

2015-2016 PROGRESS REPORT ON INSTITUTIONAL PROGRAMS
OF CULTURAL DIVERSITY ¹

April 2016

Cultural Diversity Planning at Salisbury University

I. CULTURAL DIVERSITY PLAN, IMPLEMENTATION STRATEGY, AND TIMELINE FOR MEETING GOALS WITHIN PLAN

Salisbury University's (SU) 2014-2018 Strategic Plan establishes four overarching goals:

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¹ As set forth in the University's 2014-2018 Strategic Plan, "[d]iversity should be broadly defined, including the traditional categories of race, class, gender, national origin, and sexual orientation, but also embracing diversity of thought and experience"

See Table 3.

C.

topics of race, privilege, and feminism, and d) "Diversity Day" activities focused on various diversity and inclusion topics, such as feminism and race. Additionally, as part of the Resident Assistants training program, RAs

APPENDICES

2015-2016 Annual Report on Institutional Programs of Cultural Diversity

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Salisbury University

| A | B | C | D | E | F | G |
|----------------|--|--|---|-----------------------|--|------------------------------|
| Diversity Plan | Goals and Timeline | Implementation Strategies | Areas of Emphasis/Targeted Services for Specific Populations | Evaluation of Program | Goal Progress Compared to Base Year: 2009-2010 | Areas of Needed Improvements |
| < | Strategic Plan 2014-2018 Goal 1 Educate students for campus, career, and life Focus Area 1: Academic Programming | 1.1: Evaluate entire curriculum, including General Education and existing majors, to determine whether the curriculum continues to meet the demands of the contemporary workforce. | <ul style="list-style-type: none"> a. Support curricular innovation to meet changing individual, societal, workforce needs. b. Ensure every undergraduate at SU has the opportunity to participate in enriching experiences outside the classroom that will promote engaged citizenship and bolster their opportunities for future employment and success. c. Continue to work to provide internship opportunities for students in all disciplines | N | / | |

Strategic Plan 2014-2018
Goal 1: Educate students for campus, career, and life
<
Focus Area 2: Recruit and Retain a Diverse Group of Students

StrategicPlan 20142018

<

< Strategic Plan 2014-2018
Goal 3: Foster
Community

3.8: Develop mechanisms to support student identity, inclusiveness, engagement, and success.

a.

2015

economically disadvantaged or the first in their families to go to college.

- x Articulation Agreements with Community Colleges: The Medical Laboratory Science Program seeks out community colleges with Medical Laboratory Technician programs for articulation agreements that facilitate credit transfer and degree completion in 2 years or less. As a category, community colleges often have more diverse populations, particularly with respect to socioeconomic disadvantage.
 - x Health Professions Advising Program SU's Health Professions Advising Program (HPAP) provides guidance on paths to a variety of healthcare careers and professional programs. Working closely with the Medical Careers Society (student organization), the HPAP connects minority students to opportunities in programs like Enhancing Diversity in Medicine and fellowships that target minority individuals.
 - x Outreach and Support for Women and Minorities in STEM Participation in or leadership of several activities to support an increase in the numbers of women and underrepresented minorities
- x

Table 2

| | | | | |
|--|--|--|--|--|
| <p>and informing students about the resources available that are designed to help improve DAT scores of pre dental undergraduates.</p> <p>x <u>SU Respiratory Therapy Program at the University at Shady Grove</u> Since its introduction in 2008, the enrollment has been diverse with most students coming from first generation American families with parents from various African and Middle Eastern countries. It is important to note that the Respiratory Therapy Program is leaving USG at the end of the academic year in spring of 2017 (number of students pursuing careers in RT much less than expected compared to those graduating from SU home campus program.</p> <p>x <u>Wicomico Health Department DART Anti-Drug - PSA Filming</u> partnership to provide local-at-risk youth the opportunity to film an anti drug Public Service Announcement (PSA).</p> <p>Fulton School of Liberal Arts</p> <p>x <u>Undergraduate Nonprofit Leadership Certificate Program</u> the development a nonprofit leadership certificate program, aimed at preparing students to develop careers in the nonprofit sector, is currently underway. Much of the nonprofit sector is devoted to social justice causes, program is likely to attract many students and will assist in recruiting a diverse array of students.</p> <p>x <u>Salisbury Youth Orchestra</u>: full symphony orchestra made up of middle school and high school students from the Delmarva area. Nearly 90 students participated</p> | | | | |
|--|--|--|--|--|

during this academic year. One third
are from minority backgrounds.

Table 2

| | | | | |
|--|--|--|--|--|
| <p>and excellence for potential job seekers and others.</p> <p>x Supporting initiatives to reach international students, SU placed an additional ad in The Washington Diplomat. Its 120,000 readership includes 180+ embassies in D.C., United Nations offices, governments and private companies. SU also is again featured in the International Student Guide, with 50,000 copies distributed to student advisory offices of Fulbright Commissions, embassies and other exchange organizations in some 20 countries.</p> | | | | |
|--|--|--|--|--|

2015-2016 Annual Report on Institutional Programs of Cultural Diversity

Efforts to Create Positive Interactions and Awareness Among Students Faculty and Staff

Salisbury University

A

Provides Cultural Diversity Instruction & Training
of Students Faculty and Staff

B

Provides Curricular Initiatives that Promote
Cultural Diversity in Classroom

C

Provides CoCurricular Programs and Events (i)r .5(C)-3.6A

- x Housing and Residence Life professional Staff participated in a) a dedicated Safe Space workshop, b) a webinar on Transgender Students on Campus to which staff members from other departments were invited, and group discussions for that covered topics of race, privilege, and feminism, and d) "Diversity Day" activities focused on various diversity and inclusion topics, such as feminism and race. Additionally, as part of the Resident Assistants training program, RAs participated in presentations on Diversity and Inclusion, Fair Practices, Mental Health, and Race.

- x Seidel School of Education and Professional Studies:

- o Holocaust Educators

- x Distinguished Faculty Lecture Series (W): Key Concepts in Buddhist Teaching: Momentariness & Liberation (Joerg Tuske)
- x Remembering Syria (W): an evening of music and film representing the artistic traditions of Syria
- x Tibetan Monks Residency (W): for the fifth time, 11 Tibetan monks from the famed Drepung Loseling Institute, with blessings from His Holiness the Dalai Lama, are in residence at

Histories: Taking Action in the New Millennium

- x Department of Communications
 - o LUNAFEST (IW): this traveling festival of award-winning short films spotlights the work of a diverse array of talented women filmmakers with intelligent, funny and thought-provoking themes.

Multicultural Student Services

- x African American History Month (IW): planned collaborative effort between Multicultural Student Services, Department of English and the Department of History. Planning meetings are held to identify programs and activities that are in line with the national theme and which are feasible for the campus.
- x Enlightened Perspective Series (IW): regular series that brings diverse topics to campus discussion. Presenters are leading discussions.

Seidel School of Education and Professional Studies:

- x Public lecture offerings included Discussing Race during Times of Chaos and Inclusivity and Identities: Becoming Allies

Housing and Residence Life:

- x Housing and Residence Life implemented t institution wide (IW) programs: The Hunger Games and Tunnel of Oppression

Student Health Services:

- x Healthy You/Love Your Body(T – Powerful Connections): Student Health Services provided an informational session to participants in the Powerful Connections program on women's health update, STI's, and contraception.

2015-2016 Annual Report on Institutional Programs of Cultural Diversity

Institution has a Process for Reporting Campus-Based Hate Crimes

Salisbury University

Y

Legend

Y - Yes

TABLE 1.1: Comparison Table for Tenure/Tenure Track Faculty

| | Baseline: 2009-2010 | | | | 2013-2014 | | | | 2014-2015 | | | | 2015-2016 | | | | |
|---|---------------------|--------|------|--------|-----------|--------|------|--------|-----------|--------|------|--------|-----------|--------|------------|------|--------|
| | # | % | Male | Female | # | % | Male | Female | # | % | Male | Female | # | % | % of KNOWN | Male | Female |
| African American/Black | 18 | 5.9% | 11 | 7 | 20 | 6.3% | 14 | 6 | 21 | 6.4% | 14 | 7 | 8 | 2.4% | 2.5% | 5 | 3 |
| 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 |
| Asian | 17 | 5.6% | 11 | 6 | 21 | 6.7% | 13 | 8 | 25 | 7.7% | 14 | 11 | 11 | 3.4% | 3.4% | 6 | 5 |
| Hispanic/Latino | 5 | 1.6% | 3 | 2 | 5 | 1.6% | 3 | 2 | 5 | 1.5% | 2 | 3 | 4 | 1.2% | 1.2% | 3 | 1 |
| White | 254 | 83.3% | 150 | 104 | 261 | 82.9% | 149 | 112 | 267 | 81.9% | 150 | 117 | 269 | 82.0% | 83.0% | 154 | 115 |
| Native Hawaiian or other Pacific Islander | 0 | N/A | N/A | N/A | 0 | 0.0% | 0 | 0 | 0 | 0.0% | 0 | 0 | 0 | 0.0% | 0.0% | 0 | 0 |
| Two or more races | 0 | N/A | N/A | N/A | 0 | 0.0% | 0 | 0 | 0 | 0.0% | 0 | 0 | 28 | 8.5% | 8.6% | 17 | 11 |
| Nonresident Alien | 8 | 2.6% | 2 | 6 | 4 | 1.3% | 2 | 2 | 4 | 1.2% | 2 | 2 | 4 | 1.2% | 1.2% | 2 | 2 |
| Did not self identify | 2 | 0.7% | 2 | 0 | 4 | 1.3% | 3 | 1 | 4 | 1.2% | 3 | 1 | 4 | 1.2% | | 3 | 1 |
| Total | 305 | 100.0% | 179 | 126 | 315 | 100.0% | 184 | 131 | 326 | 100.0% | 185 | 141 | 328 | 100.0% | 100.0% | 190 | 138 |

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 0910 and

1516 23 7.5%
Minority Faculty 6 12.2%

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

| | Baseline: 2005-2006 | | | | Baseline: 2009-2010 | | | | 2010-2011 | | | | 2011-2012 | | | | 2012-2013 | | | | 2013-2014 | | | | 2014-2015 | | | | 2015-2016 | | | | |
|---|---------------------|--------|------|--------|---------------------|--------|------|--------|-----------|--------|------|--------|-----------|--------|------|--------|-----------|--------|------|--------|-----------|--------|------|--------|-----------|--------|------|--------|-----------|--------|------------|------|--------|
| | # | % | Male | Female | # | % | Male | Female | # | % | Male | Female | # | % | Male | Female | # | % | Male | Female | # | % | Male | Female | # | % | Male | Female | # | % | % of KNOWN | Male | Female |
| African American/Black | 7 | 3.1% | 4 | 3 | 7 | 2.6% | 5 | 2 | 9 | 2.9% | 6 | 3 | 11 | 3.4% | 6 | 5 | 12 | 3.3% | 5 | 7 | 12 | 3.4% | 4 | 8 | 10 | 3.0% | 5 | 5 | 6 | 1.8% | 1.9% | 2 | 4 |
| American Indian or Alaska Native | 0 | 0.0% | 0 | 0 | 1 | 0.4% | 0 | 1 | 0 | 0.0% | 0 | 0 | 1 | 0.3% | 0 | 1 | 1 | 0.3% | 0 | 1 | 1 | 0.3% | 0 | 1 | 1 | 0.3% | 0 | 1 | 1 | 0.3% | 0.3% | 0 | 1 |
| Asian | 2 | 0.9% | 0 | 2 | 3 | 1.1% | 0 | 3 | 5 | 1.6% | 1 | 4 | 9 | 2.8% | 2 | 7 | 9 | 2.5% | 1 | 8 | 9 | 2.6% | 1 | 8 | 11 | 3.3% | 0 | 1 | 4 | 1.2% | 1.2% | 1 | 3 |
| Hispanic/Latino | 2 | 0.9% | 0 | 2 | 3 | 1.1% | 1 | 2 | 3 | 1.0% | 2 | 1 | 4 | 1.2% | 1 | 3 | 7 | 1.9% | 1 | 6 | 6 | 1.7% | 1 | 5 | 6 | 1.8% | 1 | 5 | 8 | 2.4% | 2.5% | 1 | 7 |
| White | 202 | 88.2% | 74 | 128 | 247 | 92.9% | 91 | 156 | 283 | 92.5% | 99 | 184 | 289 | 89.5% | 92 | 197 | 325 | 89.3% | 93 | 232 | 316 | 89.8% | 92 | 224 | 300 | 88.8% | 98 | 202 | 291 | 88.4% | 89.8% | 93 | 198 |
| Native Hawaiian or other Pacific Islander | 0 | N/A | N/A | N/A | 0 | N/A | N/A | N/A | 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 | 0 |
| Two or more races | 0 | N/A | N/A | N/A | 0 | N/A | N/A | N/A | 0 | 0.0% | 0 | 0 | 2 | 0.6% | 1 | 1 | 3 | 0.8% | 1 | 2 | 2 | 0.6% | 1 | 1 | 3 | 0.9% | 2 | 1 | 14 | 4.3% | 4.3% | 3 | 11 |
| Nonresident Alien | 0 | 0.0% | 0 | 0 | 1 | 0.4% | 1 | 0 | 1 | 0.3% | 1 | 0 | 1 | 0.3% | 1 | 0 | 0 | 0.0% | 0 | 0 | 1 | 0.3% | 0 | 1 | 3 | 0.9% | 1 | 2 | 0 | 0.0% | 0.0% | 0 | 0 |
| Did not self identify | 16 | 7.0% | 7 | 9 | 4 | 1.5% | 1 | 3 | 5 | 1.6% | 2 | 3 | 6 | 1.9% | 2 | 4 | 7 | 1.9% | 3 | 4 | 5 | 1.4% | 3 | 2 | 4 | 1.2% | 2 | 2 | 5 | 1.5% | | 2 | 3 |
| Total | 229 | 100.0% | 85 | 144 | 266 | 100.0% | 99 | 167 | 306 | 100.0% | 111 | 195 | 323 | 100.0% | 105 | 218 | 364 | 100.0% | 104 | 260 | 352 | 100.0% | 102 | 250 | 338 | 100.0% | 109 | 229 | 329 | 100.0% | 100.0% | 102 | 222 |

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-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 in
Non-
tenure//Other
Faculty
between
0506 and
1516
Minority
Faculty

63 23.7%

18 128.6%



TABLE 3.1: Comparison Table for Undergraduate Students

| | Baseline: 2009-2010 | | | | 2013-2014 | | | | 2014-2015 | | | | 2015-2016 | | | | |
|---|---------------------|--------|------|--------|-----------|--------|------|--------|-----------|--------|------|--------|-----------|--------|------------|------|--------|
| | # | % | Male | Female | # | % | Male | Female | # | % | Male | Female | # | % | % of KNOWN | Male | Female |
| African American/Black | 890 | 11.8% | 412 | 478 | 933 | 11.7% | 388 | 545 | 998 | 12.5% | 416 | 582 | 1053 | 13.4% | 13.9% | 442 | 611 |
| American Indian or Alaska Native | 51 | 0.7% | 25 | 26 | 20 | 0.2% | 7 | 13 | 32 | 0.4% | 9 | 23 | 42 | 0.5% | 0.6% | 13 | 29 |
| Asian | 199 | 2.6% | 95 | 104 | 200 | 2.5% | 79 | 121 | 206 | 2.6% | 90 | 116 | 234 | 3.0% | 3.1% | 96 | 138 |
| Hispanic/Latino | 206 | 2.7% | 100 | 106 | 352 | 4.4% | 168 | 184 | 323 | 4.0% | 142 | 181 | 323 | 4.1% | 4.3% | 144 | 179 |
| White | 6112 | 80.9% | 2700 | 3412 | 5860 | 73.2% | 2543 | 3317 | 5738 | 71.8% | 2449 | 3289 | 5506 | 70.1% | 72.6% | 2367 | 3139 |
| Native Hawaiian or other Pacific Islander | 0 | N/A | N/A | N/A | 6 | 0.1% | 5 | 1 | 10 | 0.1% | 6 | 4 | 11 | 0.1% | 0.1% | 7 | 4 |
| Two or more races | 0 | N/A | N/A | N/A | 296 | 3.7% | 126 | 170 | 292 | 3.7% | 130 | 162 | 282 | 3.6% | 3.7% | 119 | 163 |
| Nonresident Alien | 41 | 0.5% | 18 | 23 | 109 | 1.4% | 55 | 54 | 139 | 1.7% | 64 | 75 | 138 | 1.8% | 1.8% | 55 | 83 |
| Did not self identify | 58 | 0.8% | 29 | 29 | 228 | 2.8% | 108 | 120 | 259 | 3.2% | 129 | 130 | 260 | 3.3% | | 131 | 129 |
| Total | 7557 | 100.0% | 3379 | 4178 | 8004 | 100.0% | 3479 | 4525 | 7997 | 100.0% | 3435 | 4562 | 7849 | 100.0% | 100.0% | 3374 | 4475 |

Source: EIS

| | Headcount Increase | % Increase |
|---|--------------------|------------|
| Change in Undergraduate Students between 0910 and 1516 | 292 | 3.9% |
| Change in Undergraduate Minority Students (including NRA) | 696 | 50.2% |

| | # | % | Male | Female | # | % | Male | Female | # | % | Male | Female | # | % | Male | Female | # | % | Male | Female | # | % | Male | Female | # | % | Male | Female | # | % | % of KNOWN | Male | Female |
|----------------------------------|----|-------|------|--------|----|------|------|--------|----|------|------|--------|----|-------|------|--------|----|-------|------|--------|----|-------|------|--------|----|-------|------|--------|----|------|------------|------|--------|
| African American/Black | 58 | 10.1% | 14 | 44 | 52 | 8.0% | 13 | 39 | 59 | 8.5% | 14 | 45 | 88 | 12.3% | 23 | 65 | 76 | 11.0% | 21 | 55 | 79 | 12.4% | 19 | 60 | 93 | 12.0% | 18 | 75 | 76 | 9.2% | 9.9% | 15 | 61 |
| American Indian or Alaska Native | 0 | 0.0% | 0 | 0 | 3 | 0.5% | 1 | 2 | 2 | 0.3% | 1 | 1 | 2 | 0.3% | 1 | 1 | 1 | 0.1% | 0 | 1 | 1 | 0.2% | 0 | 1 | 2 | 0.3% | 1 | 1 | 3 | 0.4% | 0.4% | 0 | 3 |
| Asian | 6 | 1.0% | 2 | 4 | 7 | 1.1% | 1 | 6 | 6 | 0.9% | 1 | 5 | 9 | 1.3% | 4 | 5 | 10 | 1.5% | 4 | 6 | 2 | 0.3% | 1 | 1 | 10 | 1.3% | 0 | 10 | 6 | 0.7% | 0.8% | 1 | 5 |
| Hispanic/Latino | 6 | 1.0% | 1 | 5 | 10 | 1.5% | 6 | 4 | 12 | 1.7% | 4 | 8 | 17 | 2.4% | 5 | 12 | 14 | 2.0% | 1 | 13 | 13 | 2.0% | 5 | 8 | 22 | 2.8% | 7 | 15 | 24 | 2.9% | 3.1% | 7 | 17 |