

2019-2020
Institutional Programs of Cultural
Diversity Annual Progress Report

create inclusive spaces that support networking, foster professional growth and inspire innovative ideas. By exploring ways to expand benefits, recognition and rewards programs, the institution hopes to improve the recruitment and retention of all faculty and staff and especially those from diverse backgrounds. Through the collection of these strategies, the institution hopes that all members of the campus community feel a sense of belonging and connection.

The University 2020-2025 Strategic Plan went into its implementation phase as of February 2020. A part of the implementation, the Office of Diversity and Inclusion (ODI) was relaunched. This relaunch included moving Multicultural Student Services from Student Affairs and moving Cultural Affairs to the ODI, along with creating the position of associate vice president of diversity and inclusion and chief diversity officer. A national search was conducted and the position was filled with the person beginning their tenure May 2020. This reorganization to support the newly launched ODI included committing additional budget resources to provide the necessary support to ODI.

The 2019-2020 Academic year has been challenging for the SU campus with the global pandemic and the national social unrest around racial injustice. Salisbury has had a challenging year with campus incidents around racial graffiti, which were found to be executed by an external member of the campus community. In an effort to objectively assess the climate of campus members, Salisbury entered into an agreement with an external partner to conduct a Campus Climate Study. The external partner will provide a report to include recommendations in fall 2020. The Campus Climate Study will assist in guiding the development of a Strategic Diversity Plan for the next academic year.

During 2019-2020 year, many of the departments have increased their diversity efforts by obtaining grants to support recruitment of diverse faculty, developing departmental diversity interest groups to increase engagement and including diversity into

students who self-identify as racially and ethnically diverse and are pursuing degrees in education. The program provides mentorship, peer support, and professional development opportunities. The initial 2019 cohort consisted of 10 undergraduate, 2

Participants are nominated by a faculty member. Scholarships were awarded to the current graduate

doctoral level) from the Seidel School of Education endowment. Additional nominees will be reviewed each spring semester. Dr. Koomi Kim is serving as the faculty advisor.

The School of Social Work is in the process of developing a Deaf Studies Minor 4(tm2(afo9(1)-4()6(

<p>Graduate Studies: Identifying diversity as part of enrollment management plan.</p>	<p>Identifying underrepresented through enrollment reporting.</p>	<p>Enrollment is trending upward.</p> <p>Fall 2018: American Indian 3 Asian 16 Black 113 Hispanic 17</p> <p>Fall 2019: American Indian - 7 Asian - 23 Black - 145 Hispanic - 20</p>	<p>Outreach to students to ensure success.</p>
<p>College of Health and Human Services (CHHS): ATTR: Faculty attend recruiting events at</p>		<p>Four of the 10 students currently in the MSAT program are from traditionally underrepresented groups.</p>	

(CCHS) Social Work:

Deliberately advertising open faculty positions with the CSWE Minority

Student Affairs: Staff

Increased advertising expenditures and
job announcement locations.

Extended searched to pursue increased

CCHS: Social Work

Examine MSW curriculum for stand-alone diversity course and infusion of diversity content in other courses

Sponsoring the Social Justice LLC which provides incoming first year students an opportunity to engage with SOWK faculty and students in activities that serve to educate on and advocate for marginalized and oppressed populations

Hold a Townhall on Racial Justice

Supported the development of Social Workers for Racial Justice (a social work student group)

Established new course under Deaf

<p>Nursing: Comm. Health Inclusion of LGBTQ panel/guest speakers in HLTH 311 (students get to interface with sexual minorities) Inclusion of global seminar and study abroad internships</p>	<p>Graded assignments integrated into the course Graded assignments integrated into the course</p>	<p>Feedback from students and instructors; student grades/accreditation self-study reports Feedback from students and instructors; student grades/accreditation self-study reports</p>	
<p>Academic Affairs: 400 Years of Resilience Series (co-organized by Drs. Wallace Southerland and April Logan). https://www.salisbury.edu/events/1619-2019-Series.aspx Library faculty and staff developed a Library Research Guide for this. https://libraryguides.salisbury.edu/400years</p>			
<p>Faculty Learning Communities focused on D&I include: Social Justice, Equity & Teaching Transformation (D&I Lib Guide developed by this group); Promise FLC (see below); and Teaching with International Students.</p>			
<p>Student Affairs: Students Training for all incoming students at First Training for students and Dean of students and Student Activities staff to understand differences in culture of NPHC vs. IFC and Panhellenic Multicultural Festival sponsored by MSS</p>	<p>Currently track attendance and ask students to fill out evaluations for orientation overall Track organizations registered</p>		

<p>Black History Month including keynote speakers Appropriations through SGA monitors funding to ensure student activity funds for programs are fairly distributed New MGC sorority approved; resulting in the creation of the MGC council for 2020</p>	<p>Regular meetings and looked to by campus for guidance # of recognized org. fund requests and approvals</p>		<p>incoming students. Diversify Multicultural Festival to focus on more diverse cultures</p>
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Section 4: Examples of successful strategies employed to increase the diversity of faculty and staff at Salisbury University (SU)

Strategy 1: Active consultation and engagement between HR recruiter and hiring manager and/or selection committee.

While this strategy may appear basic and straightforward to the casual observer, it represents a fundamental shift in focus and emphasis of our talent acquisition process to more deliberate collaboration and ongoing consultation by the recruiter. As a result of process change, the recruiter actively identifies applicant pools using a variety of mechanisms (e.g., web-based platforms, professional journals and diversity-based organizations) to attract a high degree of interest from diverse populations. To highlight the impact of this effort, over the last year, the University conducted four searches for mission-critical positions:

- Associate Vice President for Diversity & Inclusion/Chief Diversity Officer (newly created position)
- Director of Student Counseling
- Director of the Disability Resource Center
- Director of TRiO ACHiEVE Student Support Services

In all cases, using in-house recruitment resources and engagement, these key professional positions were filled with individuals from historically marginalized and underrepresented populations.

Strategy 2: Faculty Learning Communities on Diversity and Inclusion

faculty, staff and students who may wish to become academics. The PROMISE FLC goals are to: (1) collaborate with relevant SU offices to support efforts to strategically recruit, hire and retain underrepresented faculty and staff; (2) design and disseminate faculty and staff development programs to support mentorship, success and promotion of diverse members; (3) entice current candidates and future academics, including graduate and undergraduate students, to seek employment at a Primarily Undergraduate Institution like SU; and (4) present findings at workshops, conference sessions, online materials and in publications as an applicable model of

aised the awareness of faculty, staff and campus leadership regarding issues faced by diverse faculty, in hiring practices and affecting faculty retention. Work continues to achieve all of the goals listed above. Earlier this year, the University committed to establishing a Faculty Development Center and joined the National Center for Faculty Development & Diversity which provides a wide variety of resources for faculty onboarding, retention and development.

Section 5: Process for Reporting Hate Crimes

SU is required to report statistics for hate (bias) related crimes by the type of bias as defined below for the following classifications: murder/non-negligent manslaughter, sex offenses (rape, fondling, incest, and statutory rape), robbery, aggravated assault, burglary, motor vehicle theft, arson and intimidation, larceny-theft, destruction/damage/vandalism of property, and simple assault. A hate or bias related crime is not a separate, distinct crime, but it is the commission of a criminal offense that manifests evidence that the

All Salisbury University students, faculty, staff and visitors are encouraged to make prompt and accurate reports to University Police if they are a victim or witness of a crime. Crimes committed on campus should be reported immediately to University Police. To contact University Police dial 410-543-6222 from a public phone, Ext. 36222 from any campus phone, or #787 from a Verizon s, dial 911. If the crime occurred off campus, University Police will direct you to the appropriate law enforcement agency. Crimes occurring at University Park Apartments, a public-private partnership on Milford Street managed by EdR Collegiate Housing, should be reported to the Salisbury Police Department (for emergencies dial 911, for non-emergencies dial 410-548-3165). Although students, employees and others are encouraged to report all criminal activity to University Police and/or local police, incidents may also be reported to the Dean of Students, Associate Vice President of Student Affairs, Vice President of Student Affairs, Assistant Director for Residence Life, Director of Housing and Residence Life or the Assistant Director for Operations and Judicial Management for statistical reporting and timely warning purposes.

Appendix

Salisbury University plans to develop a Strategic Diversity Plan during the upcoming academic year. Below is Goal 2 in the 2020-

Strategy 2.2.1. Create a university-wide, multi-year initiative to hire and retain diverse faculty based on documented best practices, including the institutional oversight of diversity within searches, while respecting the autonomy of individual departments.

Strategy 2.2.2. Enhance the search process based on documented best practices to more effectively diversify our applicant pools and ensure departmental policies adhere to these and professional development opportunities exist to provide training.

Strategy 2.2.3. Create an inclusive and comprehensive onboarding process for new faculty and staff, including specific resources to assist with the acclimation and retention of our diverse faculty and staff.

Strategy 2.2.4. Implement a dual-career partner assistance hiring program, cluster hiring program and/or other hiring programs with a demonstrated record of increasing faculty and staff diversity.

Objective 2.3 - Review our professional development, recognition, benefits and compensation programs to improve retention of faculty and staff.

Strategy 2.3.1. Develop a more comprehensive rewards and recognition program to celebrate faculty and staff accomplishments in service, teaching, research, scholarship and creative activity.

Strategy 2.3.2. Evaluate the impact of developing and implementing additional employee benefits programs to boost morale and support a healthy work-life balance.

Strategy 2.3.3. Develop a plan to address issues of compensation and salary compression.

Strategy 2.3.4. Develop robust faculty and staff mentorship and leadership development programs, especially for underrepresented groups.

Strategy 2.3.5. Expand opportunities for interested faculty and staff to interact, collaborate and socialize with one another inside and outside work.

Objective 2.4 -