoring program between international students and American students	Participation numbers for international students and American students; regularly scheduled events for all participants.	Record number of participants on both sides.	Residence option under development for AY 2019-20 to house upper-classmen students in common housing within this program.

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.	2016 – 0 2015 – 0 2014 – 0 2013 – 0	Continue to raise awareness regarding the process and available resources.

Section II: Institutional Plan:

I. Implementation strategy and a timeline for meeting goals within the plan

Salisbury University will:

- Ensure that students, staff, and faculty feel a sense of belongingness to the university by actualizing best practices around diversity and inclusion.
- Provide undergraduate and graduate students with the perspectives, skills, tools, and critical consciousness necessary to be successful in our modern day society.
- Ensure that campus leaders exemplify best practices in diversity and inclusion.
- Provide more opportunities for mentorship and growth for historically marginalized faculty and staff.
- Develop the cultural competency of faculty so they're better equipped to provide the best possible and most inclusive learning environment for our students.
- Create innovative programs that endeavor to make the campus climate more inclusive and supportive of historically underrepresented identities.
- Foster cutting edge research and scholarship on socially constructed identities like race, sexual orientation, ethnicity, gender identity, etc.
- Create opportunities and programs that facilitate meaningful interactions across all campus stakeholders and the broader community and work to concretize partnerships and connections.
- Continuously work on efforts to recruit and retain faculty, staff, and students representing historically marginalized identities.
- Develop cultural consciousness and improve racial literacy through onboarding trainings, student orientations, and campus and targeted workshops offered throughout the year.

II. A description of the way the institution addresses cultural diversity among its student, faculty, and staff populations

Salisbury University promotes and supports cultural diversity among its various stakeholders through a multi-pronged approach. We first endeavor to enhance recruitment efforts for historically marginalized students, staff, and faculty members and then provide adequate onboarding training/student orientation vis-à-vis diversity issues for all campus community members. On campus, many offices, academic units, faculty, staff, students, and student organizations work within and across networks and campus communities to build cultural competency, raise cultural consciousness, improve equity, access, and opportunity, and increase feelings of belongingness on campus. These important objectives are accomplished through programs and enhanced our curricula and course content that strive to more accurately reflect the entirety of the human experience, create networks, clubs, and affinity and resource groups that serve historically underrepresented identities, facilitate workshops and discussions around D&I topics and issues, and support the Diversity & Inclusion Consortium Committee through shared governance which steers the University forward regarding D&I issues. Finally, we are actively working to complete construction of a new Intersectional Resource Center to help foster identity development and provide resources for several historically marginalized identities.

III. A description of how the institution plans to enhance cultural diversity (if improvement is needed)

We will continue to enhance and elaborate on previous efforts. We will also seek to enact many new initiatives aimed at building cultural competency, enhancing equity, and increasing feeling of belongingness on campus. In particular, we will be developing a year-long diversity curriculum out of the Office of Institutional Equity (OIE) which will guide presentation and discussion around topics such as race, sexual orientation, gender identity, triggers, etc. The OIE will also be making more concerted efforts to collaborate with other offices on campus as well as faculty members so we can best incorporate the skills and expertise of many stakeholders while addressing Diversity and Inclusion (D&I) issues in the most institutionally holistic way possible. We are also in the process of developing and opening an Intersectional Resource Center which will feature several identity-based centers serving historically underrepresented and marginalized identities. Throughout the year, we hope to further develop resources and programs as well as opportunities made available by our new center, while working to fully integrate our new Graduate Assistantships for Women, Latinx, and LGBTQ+ folks as well as other current staff and faculty into its everyday operations.

In addition, pursuant to the strategic goal established by the USM, Salisbury University will develop a strategic approach to recruiting and retaining a more diverse faculty. A search and selection process that successfully recruits highly qualified teacher-scholars from under-represented populations is not the result of wishful thinking. Rather, it is the result of recognizing

and adopting best practices as part of the standard operating procedures for recruitment at SU. Equally important, onboarding and retaining faculty members from under-represented groups is also vital to SU's institutional success.

SU's mission statement identifies six core values: "excellence, student centeredness, learning, community, civic engagement, and diversity." In the most recent rendition of SU's Strategic Plan (2014-2018), growing diversity among students, faculty, and staff is defined as a crucial aspect to SU's mission, and it is a value the institution fully embraces. In fact, increasing the diversity of students, faculty, and staff is paramount to "Foster Community," which is one of SU's four strategic goals. To that end, the OIE leads campus efforts to manage D&I, as well as all aspects of the Fair Practices and anti-discrimination law compliance. SU's D&I strategy is based on the value of diversity in all persons and in all perspectives. This includes, but is not limited to, a clear institutional commitment to create an environment free of discrimination, supportive of all and in which all members of the SU community will have opportunities to thrive personally, academically, and professionally. This strategy implicitly includes the recruitment and retention of exceptional and diverse faculty, staff, and undergraduate and graduate students from across Maryland, the United States, and around the world.

In its D&I journey, SU has achieved many accomplishments; however, there are also many challenges, both present and ahead. Since its founding, SU has traditionally attracted primarily white students, faculty, and staff. Recognizing a need to increase the recruitment and retention of traditionally underrepresented groups, throughout the years, multiple cultural diversity and inclusion initiatives have been launched with various degrees of success.

The two basic premises to guide the enhancement to our efforts recruiting and retaining traditionally underrepresented Faculty are:

A. Develop pathways to recruit and retain a more diverse Faculty at SU.
B. Identify and address institutional climate issues that will influence whether minority faculty stay at SU.

The expected outcomes by area are as follows:

Recruitment: The recruitment of a diverse faculty pool for an open position requires SU to publish and distribute vacancies as widely as possible. The expansion of recruiting efforts allows for the position to reach all possible potential candidates. Connections to minority professional associations are also critical to recruitment. Hiring managers and faculty chairs should be in regular contact with graduate programs in their field and networks of underrepresented groups to encourage promising students to apply for fulltime or adjunct positions after graduation.

Hiring Committees: SU needs to conduct a comprehensive examination of its hiring practices and specifically its hiring committees. The institution needs to carefully determine what individuals are placed on committees and what strengths and perspectives those individuals bring. An important part of this process is to understand that there is value in looking for input outside of the discipline

or from newer faculty. In essence, in order to cast a wider net, SU must diversify its vision of hiring. This vision is important not only in regard to ethnicity but also in a broader context including seniority, discipline, age, and background.

Mentoring: There is a need to mentor prospective full-time applicants in SU's adjunct pools. An adjunct position could be the gateway to a fulltime job. Because of this natural pipeline, administrators involved in the Faculty hiring process have a responsibility to encourage and guide adjuncts into contributing roles on campus and in the discipline.

Onboarding and Retention: SU needs to identify factors motivating faculty from under-represented groups, so that they stay with the institution for the maximum time and effectively contribute. Tangible efforts must be taken to ensure onboarding, growth, advancement, and learning.

IV. A process for reporting campus-based hate crimes

In addition to the long-established process for reporting hate-based crimes, we are currently in the process of implementing a new Bias Incident Reporting System which will collect reports and data through an easily locatable and navigable form on our website. All submissions will be reviewed by our Bias Incident Response Team (made up of various SU stakeholders across departments, offices, and disciplines) which will decide on a strategic, holistic way to address each incident. We will also use this data to strategize on ways to be more proactive on campus to mitigate identity-based bias.

V. A summary of any resources, including State grants, needed by the institution to effectively recruit and retain a culturally-diverse student body.

- More financial support (e.g., scholarships, need-based aid) for recruitment and retention programs to support traditionally underrepresented groups.
- Additional full-time, permanent positions to support targeted diversity and inclusion effort.

Section III: Demographic Data

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

	Baseline: 2007-2008				2014-2015				2015-2016					2016-2017					2017-2018				
	#	%	Male	Female	#	%	Male	Female	#	%	% of KNOWN	Male	Female	#	%	% of KNOWN	Male	Female	#	%	% of KNOWN	Male	Female
African American/Black	17	5.7%	11	6	21	6.4%	14	7	21	6.4%	6.5%	14	7	22	6.8%	6.8%	14	8	23	6.6%	6.7%	14	9
American Indian or Alaska Native	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0.0%	0	0	0	0.0%	0.0%	0	0	0	0.0%	0.0%	0	0
Asian	12	4.1%	9	3	25	7.7%	14	11	26	7.9%	8.0%	14	12	25	7.7%	7.8%	14	11	29	8.4%	8.4%	16	13
Hispanic/Latino	3	1.0%	2	1	5	1.5%	2	3	4	1.2%	1.2%	3	1	4	1.2%	1.2%	3	1	4	1.2%	1.2%	3	1
White	252	85.1%	150	102	267	81.9%	150	117	269	82.0%	83.0%	154	115	266	81.8%	82.6%	149	117	279	80.4%	80.9%	153	126
Native Hawaiian or other Pacific Islander	0	NA	NA	NA	0	0.0%	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	NA	NA	NA	0	0.0%	0	0	0	0.0%	0.0%	0	0	1	0.3%	0.3%	0	1	2	0.6%	0.6%	0	2
Nonresident Alien	12	4.1%	4	8	4	1.2%	2	2	4	1.2%	1.2%	2	2	4	1.2%	1.2%	2	2	8	2.3%	2.3%	4	4
Did not self identify	0	0.0%	0	0	4	1.2%	3	1	4	1.2%		3	1	3	0.9%		2	1	2	0.6%		2	0
Total	296	100.0%	176	120	326	100.0%	185	141	328	100.0%	100.0%	190	138	325	100.0%	100.0%	184	141	347	100.0%	100.0%	192	155

"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 0708 and 1718	51	17.2%
Minority Faculty (including NRA)	22	50.0%

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

	Baseline: 2006-2007				2014-2015				2015-2016					2016-2017					2017-2018				
	#	%	Male	Female	#	%	Male	Female	#	%	% of KNOWN	Male	Female	#	%	% of KNOWN	Male	Female	#	%	% of KNOWN	Male	Female
African American/Black	11	4.7%	6	5	10	3.0%	5	5	12	3.7%	3.7%	4	8	10	3.2%	3.3%	4	6	11	3.4%	3.5%	3	8
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	2	0.6%	0.6%	0	2
Asian	6	2.6%	1	5	11	3.3%	0	11	11	3.4%	3.4%	1	10	10	3.2%	3.3%	0	10	7	2.2%	2.2%	0	7
Hispanic/Latino	2	0.9%	0	2	6	1.8%	1	5	8	2.4%	2.5%	1	7	7	2.2%	2.3%	1	6	4	1.3%	1.3%	1	3
White	202	86.0%	72	130	300	88.8%	98	202	290	88.4%	89.8%	93	197	277	88.5%	90.2%	91	186	289	90.6%	91.7%	87	202
Native Hawaiian or other Pacific Islander	0	NA	NA	NA	0	0.0%	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	NA	NA	NA	3	0.9%	2	1	1	0.3%	0.3%	1	0	2	0.6%	0.7%	1	1	2	0.6%	0.6%	1	1
Nonresident Alien	0	0.0%	0	0	3	0.9%	1	2	0	0.0%	0.0%	0	0	0	0.0%	0.0%	0	0	0	0.0%	0.0%	0	0
Did not self identify	14	6.0%	3	11	4	1.2%	2	2	5	1.5%		2	3	6	1.9%		1	5	4	1.3%		1	3
Total	235	100.0%	82	153	338	100.0%	109	229	328	100.0%	100.0%	102	226	313	100.0%	100.0%	98	215	319	100.0%	100.0%	93	226

"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 0708 and 1718	84	35.7%
Minority Non-tenure//Other Faculty (including NRA)	7	36.8%

TABLE 2: *Comparison* Table for Staff

	Baseline: 2007-2008				2014-2015				2015-2016					2016-2017					2017-2018				
	#	%	Male	Female	#	%	Male	Female	#	%	% of KNOWN	Male	Female	#	%	% of KNOWN	Male	Female	#	%	% of KNOWN	Male	Female
African American/Black	323	33.3%	96	227	378	35.2%	122	256	339	33.2%	33.5%	108	231	326	31.8%	32.1%	114	212	333	31.0%	31.3%	117	216
American Indian or Alaska Native	1	0.1%	0	1	2	0.2%	0	2	2	0.2%	0.2%	0	2	1	0.1%	0.1%	0	1	2	0.2%	0.2%	0	2
Asian	10	1.0%	4	6	11	1.0%	6	5	8	0.8%	0.8%	4	4	8	0.8%	0.8%	5	3	9	0.8%	0.8%	5	4
Hispanic/Latino	6	0.6%	1	5	29	2.7%	11	18	28	2.7%	2.8%	8	20	26	2.5%	2.6%	7	19	29	2.7%	2.7%	7	22
White	617	63.7%	251	366	630	58.7%	249	381	623	61.0%	61.6%	248	375	638	62.2%	62.9%	253	385	671	62.4%	63.1%	270	401
Native Hawaiian or other Pacific Islander	0	NA	NA	NA	1	0.1%	0	1	1	0.1%	0.1%	0	1	1	0.1%	0.1%	0	1	1	0.1%	0.1%	0	1
Two or more races	0	NA	NA	NA	11	1.0%	5	6	9	0.9%	0.9%	5	4	11	1.1%	1.1%	5	6	14	1.3%	1.3%	4	10
Nonresident Alien	7	0.7%	1	6	0	0.0%	0	0	1	0.1%	0.1%	1	0	4	0.4%	0.4%	2	2	5	0.5%	0.5%	2	3
Did not self identify	5	0.5%	0	5	11	1.0%	3	8	11	1.1%		3	8	10	1.0%		5	5	11	1.0%		5	6
Total	969	100.0%	353	616	1073	100.0%	396	677	1022	100.0%	100.0%	377	645	1025	100.0%	100.0%	391	634	1075	100.0%	100.0%	410	665

"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 Moving (30); Miltary Staff (31)

Note 3. Staff numbers for 2015-16 include Full-time and Part-time staff with a Principal Occupation code indicating their primary job duty is one of the following categories: Management (11); Business & Financial Operations (12); Computer, Engineering, & Sciences (13); Community Sevice, Social Servce, Legal, Arts, Design, Entertainment, Sports & Media (14); Archivists, Curators, & Museum Technicians (21); Librarians (22); Library Technicians (23); Student & Academic Affairs & Other Eduation Services (24); Healthcare Practitioners & Technical (25); Servie (26); Sales & Related Occupations (27); Office & Administrative Support (28); Natural Resources, Construction, & Maintenance (29); Production, Transportation, & Material Moving (30); Miltary Staff (31)

	Headcount Change	% Change
Change in Staff between 0708 and 1718	106	10.9%
Minority Staff (including NRA)	46	13.3%

TABLE 3.1: *Comparison* Table for Undergraduate Students

	Baseline: 2007-2008				2014-2015				2015-2016					2016-2017					2017-2018				
	#	%	Male	Female	#	%	Male	Female	#	%	% of KNOWN	Male	Female	#	%	% of KNOWN	Male	Female	#	%	% of KNOWN	Male	Female
African American/Black	782	11.5%	386	396	998	12.5%	416	582	1053	13.4%	13.9%	442	611	1087	13.8%	14.3%	450	637	1096	14.1%	14.5%	453	643
American Indian or Alaska Native	40	0.6%	22	18	32	0.4%	9	23	42	0.5%	0.6%	13	29	51	0.6%	0.7%	21	30	56	0.7%	0.7%	24	32
Asian	191	2.8%	101	90	206	2.6%	90	116	234	3.0%	3.1%	96	138	255	3.2%	3.4%	106	149	281	3.6%	3.7%	127	154
Hispanic/Latino	169	2.5%	83	86	323	4.0%	142	181	323	4.1%	4.3%	144	179	307	3.9%	4.0%	135	172	313	4.0%	4.2%	141	172
White	5565	81.9%	2445	3120	5738	71.8%	2449	3289	5506	70.1%	72.6%	2367	3139	5488	69.8%	72.1%	2373	3115	5449	70.0%	72.2%	2405	3044
Native Hawaiian or other Pacific Islander	0	NA	NA	NA	10	0.1%	6	4	11	0.1%	0.1%	7	4	16	0.2%	0.2%	9	7	15	0.2%	0.2%	7	8
Two or more races	0	NA	NA	NA	292	3.7%	130	162	282	3.6%	3.7%	119	163	261	3.3%	3.4%	111	150	218	2.8%	2.9%	91	127
Nonresident Alien	41	0.6%	11	30	139	1.7%	64	75	138	1.8%	1.8%	55	83	142	1.8%	1.9%	63	79	114	1.5%	1.5%	53	61
Did not self identify	153	2.3%	62	91	259	3.2%	129	130	260	3.3%		131	129	254	3.2%		136	118	240	3.1%		129	111
Total	6941	102.2%	3110	3831	7997	100.0%	3435	4562	7849	100.0%	100.0%	3374	4475	7861	100.0%	100.0%	3404	4457	7782	100.0%	100.0%	3430	4352

	Headcount Increase	% Increase
Change in **Undergraduate** Students between 0708 and 1718	841	12.1%
Undergraduate Minority Students (including NRA)	870	71.1%

TABLE 3.2: *Comparison* Table for Graduate Students

	Baseline: 2007-2008				2014-2015				2015-2016					2016-2017					2017-2018				
	#	%	Male	Female	#	%	Male	Female	#	%	% of KNOWN	Male	Female	#	%	% of KNOWN	Male	Female	#	%	% of KNOWN	Male	Female
African American/Black	53	9.0%	15	38	93	12.0%	18	75	76	9.2%	9.9%	15	61	83	9.4%	9.9%	20	63	104	11.2%	11.7%	20	84
American Indian or Alaska Native	2	0.3%	0	2	2	0.3%	1	1	3	0.4%	0.4%	0	3	0	0.0%	0.0%	0	0	0	0.0%	0.0%	0	0
Asian	5	0.8%	2	3	10	1.3%	0	10	6	0.7%	0.8%	1	5	9	1.0%	1.1%	5	4	10	1.1%	1.1%	5	5
Hispanic/Latino	10	1.7%	4	6	22	2.8%	7	15	24	2.9%	3.1%	7	17	22	2.5%	2.6%	5	17	11	1.2%	1.2%	2	9
White	542	91.6%	145	397	575	74.4%	151	424	619	75.3%	80.5%	163	456	684	77.1%	81.8%	167	517	726	77.9%	81.8%	145	581
Native Hawaiian or other Pacific Islander	0	NA	NA	NA	0	0.0%	0	0	0	0.0%	0.0%	0	0	2	0.2%	0.2%	1	1	4	0.4%	0.5%	2	2
Two or more races	0	NA	NA	NA	14	1.8%	2	12	19	2.3%	2.5%	2	17	23	2.6%	2.8%	6	17	24	2.6%	2.7%	12	12
Nonresident Alien	11	1.9%	3	8	15	1.9%	4	11	22	2.7%	2.9%	6	16	13	1.5%	1.6%	4	9	8	0.9%	0.9%	1	7
Did not self identify	17	2.9%	2	15	42	5.4%	14	28	53	6.4%		10	43	51	5.7%		7	44	45	4.8%		7	38
Total	640	108.1%	171	469	773	100.0%	197	576	822	100.0%	100.0%	204	618	887	100.0%	100.0%	215	672	932	100.0%	100.0%	194	738

	Headcount Increase	% Increase
Change in **Graduate** Students between 0708 and 1718	292	45.6%
Graduate Minority Students (including NRA)	80	98.8%