2018-2019
Institutional Programs of Cultural
Diversity Annual Progress Report

Institution: Salisbury University

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Cultural Diversity has been an integral part of Salisbury University (SU) for close to a decade, when the institution made a stated commitment through its Cultural Diversity Plan (CDP), pledging to support and advance diversity by targeting certain areas of focus and formulating specific goals.

To date, while SU has achieved a number of notable goals, certain challenges still persist. Since its founding, SU has traditionally attracted primarily White students, faculty and staff. Therefore, increasing recruitment and retention of members pertaining to historically underrepresented groups will remain at the forefront of our efforts. Each school, department, and office has assumed an active role in the recruitment and retention of a diverse contingent and has devised specific approaches. There is a general consensus that specific emphasis should be placed on creating and advancing mentorship and professional growth opportunities for traditionally underrepresented faculty and staff. Enhancing the cultural competency of faculty and staff remains a firm commitment so that, in turn, they can cultivate and foster an inclusive learning environment for our students. In parallel, collective efforts are made to identify and strategically eliminate inequity-related barriers to academic and professional success.

Beyond efforts directed at recruitment and retention, SU recognizes the importance of creating and supporting opportunities for meaningful interactions between campus community members, as a result of which a series of programs and initiatives was created over the years. While said initiatives have had varying degrees of success, SU has not been able to gauge their overall impact on the campus community, a rather arduous task in the absence of a Campus Climate Study. Consequently, the University has decided to commission a general Campus Climate Study – both quantitative and qualitative - within the next twelve months, an invaluable tool in helping us outline the next Diversity Strategic Plan. Moreover, assessing the campus climate is indispensable in identifying areas of concern and/or focus pertaining to diversity, in order to develop innovative, relevant, and tailored programming and in turn, will inform the enhancements to our CDP.

Concurrently, Salisbury is working on formulating the University's General Strategic Plan (2020-2025) which will capture the new University President's vision

for the institution, will incorporate feedback from the campus community through the Campus Climate Study and other means, as well as considerations and corresponding approaches to address current and future trends in higher education. In order to continue to capitalize on the progress that has already been made, SU will not only have to reaffirm its commitment to diversity and inclusion but also to continue to tailor the specifics to ensure the effectiveness of the strategic approach through a truly concerted effort, where every stakeholder becomes a co-creator of a new, diverse, and congruent institutional identity.

The implementation strategy and the timeline for meeting the specified goals will align with and supplement the institution's Strategic Plan. As such, SU will uphold the institutional commitment to foster an inclusive campus by helping nurture a robust sense of identity and community so that all students, staff, and faculty experience a sense of belonging to the University. The new Center for Equity, Justice and Inclusion inaugurated in December 2018 is a fitting illustration of this endeavor and a promising, meaningful step in that direction.

The University will continue to outline and implement forward-looking action steps to dismantle systemic racism that exists within and beyond all campuses, as well as encourage and promote meaningful interactions across all-campus stakeholders to increase commitment to and support for diversity and inclusion initiatives. This particular long -term objective was catalyzed by the October 2018 workshop on the topic of systemic racism, which was attended by the 80 top SU administrators, including the new University President, as well as leaders from shared governance pertaining to all three campus community contingencies - faculty, staff, and students. This particular learning opportunity elicited courageous conversations and helped identify specific approaches that can be adopted, as well as the stakeholders that should be tasked with the implementation and monitoring. The short-term and intermediate goal is to continue to optimize institutional responses to diversity and inclusion-related matters.

Harmonizing institutional efforts, in general, and abandoning the "silo mentality" is viewed an imperative in achieving the University's long-term goals. This requires the strategic re-alignment of goals for diversity and inclusion. To that end, maintaining an updated internal inventory of diversity and inclusion-related programs and initiatives is essential in the process of identifying potential areas of collaboration and serve a variety of purposes, such as creating learning opportunities in varied formats e.g., trainings, student orientations, targeted workshops, facilitations, etc., to improve cultural literacy, hence endowing the campus community with a more profound understanding of diverse identities and perspectives.

Any efforts to support cultural diversity and inclusion on campus should also translate into a concern and commitment to strengthen the relationship with the broader SU campus community. One of the ways in which Salisbury University has been contributing and should continue to do so is by conducting culturally responsive research that supports community practice. This has concretized into various partnerships over the years. Attesting to that are the University's specific programs in education, arts and community health that impact and benefit the broader community in general, as well as historically minoritized groups in particular. Moreover, the University's cultural offerings typically reflect the diversity of the broader community, with many events being well received and well attended. Lastly, a welcoming and diverse community is undoubtedly a selling point, oftentimes even a decisive factor, for students, staff, and faculty alike when opting to come to SU for education or employment; therefore it is strategic for the University to adhere strongly to the strategic goal of "Fostering Community."

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 the 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**
The President has made diversity and inclusion one of his top priorities. In speeches and engagements both internal and external, he has made this point and talked about the importance of having faculty and staff that are representative of the student body and a student body that is representative of the region and the State.	N/A	N/A	N/A
The Seidel School established the AACTE Holmes Scholar program to recruit underrepresented minorities into education career pathways and increase applicant pool for faculty positions to increase number of underrepresented minorities.	Student enrollment. Increase in diversity of candidates in applicant pool for faculty positions resulting in more diverse hires.	Application approved by AACTE. Holmes Coordinator identified. Solicitation of nominations for initial cohort from existing enrolled students. HR demographic data of applicants and faculty hires.	Increase diversity of admitted students across all program areas. Increase diversity of applicant pool for faculty positions.
The Center for International Education (CIE) supported the creation of new employee benefit to provide tuition remission for English Language Institute courses for dependents of newly hired international faculty.	Creation of policy. Enrollment of dependents of international faculty in ELI courses.	Policy created. Forms and process created - two dependents took advantage of the new benefit.	Continuing promotion of services to support international faculty hires.
The Center for International Education improved levels of participation of underrepresented groups in study abroad programs.	Increase in number of students from underrepresented groups studying abroad.	Salisbury Abroad: Global Experiences Internship program provides full-semester credit-bearing internships in nine cities around the world; 70% of participating students in spring 2019 were from underrepresented groups.	Continue to create study abroad programs that attract students from underrepresented groups.
SU opened the Center for Equity, Justice, and Inclusion (CEJI)- a new center for historically marginalized and underrepresented populations which will provide space for research, programming or just hanging out. Current occupants represent three diverse communities: LGBTQIA+, Women's Forum, and individuals with disabilities; each group has access to its own office and shared access to a board and meeting room with an occupancy of up to 75.	N/A	N/A	Three spaces in CEJI are unoccupied, allocation pending upon proposal approval.
Programs such as Powerful Connections (August 19-23, 2018), and the Multicultural Leadership Summit (March 1, 2019) are hosted by the Office of Multicultural Student Services to provide both leadership and mentorship opportunities for students.	75 new students completed the Powerful Connections Program. 75 students participated in a one-day leadership program.	Participating students completed evaluation instruments which used the Likert scale as its basis for satisfaction.	Multicultural Leadership Summit will be expanded to include four county school systems.
Athletic Training staff attend recruiting events at HBCUs.	Twelve students in the MSAT program are from traditionally underrepresented groups.	N/A	N/A
SU posts all available positions on diversejobs.net to promote and recruit traditionally underrepresented faculty and staff. Ongoing use of Reflective Review Strategy to assess progress in the diversity profiles of the applicant pool, finalist pool, and new hires.	Disclosed source(s) of recruitment during the search and selection process. Diversity metrics of the applicant pool, finalist pool, and new hires.	Increased number of diverse applicants interested in available position vacancies. Approximately 31% of Staff Hires and 25% of New Faculty Hires were from traditionally underrepresented groups.	Identification of opportunities for improvement in generating interest and expanding the applicant pool of diverse applicants. Continued focus and emphasis on attracting, hiring and retaining diverse applicants, faculty, and staff.

In the Fulton School, minority headcount in 2018-2019 increased by 20 over the previous year. Recruiting strategy is to promote liberal education not by targeting specific minority groups but combating misinformation that promotes "practical" professionally-oriented degrees over "impractical" liberal arts degrees. Nonprofit leadership certification co-curricular program illuminates work in the social justice fields. Participation in Powerful Connections programming in late summer.	No measures to test the specific impact of this messaging. Enrollment data, with the caveat that correlation is not causation, shows increase overall. Participation - launched in 2017-2018 with two students completing the program.	Overall number of Fulton School majors up 3.6% over last year. 100 students in the undergraduate pipeline now; graduate pathway in development.	N/A
The Office of Admissions offers a Counselor Visitation 2-day program every April. Invites high school and community college counselors to visit the campus over a 2-day period to learn more about SU.	Four counselors so far attending from CollegeBound Foundation, which serves underrepresented high school students in the Baltimore, MD, and DC areas.	Will measure this through next year's admissions funnel to see if these counselors have sent any applicants.	N/A
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 an application, test scores, and transcript.	For the reporting period, SU met with 21 schools. From these events, out of 406 students, so far 120 students have committed to SU – they have until May 1st to pay their deposit.	Students interviewed increased by approximately 50 students. Students from these groups are tracked by tagging them in CRM and following them through the admissions funnel. Had a very successful on-campus event for this group this year and will continue that in future years.	Continue to expand the program to new schools particularly NJ.
The Office of Admissions focuses on admissions visits/fairs within territories with a high percentage of historically underrepresented and marginalized students. Collaboration with SU's Office of Marketing and Public Relations to advertise in diverse high school and community college student newspapers, outdoors, and in college fair guides in the Washington and Baltimore metro regions.	So far this season, 464 additional diverse students have been admitted and have 103 more deposits date to date (May 1st deadline to deposit.) The Office of Marketing and PR also tracks the reach of placements when possible.	Final results available after May 1st.	Improve tracking of individual recruiting events.
The Office of Admissions offers a multicultural Alliance Reception during Admitted Students Day to welcome prospective students of multicultural backgrounds and their families to Salisbury University, and introduce them to the programs and services offered by the Office of Multicultural Student Services.	SU had a large number of RSVPs with 19 students and 52 in total attending the reception.	Will not be able to track until after May 1st.	Improve communication to encourage students to attend this event or make it a special interest session instead, which is earlier in the day.
The Office of Admissions hosts many diverse student groups for an information session and a tour of campus.	For the reporting period, SU brought 62 diverse groups to campus, totaling approximately 2200 students.	SU saw an increase of 21 more groups and 680 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.
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.	Hiring 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.
A grant was awarded for the application by CHEM faculty for Project SEED from the American Chemical Society, which provides funding for fellowships from underrepresented minorities to participate in a summer research program at SU.	Recruitment of 2 URM students for Summer 2019.	None yet – TBD.	Track whether or not participants become college students that major in the sciences.

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) project in the Department of Mathematics, which involves workshops, tours of campus, campus engagement.	Number of URM high school students.	Approximately 30-40 URM students participate each year.	Tracking of student success longitudinally.
The Henson School Dean supported and funded the launch of an informal Society of Black Scientists by a group of enterprising SU students.	Retention of URM students, before and after the launch.	TBD.	Need to formalize the group, see student activity recognition.
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 program also contains many illustrations of cultural competency.	Successful completion of BS, MS, and DNP programs by our students (and pass rates on certifications exams.) Participation in international education. Successful accreditation of programs. MHEC funding for Nurse Educator. Expansion programs (ES-FAMI and WS-FAMI) that target minority and male RNs for development as clinical faculty.	98.8% first-time NCLEX pass rates, the highest for any baccalaureate institution in Maryland. 2 students went to Nicaragua with local physicians to provide healthcare services to those that otherwise would not have access. The baccalaureate, master's, and DNP programs at Salisbury University are accredited by the Commission on Collegiate Nursing Education.	Continue ongoing monitoring and revising the curriculum as appropriate.
Housing and Residence Life (HRL) made efforts to ensure that staff is representative of the student population.	Measure numbers of diverse HRL staff from year to year.	Out of HRL building director staff, 7 of 12 staff are from underrepresented groups (58%). From a total RA staff of 61, 23 were from an underrepresented group (37.7%.)	Continue to aggressively market positions to underrepresented populations.
University Dining Services (UDS) made efforts to engage Muslim students, faculty, and staff by working with suppliers to purchase only Halal whole cut chicken and boneless chicken breasts; purchase Halal ingredients and RTE meals with a separate key-access refrigerator. Allergen, gluten-free & vegan/vegetarian offerings are indicated via the website, corresponding marking are included in the RFP requirements of the new Food Production System.	Increased meal participation numbers.	N/A	Plans are in place to transform the Bistro menu for Fall 2019 to feature GF & Vegan offerings exclusively which will provide a secure destination for those students who have those restrictions or preferences.
The UDS Director, in collaboration with the Admissions Office, maintains an updated script for tour guides to promote the dining services program and provide information about the diverse offerings and ability to accommodate all dietary needs and preferences. The Director meets each semester with the Admissions Department to review program changes and highlight the provisions for different cultures and self-identified dietary commitments.	N/A	Dining Management has intercepted and relayed information to tour groups at all 5 Open Houses thus far.	Explore, acquire, and communicate foods/items that appeal to the underrepresented populations.

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 the 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**
The President's Office has expanded partnerships with the Wicomico County NAACP. The President has directed the Deputy Chief of Staff through the Office of Government and Community Relations to reach out to underrepresented communities throughout the City of Salisbury, Wicomico County Public Schools, and various community organizations.	N/A	N/A	N/A
The Center for Extended and Lifelong Learning has a sustained focus on: - P2P Women's Leadership learning circle (P2P = Peer to Peer) - P2P-M millennial women's leadership group - Outreach to the senior citizen community of the Eastern Shore - Collaboration with AARP Maryland and the Alzheimer's Association.	20 participants, professional women, each month, both on and off campus. 12 women in a six-month cohort. Daily contact with the community through educational programming. Educational events.	N/A	Continue to expand reach in all programs through various inbound marketing initiatives.
The Cultural Diversity and Inclusion Consortium Committee continued to assist campus leadership in weaving the diversity strategy by providing advice, monitoring the campus climate as it relates to diversity, inclusion, and equity, advocating for diversity and inclusion. Helped develop guidelines for allocation of spaces in the Center for Equity, Justice, and Inclusion.	The number of meetings. Recommendations made to Executive Staff and University President.	Seven meetings from Fall 2018 to date.	Continue to encourage members of shared governance and student groups to engage in the Committee.
SU hosted the "Introduction to Systemic Racism" workshop, the result of a partnership between the CHHS/Seidel Diversity Group and the OIE, funded through the OIE's mini-grant program. Participants were introduced to the concept of racism as a systemic and structural problem in order to help stakeholders understand how it shapes individual attitudes, impacts institutional norms and the ability to serve all constituents appropriately, as well as the difficulty for traditionally underserved minority groups to access and receive services in a culturally sensitive fashion. The goal was to help SU identify tangible steps racial and equity justice at SU. 85 members of the campus community registered for the event (13 students, 21 faculty members, 51 staff members.)	N/A	N/A	Continue to offer support to the Ad-Hoc Committees that were formed after the workshop was concluded to keep the conversation and identify and implement tangible actions.

SU Libraries provided an online resource guide for teaching about diversity and inclusion. SU Libraries provided cultural training programs for library staff. SU Libraries added collections related to diverse populations to support curricular initiatives. SU Libraries co-curricular programming.	Number of views of the guide. Number of training programs. New materials added. The number of events/exhibits.	A SU librarian worked with a Faculty Learning Community to create a library guide, "Diversity and Inclusion Resources for Curricula" https://libraryguides.salisbury.edu/DIRC Required all library staff to take a course on inclusion in the workplace. Offered training (well-attended) on dealing with the homeless and mentally ill populations. Encouraged individual staff to take webinars and online courses related to diversity by not counting cost against their individual professional development allocations. Acquired the digital archive of the Baltimore Afro-American newspaper. More than doubled the size of the Spanish Poetry Book Collection Added special collections material for Asia (20 Japanese lithograph prints from the 1940s; 90 propaganda pieces from India during World War II.) Liaisons spent 10% of departmental book budgets on diversity-related books or DVDs. Panels, book displays, and social media promotion for observance months and holidays. Hosted the traveling AIDS Memorial Quilt for a month and offered a series of related events, including an opening reception, two film screenings, a student-organized drag show, and a panel discussion with a guest speaker. Sponsored a film and panel discussion on Black English and an African-American poetry read-in. Sponsored a workshop on African-American "documentary quilts." Co-sponsored three lectures on African-American history.	Continue to update. Continue to offer several programs each year. Continue to acquire, as budget permits. Continue to offer as staffing and budget allow.

The Fulton School has been promoting coursework and supporting faculty, students, and staff to foster positive cultural awareness through a plethora of programming, training, and facilitated discussions, with a focus on: - Diverse community - LGBTQIA+ issues - Historically marginalized groups: African Americans. Latinx, women - Cultural identity - Masculinity, Disability & Race - Confronting Inequality/Achieving Sustainability - Cultural events (Hispanic Heritage Month, International Francophonie Month, the monthly Chinese tea house)	16 events were provided 12 topics were presented 13 lectures were held on campus 6 films open to the community 5 community grants awarded through the Fulton Public Humanities network	16 trainings held at SU reaching 510 people. Approx. 150 attended the Anti-Semitism vigil in November 2018, with 100 at the panel discussion.	N/A
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. A new training series consisting of six workshops were introduced in Fall 2018 geared towards increasing cultural competency for supervisors, department chairs, managers, directors and above. The workshops have been offered in a general format, as well as tailored based on the request from specific departments.	The number of training sessions, number of topics covered, frequency of training sessions.	52 trainings offered since the Fall 2018 semester to date.	Continue to increase exposure for OIE events to increase participation from the campus community. Continue to identify new relevant areas of cultural competency and develop corresponding trainings.
The OIE awarded funding to initiatives that support the goals of recruiting and retaining a diverse group of students, faculty and staff, as well as developing mechanisms to support inclusiveness, engagement, and success among SU campus community members. Grant proposals can be submitted by students, staff, and faculty.	The number of grant proposals submitted over the course of a fiscal year.	11 mini-grants approved totaling over $16,000 worth of support.	Continue to advertise the program to the campus community. Encourage campus community members and groups to submit proposals.

The Office of Multicultural Services has initiated and supported a variety of programs to advance cultural diversity: - Representation Matters - Screening of "Pariah" - Raise our Voices around Intimate Partner Violence - Enlightened Perspective Lecture Series "Code Switching" - Multicultural Alliance Mixer - "The Green Book" - LGBTQIA Awareness Week - Enlightened Perspective Lecture Series "What Can I call You?" - Multicultural Festival - Senior Banquet	All participants were surveyed at all events.	Each program had expected attendance levels which met the goals of the department and planning committees. Positive responses were consistent for all programs and activities.	Topics related to cultural awareness will consistently be offered across campus on a continuous basis.
The Community Health Department committed to increase exposure to cultural diversity and competency through: - Inclusion of LGBTQ panel/guest speakers in coursework (students get to interface with sexual minorities.) - Inclusion of global seminar and study abroad internships. - Project KISS - students get to work with peers from UMES. - Faculty and students engage in various workshops offered by OIE (e.g. Safe Space, Sexual Violence Prevention, Working with Pregnant Students.) - Requirements to adopt health promotion materials to diverse audiences present in five health courses. - Requirements to address health disparities that are linked to underrepresented groups present in seven health courses. - Students complete a cultural competency assessment. - Students have clinical and observation experiences with patients from a variety of populations; outcomes related to cultural competency are addressed throughout the curriculum, emphasizing the interaction of sociocultural issues and healthcare.	By way of graded assignments integrated into the course, evaluation by faculty leading the project/grant reports, an annual review of faculty dossiers & discussions with students.	Feedback from students and instructors, student grades/accreditation self-study reports, data collected as part of grant progress reports and annual review letters by faculty committees, administrators, discussions with students.	Plans to offer an extra-curricular field trip to national advocacy day in Washington DC in October to supplement in-class work. Faculty in the program are continuously reviewing and assessing viable cultural competency instruments.
The Fellowships Office (SNCFO) is reaching out to a diverse group of students to apply for fellowships. SNCFO is planning a diversity orientation for students going abroad. The SNCFO House allows great student interaction. Presentations highlight diversity and challenging traditional ideas of who should apply for Fellowships (development workshops.) Working with many diverse groups on campus and keeping SNCFO independent to attract and welcome students from across campus.	A number of students from diverse groups who apply for fellowships. Referrals and office visits from departments across campus. Responses to presentations. Use of House and student stories of interactions.	Primary this year: Applicants and winners who self-identified include: 22 students of racial/ethnic diversity, 6 students 1st gen, 6 students Pell Grant, 4 students non-traditional age, 5 students community college transfer, 3 LGBTQ+, 5 students tied to the military, 2 students with disabilities. Good presentations on Faculty Development Day and general presentation to highlight diverse students applying. Stories of students from different viewpoints becoming close through the use of the house, including political diversity (active Republicans interacting well with progressive Liberals/Democrats.)	Reach out to more organizations on campus – try to build relations with TRIO, the OIE. Continue reaching out to students from different backgrounds. Target Community College transfers.

The Social Work department provided various opportunities for students and faculty to have cross-cultural experiences and exposure to diverse perspectives by: - Offering coursework on privilege and oppression. - Field trip to the Harriet Tubman Museum and the Anti-Human Trafficking Task Force Exhibit. - Bringing a guest speaker to educate students on refugee experiences. - Sponsoring the Social Justice LLC to provide incoming freshmen to learn and advocate for marginalized and oppressed populations. - Conducting OIE grant-funded Brown Bag Lunch and Learn workshops (3) focused on helping SOWK faculty and staff develop pedagogical strategies related to diversity and inclusion. A joint effort with the Nursing Department led to the development of a global health seminar which includes a study abroad trip to Ecuador focused on increased understanding of social, political, and cultural issues impacting global health.	A faculty-driven study that measures the impact of course on student learning and insight. Graded assignments integrated into the course. Course-based discussion and reflection assignment. Graded discussion and reflection assignment. In-class discussion and reflection. Graded discussion and reflection.	Study data from last 2 years on over. Analysis of assignment grades. Verbal feedback from students related to their experiences and the impact on their learning; student grades. Verbal feedback on faculty about each of the 3 Brown Bags (attendance was between 12 to 20 at each event) where they identify how they plan to utilize the content in their teaching Feedback from students and student grades.	An analysis is ongoing. Helping adjuncts to appropriately address content; inclusion of this type of content in the specialization (MSW) curriculum. Development of non-faculty (i.e. adjunct) training sessions in these areas that can be streamed or provided in the evenings. Need to look at using non-SU trainers/speakers for Brown Bags to provide more intensive training (e.g. CRTL at BCC.)
Housing and Residence Life (HRL) staff (both professional staff and RA staff) received training on topics of diversity and inclusion. As a part of the residential program model, RAs are required to do programs related to cultural awareness. Staff committees focused on programming for specific areas related to cultural awareness (Pride Week, Hunger Games, Tunnel of Oppression) New Committee for next year is a Diversity Committee. HRL markets and supports cultural programs that other departments are doing through our residential program model by requiring RAs to bring residents to programs put on by campus partners.	HRL produces reports to ensure that the RAs are continuing to do programs focused on cultural awareness, as well as bringing residents to university-wide programs.	All HRL staff have gone through Safe Space training. All staff has participated in diversity training facilitated through the Office of Institutional Equity (OIE).	HRL can continue to look for new and emerging topics in the area of cultural awareness to train their staff. HRL will address any issues that may come up in the residence halls through targeted programming. Change the timing for Tunnel of Oppression to have a larger impact on a larger number of students.
The Seidel School has supported and promoted faculty leadership and participation in Diversity Interest Group, which is devoted to understanding and promoting conversation and improved action around topics associated with diversity and inclusion.	Faculty participation in Diversity Interest Group activities.	Host monthly meetings to discuss diversity-related issues and plan programming to facilitate positive interaction and cultural awareness. Book discussion groups on topics related to social justice and diversity. Letters to President and Provost search committees. Campaigns to support local Muslim and LGBTQ+ communities. Representation at University-wide strategic planning sessions.	Communication about activities and events. Enhance SU's cultural climate, building empathy, compassion, and cultural awareness of differences among students, faculty, and staff on campus. Encourage participation from a variety of members of the college and school communities and to enhance openings for learning by providing out-of-the-classroom opportunities for students, faculty, and staff to engage in critical conversations together.

The Seidel School launched and supported various initiatives for students and faculty to increase cross-cultural experiences and exposure to diverse perspectives: - Center for Civic Reflection which promotes civic reflection discussions that, by their nature, elicit positive interactions among diverse groups. - Children's and Young Adult Literature Festival, its mission is to promote diverse children's and YA authors and illustrators, bring them to campus, and support the work that they do to tell stories outside the dominant narratives and perspectives. - SU's Teaching and Learning Conference – two Seidel faculty presented on a panel about gender inclusivity in college classrooms. - Social Justice, Equity, and Teaching Transformation (SETT-SU) Faculty Learning Community focused on increasing awareness and sensitivity about diversity and marginalized students' perspectives and experiences on campus.	Faculty, staff, and student participation in civic reflection activities.	Attainment of the national Center for Civic Reflection at SU. Participation in the new student civic reflection activity. Hosting annual for SU and broader Salisbury region. Presentation of the Sonia Lynn Sadler Award for an upcoming diverse children's book illustrator. Shared practical steps faculty, staff, and students can engage in to create positive and inclusive classroom environments. Creation of a Library Guide on Diversity and Inclusion Resources for Curricula accessible by all faculty, staff, and students. Hosting a Diversity Student Roundtable. Sponsored a booth at the Multicultural Fair to promote positive messaging around diversity and inclusivity.	Communication about activities and events. Participation by faculty and staff. Communication about activities and events.
The Center for International Education (CIE) supported the creation of Global Village housing community for AY 2019-20 designed to intentionally bring together international students and American students interested in living in an environment that provides international content through programming.	Creation of community. Enrollment of students in the resident community.	30 international students resided in the Global Village during Fall 2018 semester. 25 international students resided in Global Village during Spring 2019 semester.	The general lease on the property was not signed until March 2019; AY 2019-20 greater promotions and marketing of community to American students.
The Center fot International Education promoted strengthening of faculty-led study abroad as high impact practice.	Offering ongoing faculty development opportunities to involve more faculty members and improve the capacity of faculty members engaged in the activity.	Three distinct workshops for faculty on leading "Global Seminars" offered during July and August 2018 and April 2019. Creation of new publication and adoption of new IT commercial software program to better support the administration and execution of faculty-led programs. Funding of three separate travel grants for faculty to create new programs.	There is still more demand from faculty interested in this activity; ongoing support and faculty-development for as many faculty members as possible is critical.
The Public Relations Office 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. More than 85 diversity-related topics were spotlighted in the past year. The PR Office promoted cultural events in print and digital media that expose the campus and community to diverse experiences and performers.	PR tracks media placements (including those that are diversity-related) appearing in local, regional and national media, when possible.	N/A	These efforts will continue.
The Office of Marketing placed ads showcased 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.	PR tracks media placements (including those that are diversity-related) appearing in local, regional and national media, when possible.	N/A	These efforts will continue.

University Dining Services' (UDS) partnership with the Cultural Event series provides exposure and opportunity to engage. Our menus include more ethnic and culturally specific offerings daily and featured in the Festival of Foods calendar of events. Campus Dietitian and Executive Chef participated in Nutrition Awareness events & Wellness programs to disseminate information on the dining program. They are continually accessible to engage with students and provide support for their particular dietary regimen.	Increase in meal attendance at events.	Not quantified by event. Overall counts at Festival events have increased >500 attendees. The Soul Food dinner attracted close to 800 community participants. Seven students from UMES have interned with Campus Dietitian so far this year.	Continually provide programming to appeal to the diversity of the campus community.
The Office of Sponsored Programs (Graduate Studies and Research) – have partnered with faculty and staff to help secure various awards/grants, including: - a project to assist underserved, low-income, first-generation, and students with disabilities to increase academic success and increase graduation rates. - a project that explores emerging paradigms in parallel computing successful in recruiting traditionally underrepresented students. - a program that provides training sessions, one of the objectives being to help minorities participate in the free enterprise system through government procurement classes offered at SU. - A program to bring philosophy to underserved area high school students.	6 federal awards 6 state awards 3 local/non-profit/corporate awards	While some programs/awards are new, others have been renewed (i.e. NSF Grant – Research Experience for Undergraduates), an indicator of success.	Continue to offer high-quality assistance to ensure high-quality research administration, responsible stewardship of funds, and sound policies and management of external funds.