

2018-2019  
Institutional Programs of Cultural  
Diversity Annual Progress Report

Institution: Salisbury University

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for the institution, will incorporate feedback from the campus community through the Campus Climate Study and other means



Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.

<p>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.</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>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.</p>	<p>Student enrollment. Increase in diversity of candidates in applicant pool for faculty positions resulting in more diverse hires.</p>	<p>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.</p>	<p>Increase diversity of admitted students across all program areas. Increase diversity of applicant pool for faculty positions.</p>

The Center for International Education (CIE) supported the creation of new employee benefit to provide tuition remission for English Language



<p>Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) project in the Department of Mathematics, which involves workshops, tours of campus, campus engagement.</p>	<p>Number of URM high school students.</p>	<p>Approximately 30-40 URM students participate each year.</p>	<p>Tracking of student success longitudinally.</p>
<p>The Henson School Dean supported and funded the launch of an informal Society of Black Scientists by a group of enterprising SU students.</p>	<p>Retention of URM students, before and after the launch.</p>	<p>TBD.</p>	<p>Need to formalize the group, see student activity recognition.</p>
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>Continue ongoing monitoring and revising the curriculum as appropriate.</p>

Housing and Residence Life (HRL) made efforts to ensure that staff is

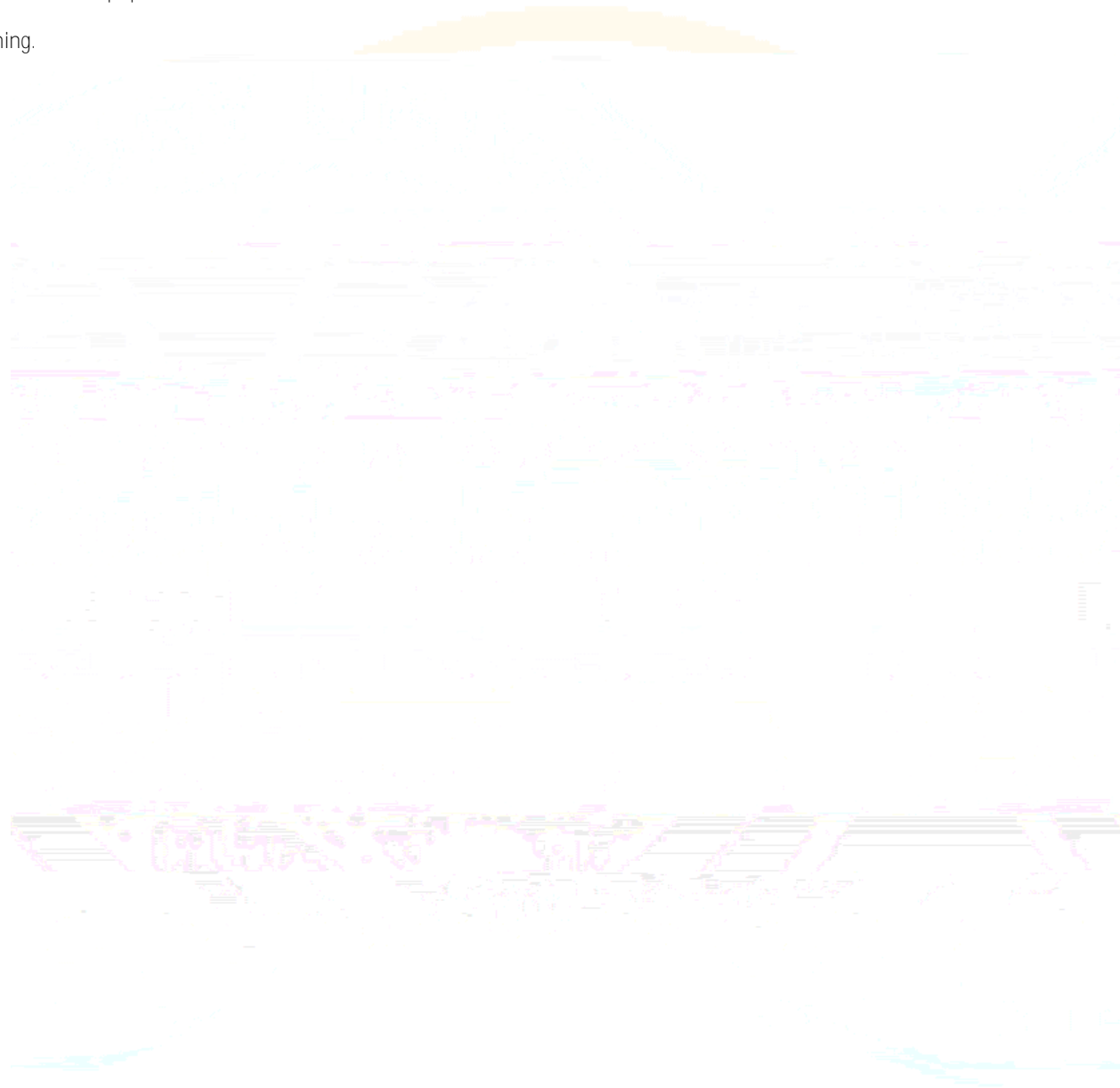


SU Libraries provided an online resource guide for teaching about diversity and inclusion.

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.



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.









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.

