

# 2016-2017 Salisbury University

## INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT

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### Section I:

1.



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

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

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

Cultural Affairs programs continue to expose students, faculty, staff and local community to artistic expression and intellectual perspectives representing diverse cultures. During AY 2016-2017, SU presented "Expressions of Spirituality," exploring the relationship between spiritual expression, creativity and the arts. Events included interactive activities, spiritual music programs, dance programs, and spirituality screenings. Other regular programming continues to be offered, such as the Distinguished Lecture Series, Peter & Judy Jackson Chamber Music Series, Hispanic Heritage Month Festival, Patricia White Wroten Piano Concert Series, International Dinner Series, World Artists Experiences, etc. Additionally, the Fulton Public

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

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

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

## 2. Implementation:

### x Table 1: Reporting of Institutional Goal 1

<b>Goal 1: Implement efforts to increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.</b>
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Ongoing.

**Detail all Implementation  
Initiatives and Strategies  
designed to recruit and retain  
traditionally underrepresented  
students, staff, and faculty.**

including a partial inventory of cultural diversity initiatives.			
Utilize the Office of Institutional Equity's Diversity Initiatives Inventory System as the venue where the campus community can access a full inventory of cultural diversity initiatives to increase awareness and encourage cross-campus collaborations.	<ul style="list-style-type: none"> <li>x Date of Implementation</li> <li>x Number of submissions</li> </ul>	The Diversity Initiatives Inventory System was implemented in fall 2016 and contains 130+ submissions. A campus-wide call for 2016-2017 submissions will be sent out later in the spring semester.	Increase campus community's awareness of the availability of this resource. Encourage submissions from faculty, staff, and students.
Conduct Campus Climate Survey to establish baseline for assessment and develop Diversity Plan.	<ul style="list-style-type: none"> <li>x Identify main elements for</li> </ul>		



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Compile Affirmative Action Plan on an annual basis to track and assess the results of enhanced hiring practices.

- x Date of completion
- x Date of dissemination

The University's 2016 Affirmative Action Plan was finalized in September 2016 and provided to Executive Staff in November 2016.

Revise pre- and post-employment surveys, outreach to veteran candidates, tracking mechanism for veterans and individuals with disabilities. Continue to communicate progress of AAP goals to Executive Staff and to provide advice on how to achieve n44 ue these goals on an annual basis.





global competence essential to thriving in an interconnected world.			
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The Powerful Connections Program provides Pre-Orientation Programming for new students from diverse

Participating students live

success of science students at SU in partnership with Virginia's Eastern Shore CC, Delaware Tech, Wor-Wic CC, Chesapeake College and local school systems. DSII will transform pathways and curricula, redesign advising structures, expand student support and use of analytics to foster student access to the natural sciences. Project activities will extend and, as appropriate, redesign recent successful efforts to increase science graduates to our regional 'new majority' college-goers including veteran, transfer, rural first-generation, Hispanic, and African American students. Proposed activities can broadly be categorized as: Regional Collaboration and Information Sharing; Faculty Development for Inclusive Excellence; Enhancing Student Wayfinding and Success; and New Curriculum Pathways (an Applied Science Degree).

Recruitment

minority recruitment strategy. Under this initiative, students with a weighted 3.5/4.0 GPA are eligible to apply for admission without submitting and ACT or SAT score.

The Office of Admissions continues to use targeted communications as a minority recruitment tool. In partnership with the Organization of Latin

campus visits has provided the opportunity for strengthening ties between our campuses and mutual appreciation of the resources available at each. SU Bridges students live and



x Table 2: Reporting of Institutional Goal 2

<p>Goal 2: Implement efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus. Ongoing.</p>			
<p>Detail all Implementation Initiatives and Strategies designed to create positive interactions and cultural awareness among students, faculty, and staff—including professional development programs for faculty and staff, curricular initiatives that promote cultural diversity in the classroom, and co-curricular programming for students.</p>	<p>Metrics to measure how progress of each initiative is being evaluated</p>	<p>Data to demonstrate where progress has been achieved / Indicators of Success</p>	<p>Areas where continuous improvement is needed</p>
<p>School and Department-Specific Curricular Initiatives</p>			





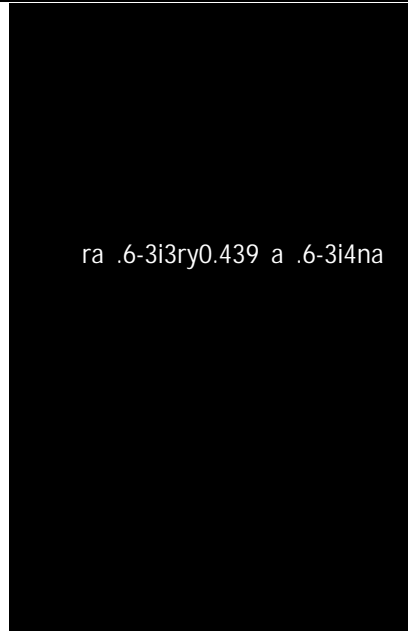
racism, discrimination and integration, and a unique

cultural, it does involve how culture views and assimilates individuals with disabilities into the workforce and educational systems.		<ul style="list-style-type: none"> <li>- 4/1/17 – MHEC HPSIG: \$25,148</li> <li>- 4/5/17 – MHEC ES-FAMI II Year 3 funds: \$451,362</li> </ul>	
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**School and Department-Specific Co-Curricular Initiatives**

The Social Work Department has implemented several co-curricular activities, including: global seminar to Ecuador, where students explored Ecuadorian social services and participated in language classes; field trip to Philadelphia with nearly 50 students and faculty to tour Eastern Penitentiary, learn about mass incarceration, and participate in a poverty tour through one of the poorest neighborhoods in the US; 12 Know Your Rights trainings on Eastern Shore, co-coordinated discussion groups between SU students and men incarcerated at Eastern Correctional Institution; needs assessment of families of individuals incarcerated at Wicomico County Detention Center; Naloxone/Narcan trainings on campus; lecture with Ann Adalist-Estrin with National Resource Center on Education and Families of the Incarcerated, who discussed the effects of mass incarceration on children; organized an unaccompanied youth count in Wicomico, Worcester, and Somerset counties; etc.

x Number of student participants



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Revelations of African American Life in Maryland & the  
World(

<p>University's Office of Cultural Affairs for each semester they earn Cultural Laureate status; those who achieve Cultural Laureate status for three semesters during their academic career at SU receive an honor cord to wear at commencement.</p>			
<p>The Office of Multicultural Student Services provides an umbrella of activities that enhance the diversity opportunities on campus through an Alliance of Affinity groups led by student leaders and advised by faculty and staff. Programs that are established traditions include: Multicultural Festival Week, African American History Month, Multicultural Leadership Summit, Enlightened Perspective Lecture Series, Multicultural Alliance of Organizations and the Senior Banquet.</p>	<p>x Attendance/participation</p>	<p>x The African American History Month Program of activities averaged a 150 students and community members to all events; The Untouchables Dance team provided workshops for students at Prince Street School.</p> <p>x The Multicultural Leadership Summit has averaged 150 students representing the University and the local Wicomico County High Schools; The Multicultural Alliance continues to expand in membership and activities which have a positive impact upon campus life.</p>	<p>x</p>

including many on the Eastern Shore. Part of the exhibit was in the Nabb Center space and part of it in the University Art Gallery in Fulton Hall. There was a reception on September 8 in Fulton, with a performance by the Society for the Preservation of African American Arts Singers. This was followed by a lecture in the Academic Commons by the exhibit's curator Barbara Paca. Other events associated with the exhibit were a performance by the American Spiritual Ensemble on September 17 at Asbury Methodist Church and an Adventures in Ideas: Humanities Seminar, "Exploring the African American Experience in Maryland History," taught by Creston Long and Aston Gonzalez.

- x The SU Libraries currently have a major exhibit, "When Communities Come Together: African American Education on the Eastern Shore," which opened January 3 and closes on May 31 on the first floor of the Academic Commons. In conjunction with that, there was a reception for the exhibit on March 9, with some people who had attended segregated schools speaking, followed by a showing of a documentary about Julius Rosenwald, who sponsored thousands of schools across the country for African American children in the early 20th century. The reception and documentary were co-sponsored by the Fulton School.

Housing and Residence Life continues to engage the residential community in meaningful activities through community development programs (i.e. social, educational, recreational, and diversity). Resident Directors and Resident Assistants are expected to meet programming requirements, and to provide opportunities for residents to become involved in the program-planning process. Examples of programs sponsored by Housing and Residence

The Office of Institutional Equity (OIE) provides year-round training opportunities to support faculty and staff development opportunities to explore issues of pedagogy, classroom dynamics, and student/faculty relations in an increasingly diverse institutional setting. Training programs and initiatives include: Safe Space workshop, Webinar Series, Lunch and Learn, Breakfast Topics, as well as customized, department-specific training programs.

- x Number of trainings offered to campus 30
- x Number of trainings offered to units
- x Attendance

initiatives and resources, review best practices, appoint a





x Table 3: Reporting of Institutional Goal 3

Goal 3: Implement efforts and process for the reporting of hate-

TABLE 1.1: Comparison Table for Tenure/Tenure Track Faculty

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

Source: EDS file.

Note 1. Faculty numbers prior to 2012-13 include Full-time and Part-time staff with a Principal Occupation code indicating their primary job duty is Instruction, Research, or Public Service.

Note 2. Faculty numbers for 2012-13 and later include Full-time and Part-time staff with a Principal Occupation code indicating their primary job duty is Instruction (15); Instruction combined with research and/or public service (16); Research (17); Public Service (18); Librarians (22); Non-postsecondary teachers (24)

Note 3. Faculty numbers for 2014-15 and later include Full-time and Part-time staff with a Principal Occupation code indicating their primary job duty is Instruction (15); Instruction combined with research and/or public service (16); Research (17); Public Service (18)

	Headcount Change	% Change
Change in Tenure/ Tenure Track Faculty between 1011 and 1617	24	8.0%
Minority Faculty (including NRA)	15	36.6%

	#	%	Male	Female	#	%	Male	Female	#	%	% of KNOWN	Male	Female	#	%	% of KNOWN	Male	Female
African American/Black	9	2.9%	6	3	10	3.0%	5	5	12	3.7%	3.7%	4	8	10	3.2%	3.3%	4	6
American Indian or Alaska Native	0	0.0%	0	0	1	0.3%	0	1	1	0.3%	0.3%	0	1	1	0.3%	0.3%	0	1
Asian	5	1.6%	1	4	11	3.3%	0	11	11	3.4%	3.4%	1	10	10	3.2%	3.3%	0	10



TABLE 3.1: Comparison Table for Undergraduate Students

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

Source: EIS

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



#      %      Male      Female

