



2016-2017

# Salisbury University

## INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT

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### Section I:

#### 1. Institutional Plan:

Salisbury University's (SU) 2014-2018 Strategic Plan establishes four overarching goals: 1) To educate students for success in academics, career, and life; 2) To embrace innovation to enhance the Salisbury University experience; 3) To foster a sense of community on campus and at the local, national, and international level; and 4) To provide appropriate programs, spaces, and resources for all members of the campus community. As a core value of our institution, diversity is thoroughly interwoven into all four aspects of our Strategic Plan. In particular, we continue steadfastly with our efforts: a) to increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty; b) to create positive interactions and cultural awareness among students, faculty, and staff on campus; c) to report hate-based crimes consistent with federal requirements.

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:

- **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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| <i>Ongoing.</i>   |  |   |  |
| <b>Detail all Implementation Initiatives and Strategies designed to recruit and retain traditionally underrepresented students, staff, and faculty.</b>   | <b>Metrics to measure how progress of each initiative is being evaluated</b>   | <b>Data to demonstrate where progress has been achieved / Indicators of Success</b>   | <b>Areas where continuous improvement is needed</b>  |
| <b>Administrative Coordination and Accountability</b>   |  |   |  |
| Strengthen the charge and resources of the Cultural Diversity and Inclusion Consortium Committee to coordinate communication among the faculty, staff, and students of Salisbury University on diversity and inclusion issues by bringing the leaders of its constituent organizations together for dialogue.   | <ul style="list-style-type: none"> <li>• Number of meetings</li> <li>• Date of approval for revised by-laws</li> </ul>   | <ul style="list-style-type: none"> <li>• Seven (7) meetings during AY 2016-2017</li> <li>• Revised by-laws submitted to Consortium Coordinating Committee in spring 2017, which expands membership representation from shared governance bodies and student organizations. Decision expected by the end of AY 2016-2017.</li> </ul>   | Continue to encourage members of shared governance and student groups to engage in the Committee.  |
| 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>• Date of Implementation</li> <li>• 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>• Identify main elements for Request For Proposals</li> <li>• Identify potential vendors</li> </ul>   | Main elements and potential vendors identified; SU Campus Climate Survey currently on stand-by due to work with Chancellor's D&I Council to conduct a system-wide survey.   | Continue to work with Chancellor's D&I Council to conduct a system-wide survey.  |
| <b>International Education</b>  |  |   |  |
| SU's international initiatives represent a strategic complement to the University's comprehensive diversity efforts by attracting a more diverse student body and faculty to main campus in Maryland, and by structurally exposing students to people and places around the world as part of their academic curriculum. SU's numbers have fallen since that high two academic years ago, however, participation rates continue to be strong. In addition, SU welcomed a continuing flow of J-1 Visiting Scholars to the faculty in AY 2016-17, with multiple visiting scholars, teachers, and artists in residence from China and Germany. During the same year, the English Language Institute | <ul style="list-style-type: none"> <li>• Total study abroad numbers</li> <li>• Number of J-1 Visiting Scholars</li> <li>• Number of ELI students promoted into degree-granting programs</li> <li>• Number of Fulbright Scholarships awarded to SU students, faculty, and administrators</li> </ul> | <ul style="list-style-type: none"> <li>• Total study abroad numbers for 2016-2017 are not complete, but we estimate a total of 325 students to study abroad for academic credit.</li> <li>• 5 J-1 Visiting Scholars were welcomed to the faculty</li> <li>• 25 students were promoted into degree-granting programs</li> <li>• 6 Fulbright Scholarships awarded to SU students, faculty, and administrators</li> <li>• SU recognized in the annual Open Doors Report from the US Department of State, Bureau of Educational Affairs, as one of the top 40 Master's Universities in the</li> </ul> | <ul style="list-style-type: none"> <li>• Enrollments in the English Language Institute continued to fall from the peak in AY 2014-2015. Some of this decline reflects larger national trends. Other reflects a plateau in SU's internationalization efforts.</li> <li>• Enrollments in study abroad decline for the third straight year after record highs in AY 2014-2015 reflecting a plateau in SU's internationalization efforts.</li> </ul> |

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| <p>promoted its 100th student from the intensive English preparatory program into degree granting programs since its foundation in AY 2010-2011. SU students, faculty, and administrators continued to win prestigious Fulbright Fellowships during AY 2016-2017 for programs in India, France, Romania, and South Korea.</p>  |  | <p>country for study abroad participation numbers for AY 2014-2015.</p>  |  |
| <b>Hiring Procedures</b>   |  |  |  |
| <p>Compile Affirmative Action Plan on an annual basis to track and assess the results of enhanced hiring practices.</p>  | <ul style="list-style-type: none"> <li>• Date of completion</li> <li>• Date of dissemination</li> </ul>  | <p>The University's 2016 Affirmative Action Plan was finalized in September 2016 and provided to Executive Staff in November 2016.</p>   | <p>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 these goals on an annual basis.</p>  |
| <b>Closing the Achievement Gap (Retention)</b>   |  |  |  |
| <p>The Center for Student Achievement (CSA), designed to help students fulfill their academic potential, opened its doors in September 2008. Services and programs include: academic coaching, supplemental instruction, tutoring, workshops, academic recovery program, and the Scholar Holler Award.</p>   | <ul style="list-style-type: none"> <li>• Number of students served</li> <li>• Number of unique visits</li> </ul>   | <p>The Center of Student Achievement served 2,989 unique students, and received 27,425 visits between August 2016 and February 2017. Minority students* represented 30% of the students served and 31% of the total visits.<br/><i>*Students who self-identified as American Indian/Alaska Native, Asian, Black/African American, Hispanic/Latino, Native Hawaiian/Other Pacific Islander.</i></p> | <p>Continue to hire a diverse student leader workforce (i.e. tutors, supplemental instruction leaders &amp; student assistants).</p>   |
| <p>Salisbury University's TRiO ACHIEVE Student Support Services (SSS) is an educational opportunity project sponsored by the U.S. Department of Education that helps first-generation students, students with financial need and students with disabilities achieve their academic potential and personal goals. The project acts as an advocate for qualified students, plans and coordinates their services, and provides support programs that help them develop academic, interpersonal and social skills they need for success at the University. The TRiO staff, as well as other offices across campus, will help students reach their academic goals and maximize their potential for success at Salisbury University. Eligible students complete pre- and post-preparedness</p> | <ul style="list-style-type: none"> <li>• Number of students served</li> <li>• Number of mentors</li> <li>• Completion of Soliya Connect Program</li> </ul> | <ul style="list-style-type: none"> <li>• TRiO ACHIEVE Student Support Services (SSS) served 150 students in AY 2016-2017.</li> <li>• 10 students served as mentors in the TRiO-ACHIEVE SSS' Peer Mentor Program.</li> <li>• 9 TRiO students and 3 staff completed the Soliya Connect Program.</li> </ul>   | <ul style="list-style-type: none"> <li>• Additional recruitment to transfer students</li> <li>• Improve outreach through social media.</li> <li>• Implement TRiO Alumni Relations to support the academic success of current TRiO Students.</li> <li>• Increase TRiO student's acceptance numbers in to graduate/professional programs.</li> </ul> |

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| <p>assessments, participate in a 3-day Orientation program providing services and campus resources, are required to meet with a staff member once a month to evaluate their academic progress, and participated in the TRiO-ACHIEVE SSS' Peer Mentor Program. Through the Soliya Connect Program, TRiO students have an opportunity to engage in facilitated and substantive dialogue, build meaningful relationships across national, cultural, religious, and ideological boundaries, and explore perspectives, uncover biases, and arrive at a better understanding of cultures, with the goal of developing the global competence essential to thriving in an interconnected world.</p> |   |   |  |
| <b>Recruitment</b>  |   |   |  |
| <p>The Office of Admissions continues to offer an opportunity for on-the-spot admissions for students of high schools with a high minority population. Upon receipt of application, test scores, and transcript, Admission counselor can immediately communicate an admissions decision to the applicant.</p>   | <ul style="list-style-type: none"> <li>• Number of on-the-spot admissions</li> </ul>                            | <p>Tracking of students who were admitted into the incoming fall 2016 and 2017 cohorts through on-the-spot admissions to see their yield and retention.</p> | <p>Expand to more high schools next fall.</p>  |
| <p>The Office of Admissions continues to promote the Test-Optional Admission Policy as a minority recruitment strategy. Under this initiative, students with a weighted 3.5/4.0 GPA are eligible to apply for admission without submitting an ACT or SAT score.</p>   | <ul style="list-style-type: none"> <li>• Number of schools served</li> </ul>                                    | <p>Approximately 35% of students admitted into the incoming fall cohorts are through the Test-Optional Admission initiative.</p>                            | <p>Continue to advertise to prospective students about the Test Optional policy.</p>   |
| <p>The Admissions Office hosts several diverse student groups on campus each fall and spring to attend an information session and go on a tour of campus. Each student fills out an inquiry card; their data is put in our system and communications can be sent to them throughout the admission funnel.</p>   | <ul style="list-style-type: none"> <li>• Number of letters sent</li> </ul>                                      | <p>Each year approximately 25 diverse groups are brought to campus, totaling approximately 800 students.</p>  | <p>Track yield and retention.</p>  |
| <p>In 2016, SU and UMES formalized a dual-degree program in Physics/Engineering in which students complete three years of general education, physics, and foundational engineering courses at SU and then complete two years of engineering coursework at UMES</p>  | <ul style="list-style-type: none"> <li>• Student enrollment</li> <li>• Successful program completion</li> </ul> | <p>MOU signed; reciprocal campus visits including SU students touring UMES facilities.</p>  | <p>Matriculation of SU students in dual-degree program (goal is up to 5 per year).</p> |

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| graduating with both Physics and Engineering degrees. The development of this program and reciprocal 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 take classes on SU's campus, are enrolled in courses taught by Wor-Wic Community College (WWCC) faculty, and receive WWCC credits for one semester. After successfully completing the fall semester with a grade point average of 2.0 or higher, students are automatically enrolled at SU to begin classes in the spring semester.   | <ul style="list-style-type: none"> <li>Number of enrolled students</li> </ul>   | 29 SU Bridges students were enrolled at SU to begin classes in the 2017 spring semester after successful completion of the fall 2016 semester with a GPA of 2.0 or higher.  | Continue to partner with WWCC for frequent assessments to improve the program from year to year.  |
| During the reporting period, SU's Henson School of Science & Technology hosted a panel of female STEM professionals to talk to high school students about pursuing science and technology careers. Following the panel, the high school students participated in a networking event with the panelists and several USM Promise Alliance for Graduate Education and the Professoriate (AGEP) participants and alumni. The goal of this event was to excite young women about science and technology careers and provide positive role models. | <ul style="list-style-type: none"> <li>Attendance</li> <li>Development of relationships with regional science &amp; tech workforce</li> </ul> | More than 200 female high school students (many URM) and their teachers attended the event.   | Identify sustainable funding stream.  |
| 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.  | <ul style="list-style-type: none"> <li>Involvement in USM Promise AGEP activities</li> </ul>  | 2016-2017 activities included involvement in the USM Promise AGEP Summer Success Institute and spring 2017 Research Symposium and Professional Development Conference as well as hosting USM Promise AGEP participants and alumni on SU's campus for a panel on preparing for graduate school. SU also hosted USM Promise AGEP participants in a luncheon workshop on teaching careers a different types of campuses. | Hire teaching post-doc/tenure-track faculty from USM Promise AGEP Network to assist in development of their teaching skills and professional development and to increase diversity of SU's faculty. |
| <b>Financial Aid</b>   |   |   |   |
| The Office of Financial Aid provides need-based financial aid to students through the Partnership for Success Grant, a renewable scholarship to students from Eleanor Roosevelt and Suitland High Schools who have been  | <ul style="list-style-type: none"> <li>Number of recipients</li> <li>Funds disbursed</li> </ul>   | 23 students have been awarded a total of \$23,000 through the Partnerships for Success Grant, and 140 students have received a total of \$199,877 through the Salisbury University Grant.   | Continuing to seek more funding for more students in need.  |

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| involved in an upward bound program, and the Salisbury University Grant, which provides students in the lower Pell Grant range with at least \$2,500 in free financial aid. |  |  |  |
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• **Table 2: Reporting of Institutional Goal 2**

| <b>Goal 2: Implement efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus.</b>  |   |   |  |
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| <i>Ongoing.</i>   |   |   |  |
| <b>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.</b>  | <b>Metrics to measure how progress of each initiative is being evaluated</b>  | <b>Data to demonstrate where progress has been achieved / Indicators of Success</b>   | <b>Areas where continuous improvement is needed</b>  |
| <b>School and Department-Specific Curricular Initiatives</b>  |   |   |  |
| The Social Work curriculum has always been designed to increase the cultural awareness of students to create positive interactions with others; however even more attention has been directed in this area in recent curriculum redesign efforts. This year, there are five redesigned or new required core courses at the undergraduate and graduate level with this effort as a primary goal. These are: Human Behavior In the Social Environment I & II (undergraduate and graduate), Privilege and Oppression (undergraduate). In addition to these core course requirements the Social Work Department has a number of undergraduate electives which sensitizes students to the unique dynamics encountered by certain social groups including older persons, persons who have differing abilities, and LGBTQ persons. | <ul style="list-style-type: none"> <li>• Course grades gathered every semester</li> <li>• Counsel on Social Work Education (CSWE) accreditation standards which require programs to meet nine social work competencies, eight of which have language specifically to increase cultural competency. The data on meeting these competencies is submitted to CSWE annually.</li> </ul> | Data collection for redesigned and new courses to take place at the end of spring 2017 semester.  | The Social Work Department continuously looks at areas of improvement in course delivery. Redesigned and new courses will undergo same ongoing assessment and review of student feedback and course delivery by both departmental curriculum committees which exist at the content level and the departmental level. |
| The Commission on Accreditation of Athletic Training Programs (CAATE) requires accredited athletic training programs to include cultural sensitivity and cultural competency in athletic training curriculum. The athletic training profession espouses tenets which are identified as Foundational Behaviors of Professional Practice, one of which is cultural competence. The following foundational behavior is found across Salisbury University’s Athletic Training curriculum; in all courses and in every required clinical experience.   | <ul style="list-style-type: none"> <li>• Student grades in ATTR (Athletic Training) 570 Therapeutic Rehabilitation, which focuses on improving outcomes in diverse patient populations</li> <li>• Student performance and grades in the clinical component of the Athletic Training Program, which is delivered through four courses</li> </ul>                                     | Students have successfully navigated through their clinical courses up to this point. Graduate students are currently enrolled in ATTR 570; grades will be available at the conclusion of the spring 2017 semester. | Expand curricular opportunities to explore concepts of general medicine and cultural competence. ATTR 600: Comprehensive Approach to Health, to be offered in summer 2018, will specifically address diversity and cultural awareness in healthcare, in addition to general medical concepts                         |

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| <ol style="list-style-type: none"> <li>1. Demonstrate awareness of the impact that clients'/patients' cultural differences have on their attitudes and behaviors toward healthcare.</li> <li>2. Demonstrate knowledge, attitudes, behaviors, and skills necessary to achieve optimal health outcomes for diverse patient populations.</li> <li>3. Work respectfully and effectively with diverse populations and in a diverse work environment.</li> </ol>   | <p>that are taught over four consecutive semesters.</p>  |   | <p>and pharmacology. Students will also be completing observation rotations during this course that will expose them to diverse patient populations (e.g. geriatrics, pediatrics, special needs, etc.).</p> |
| <p>The Fulton School of Liberal Arts offers a Bachelor of Arts in Interdisciplinary Studies with an Anthropology (ANTH) track and an Anthropology minor. Anthropology is the discipline that bridges the humanities–science divide, examining humanity across the widest possible perspective, from our biological origins, through the prehistoric past, and into the full diversity of our modern cultural and social differences. It promotes not only a better understanding of others and the cross-cultural interactions that play such a vital role in our increasingly global societies, but also of ourselves. In either of these programs, students will gain a broad knowledge of human biological and cultural diversity in the past and present, an ability to think critically about the often-contentious issues raised by this diversity, and the ability to communicate their knowledge and opinions through a wide variety of media. Anthropology provides an interdisciplinary foundation for graduate work in the social sciences and a useful background for anyone who will find themselves working with people of other cultures, either here or abroad, whether in business, medicine, teaching, or advocacy groups.</p> | <ul style="list-style-type: none"> <li>• Academic performance</li> <li>• Recruitment from Gen Ed courses into program</li> <li>• International experience participation rates</li> <li>• Success of alumni in workplace/graduate programs</li> </ul> | <ul style="list-style-type: none"> <li>• During AY 2016-2017, 12 students were enrolled in the Bachelor of Arts in Interdisciplinary Studies with an Anthropology track.</li> <li>• 11 Anthropology courses were offered, 7 of which were part of the General Education curriculum.</li> <li>• 174 students enrolled in Anthropology courses. Of the 90 students enrolled for fall 2016, including 82 non-majors, 80 completed the course with a C or better. Grades are forthcoming for the 84 students enrolled for spring 2017, which includes 78 non-major students.</li> <li>• 2 Anthropology track students study abroad this summer (South Africa and South Korea)</li> <li>• One student was admitted to Berkeley's PhD program, one of the highest ranked Anthropology programs in the country.</li> </ul> | <p>Recruit students into the ANTH track. Find and access faculty resources to broaden ANTH offerings.</p>   |
| <p>In efforts to support curricular development in all disciplines to prepare students to work in a diverse society and world, the SU Libraries added three databases full of digitized primary sources relating to diverse populations:</p> <ul style="list-style-type: none"> <li>• African American Communities: This database focuses predominantly on Atlanta, Chicago, St. Louis, New York, and towns and cities in North Carolina and presents multiple aspects of the African American community through pamphlets, newspapers and periodicals, correspondence, official records, reports and in-depth oral</li> </ul>   | <ul style="list-style-type: none"> <li>• Number of databases relating to diverse populations</li> </ul>  | <p>The SU Libraries has a total of 11 databases relating to diverse populations.</p>  | <p>More databases relating to diverse populations other than African Americans.</p>   |

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| <p>histories, revealing the prevalent challenges of racism, discrimination and integration, and a unique African American culture and identity.</p> <ul style="list-style-type: none"> <li>• American Indian Histories and Cultures: This database contains manuscripts, artwork and rare printed books dating from the earliest contact with European settlers and continue up to photographs and newspapers from the mid-twentieth century. It includes a wide range of rare and original documents from treaties, speeches and diaries, to historic maps and travel journals.</li> <li>• Slavery in America and the World: History, Culture &amp; Law: This is a complete legal collection on slavery in the United States and the English-speaking world. It also includes hundreds of pamphlets and books written about slavery—defending it, attacking it or simply analyzing it, including an expansive slavery collection of mostly pre-Civil War materials.</li> </ul>   |  |  |   |
| <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 (DNP) program, launched in fall 2012, has many illustrations of how cultural sensitivity, cultural competency, health literacy, and health disparities are taught and practiced. This program prepares advanced-practice nurses to manage complex health needs in a cost-effective and collaborative manner. The curriculum emphasizes the use of evidence-based practice and technology to guide administrative and clinical decisions, as well as policy development. DNP graduates practice at the highest level, whether working with individuals, groups or organizations, and serve as leaders in health care for the state and region. The program offers annual international trips to South Africa or Ecuador for students to do HIV and hygiene education as well as to begin to understand the differences among health care from other countries and those within the U.S. In the community health course, the faculty bring in food items from various cultures to begin understanding of the cultural differences among people. This initiates discussion on various cultures and their beliefs in health care. Cultural competency is an on-going process and is integrated throughout the nursing undergraduate and graduate curriculum. The Accommodations Task Force continues to review how various needs can be integrated into the nursing program. Although this is not exactly cultural, it does involve how culture views and</p> | <ul style="list-style-type: none"> <li>• Successful completion of BS, MS and DPN programs by students (and pass rates on certifications exams).</li> <li>• Participation in international education.</li> <li>• Successful accreditation of programs.</li> <li>• MHEC (Maryland Higher Education Commission) funding for Nurse Educator Expansion programs (ES-FAMI and WS-FAMI) that target minority and male RNs for development as clinical faculty.</li> </ul> | <ul style="list-style-type: none"> <li>• 92.86% first-time Nursing’s National Council Licensure Examination (NCLEX) pass rates, the highest for any baccalaureate institution in Maryland</li> <li>• 2 students went to Nicaragua with local physicians to provide health care to those that otherwise would not have access.</li> <li>• The baccalaureate and master's programs at Salisbury University are accredited by the Commission on Collegiate Nursing Education. The DNP program is in the process of being accredited by the Commission on Collegiate Nursing Education.</li> <li>• FY17 MHED funding: <ul style="list-style-type: none"> <li>– 11/2/16 – MHEC New Nursing Fellowship for Sedonna Brown: \$5,000</li> </ul> </li> </ul> | <p>Continue on-going monitoring and revise the curriculum as appropriate. The Nursing department reviews the periodic evaluation plan annually to address any concerns.</p> |



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| <p>assimilates individuals with disabilities into the workforce and educational systems.</p>   |  | <ul style="list-style-type: none"> <li>- 2/2/17 – MHEC NEDG Fellowship for Jennifer Hart: \$15,000</li> <li>- 4/1/17 – MHEC HPSIG: \$25,148</li> <li>- 4/5/17 – MHEC ES-FAMI II Year 3 funds: \$451,362</li> </ul>  |   |
| <b>School and Department-Specific Co-Curricular Initiatives</b>  |  |   |   |
| <p>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.</p> | <ul style="list-style-type: none"> <li>• Number of student participants</li> </ul>   | <ul style="list-style-type: none"> <li>• Global Seminar: 16 participants</li> <li>• Field trip: 43 participants</li> <li>• 12 KYR trainings: lead by 55 students</li> <li>• ECI spring discussion groups: 6 groups lead by 12 SU students</li> <li>• Wicomico County Detention Center assessment: 12 students &amp; 2 faculty volunteers</li> <li>• Naloxone/Narcan: 2 trainings held in the fall with 40+ participants; 3 more scheduled in the spring</li> <li>• Adakist-Estrin lecture: 20 participants</li> <li>• Youth count: 24 student volunteers</li> </ul> | <p>Continue to develop a slate of activities throughout the year. Potentially adopt a theme for the year and focus most activities around that theme. Increase collaboration with other departments. Develop more effective recruitment and advertising techniques to increase participation.</p> |
| <p>The Fulton Public Humanities Program (FPHP) exists to support, organize, and develop academic programs and events that promote public awareness and understanding of marginalized groups, moments, and events in history (up to the present). It provides opportunities for programs that possess curricular and academic value in the recovery, commemoration, and study of human experience in all its complex diversity using the unique methods and core perspectives of the Humanities.</p>  | <ul style="list-style-type: none"> <li>• Number of events sponsored</li> <li>• Dollar amount contributed towards event sponsorship</li> <li>• Number of grants awarded</li> <li>• Dollar amount contributed towards grant proposals</li> </ul> | <p>A total of \$8992 was contributed towards the following sponsored events:</p> <ul style="list-style-type: none"> <li>• Fifth Annual Native American Heritage Month: 2 events</li> <li>• Women’s History Month: 3 events</li> <li>• African American History Month: 2 events</li> <li>• South Asian History: 1 event</li> </ul> <p>Additionally, 2 grant proposals were awarded, totaling \$1000.</p>   | <p>Diversifying offerings to include groups not under previous celebrated heritage months. Include Hispanic Heritage and LGBTQ heritage in future years.</p>  |
| <b>Social Life and Organizations</b>   |  |   |   |
| <p>The SU Libraries continue to offer cultural events programming planned to expose students to artistic expression and intellectual perspective representing diverse cultures:</p> <ul style="list-style-type: none"> <li>• In the fall, from August 29 through December 2, the SU Libraries hosted a traveling exhibit from the Reginald H.</li> </ul>   | <ul style="list-style-type: none"> <li>• Number of events</li> </ul>   | <p>Six (6) SU Libraries cultural events planned to expose students to artistic expression and intellectual perspective representing diverse</p>   | <p>Continue to offer programs representing diverse cultures and perspectives.</p>   |

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| <p>Lewis Museum of Maryland African-American History, "Ruth Starr Rose (1887-1965): Revelations of African American Life in Maryland and the World," in its temporary exhibit space. This featured paintings of a woman who painted scenes of African American life, 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.</p> <ul style="list-style-type: none"> <li>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.</li> </ul> |   | cultures, including exhibits and associated events.  |  |
| <b>Faculty and Administrative and Support Staff Development</b>   |   |  |  |
| <p>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.</p>   | <ul style="list-style-type: none"> <li>Number of trainings offered to campus</li> <li>Number of trainings offered to units</li> <li>Attendance</li> </ul> | 30+ OIE trainings offered during AY 2016-2017.   | Continue to explore ways to incentivize voluntary program attendance from faculty and staff.                         |
| <p>The Seidel Diversity Interest Group (DIG), organized and/or supported several events and activities for faculty, staff, and students, including: two faculty discussion groups on <i>Whistling Vivaldi: How stereotypes affect us and what we can do</i> by Claude M. Steele; facilitated letter-writing campaign in support</p>   | <ul style="list-style-type: none"> <li>Number of participants</li> </ul>  | <ul style="list-style-type: none"> <li>Faculty discussion groups: 2 groups; 20 participants</li> <li>Letter-writing: over a dozen students &amp; faculty participated with over 100 letters written</li> </ul> | Recruit more active membership from all departments within Seidel. Recruit student and staff representation. Develop |

|   |  |   |   |
|---|--|---|---|
| <p>of the Muslim community (co-sponsored with the Social Welfare Action Alliance, lead workshop at spring SU Teaching and Learning conference on responding to intolerance in the classroom, guest lecture with Cheri Honkala, human rights advocate with the Poor People's Economic Human Rights Campaign, Movie Nights watching 13th, documentary on mass incarceration, and Gender Revolution, documentary on gender identity, etc.</p>  |  | <ul style="list-style-type: none"> <li>• Workshop: lead by 4 DIG members</li> <li>• Cheri Honkala lecture: 30 participants</li> <li>• 13th movie night: over 40 participants between Salisbury campus and satellite campus</li> <li>• Gender Revolution: upcoming event</li> </ul>  | <p>more professional development activities for Seidel faculty. Develop more effective recruitment and advertising techniques to increase participation.</p>  |
| <b>Community Relations</b>  |  |   |   |
| <p>The Holocaust Educators Network Summer Institute, an initiative from the Seidel School of Education and Professional Studies, brings together teachers from throughout the mid-Atlantic region for a week-long intensive seminar on teaching about the Holocaust and social justice.</p>   | <ul style="list-style-type: none"> <li>• Number of participants</li> </ul>   | <p>A total of 15 individuals participated in the institute in 2016. Through SU partnership and partnership with local board of education, 7 participants completed the HEN seminar for masters credit, 1 for doctoral credit, and 2 participants completed the seminar for Maryland CPD credit. 5 educators completed the program for personal professional development. Number have grown steadily from 13 in 2015 to 20 (est.) in 2017.</p> | <p>Once again, the Maryland HEN satellite program surpassed expectations. In 2017, the inter-disciplinary focus will be maintained, and arts component will be expanded upon to allow participants more time for reflection and personal renewal.</p>               |
| <p>The Salisbury Youth Orchestra has provided unique educational and performance opportunities for young musicians since 1989. Currently made up of 70 members ranging in age from 5th grade to college, the group is a full orchestra including strings, winds, brass, and percussion. The experience of playing in a full orchestra is not offered in area schools. SYO is supported by SU, by a Parent's Organization as well as by local teachers and volunteers. The group has weekly rehearsals and performs two concerts a year.</p>   | <ul style="list-style-type: none"> <li>• Participation</li> </ul>  | <p>Approximately 90 students participated during this academic year. One-third are from minority backgrounds.</p>   | <p>Continue to bring opportunities to area youth. In May, the youth orchestra flute players will participate in a master class given by Sarah Jackson, the principal piccolo player for the Los Angeles Philharmonic.</p>   |
| <p>ShoreCorps/PALS (Partnership for Adolescents on the Lower Shore) is the AmeriCorps program at Salisbury University. Housed within the Institute for Public Affairs and Civic Engagement at Salisbury University, the program is a partnership with community-based organizations serving at-risk youth and senior citizens in Caroline, Dorchester, Kent, Queen Anne's, Somerset, Talbot, Wicomico and Worcester counties. At the ShoreCorps/PALS sites, even though each has its own purpose and structure, they are all united for a common purpose- engaging citizens dedicated to making their communities better. ShoreCorps/PALS mission is to serve at-</p> | <ul style="list-style-type: none"> <li>• Number of members</li> <li>• Number of sites</li> <li>• Number of individuals served</li> </ul> | <ul style="list-style-type: none"> <li>• ShoreCorps/PALS supports 20 members serving at 17 sites in the eight counties of the Eastern Shore.</li> <li>• ShoreCorps members have provided service to: 16,000 youth, 7,000 seniors, leveraged 1,600 volunteers.</li> </ul>  | <p>ShoreCorps/PALS seeks ongoing improvement in three discrete areas. First, recruiting from current SU students. Second, training members in accurate record keeping and data management. Third, communicating with shifting GOSV staff and federal oversight.</p> |

|   |   |   |  |
|---|---|---|--|
| risk youth and senior citizens in public and private non-profit agencies. The program strives to increase the capacity of each partner site through volunteer recruitment and management.   |   |   |  |
| <b>Alumni Programs</b>  |   |   |  |
| Alumni Relations and Annual Giving continues to engage alumni in the cultural diversity initiative through targeted programs and events, including the Lambda Society Rainbow Reunion and the Multicultural Alumni Jazz Social hosted during Homecoming, and Women’s Circle events hosted throughout the year. Events are open to all alumni, faculty, staff, students and friends of the university.                         | <ul style="list-style-type: none"> <li>Attendance</li> </ul>  | <ul style="list-style-type: none"> <li>Lambda Reunion: 15</li> <li>Multicultural Alumni Jazz: 175</li> <li>Women’s Circle: 290</li> </ul> | Continue to sponsor worthwhile inclusive events.   |
| <b>Designated Gifts and Grants that Support Cultural Diversity</b>  |   |   |  |
| The Office of Institutional Equity provides funding annually for faculty, staff and students of Salisbury University to support initiatives related to the University’s strategic planning goals. Initiatives must support the goals of recruiting and retaining a diverse group of students, faculty and staff and developing mechanisms to support inclusiveness, engagement and success among SU campus community members. | <ul style="list-style-type: none"> <li>Number of approved grant proposals</li> <li>Total funds disbursed</li> </ul> | Ten grant proposals were approved between August 2016 and March 2017, totaling \$6870.56 in approved funds from \$20000 available funds.  | Continue to encourage campus community members to submit grant proposals, particularly students and staff. |
| Alumni Relations and Annual Giving continues to fundraise for inclusive programs, including Multicultural Student Services and Powerful Connections Program, and Women’s Circle initiatives, and promote awareness of these initiatives among alumni, faculty, staff, students and friends of the university.   | <ul style="list-style-type: none"> <li>Fundraising</li> </ul>   | Women’s Circle FY Donations: \$2653; Total amount in the endowment: \$21,587  | Continue to raise funds for inclusive services   |

• **Table 3: Reporting of Institutional Goal 3**

|   |  |   |   |
|---|--|---|---|
| <b>Goal 3: Implement efforts and process for the reporting of hate-based crimes consistent with federal requirements.</b>   |  |   |   |
| <i>Ongoing.</i>   |  |   |   |
| <b>Detail all Implementation Initiatives, Strategies, and campus processes for the reporting of hate-based crimes.</b>  | <b>Metrics to measure how progress of each initiative is being evaluated</b>               | <b>Data to demonstrate where progress has been achieved / Indicators of Success</b> | <b>Areas where continuous improvement is needed</b> |
| A security report is published and distributed annually by University Police in compliance with The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act and Drug Free Campus/Drug Free Workplace legislation. It contains crime and arrest statistics as well as information about campus policies and practices intended to promote crime awareness, campus safety and security. By October 1 of every year, all current students and employees are sent an email message providing them with the link to this report and notification that the current edition of the Annual Security Report has been posted on the Salisbury University website. Current or prospective students and employees may obtain a copy of this report by visiting University Police located in the East Campus Complex, calling 410-543-6007 or by accessing the SUPD website. | Crime and report statistics collected, compiled and distributed by October 1 of every year | 2015 – 0<br>2014 – 0<br>2013 – 0  | N/A   |

## Section II: Demographic Data

**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          |
| <b>Total</b>                              | <b>301</b> | <b>100.0%</b> | <b>175</b> | <b>126</b> | <b>326</b> | <b>100.0%</b> | <b>185</b> | <b>141</b> | <b>328</b> | <b>100.0%</b> | <b>100.0%</b> | <b>190</b> | <b>138</b> | <b>325</b> | <b>100.0%</b> | <b>100.0%</b> | <b>184</b> | <b>141</b> |

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/<br>Tenure Track Faculty<br>between 1011 and<br>1617 | 24               | 8.0%     |
| Minority Faculty<br>(including NRA)                                   | 15               | 36.6%    |

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

|   | 2010-2011  |               |            |            | 2014-2015  |               |            |            | 2015-2016  |               |               |            | 2016-2017  |            |               |               |           |            |
|---|------------|---------------|------------|------------|------------|---------------|------------|------------|------------|---------------|---------------|------------|------------|------------|---------------|---------------|-----------|------------|
|   | #          | %             | 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         |
| Hispanic/Latino                           | 3          | 1.0%          | 2          | 1          | 6          | 1.8%          | 1          | 5          | 8          | 2.4%          | 2.5%          | 1          | 7          | 7          | 2.2%          | 2.3%          | 1         | 6          |
| White                                     | 283        | 92.5%         | 99         | 184        | 300        | 88.8%         | 98         | 202        | 290        | 88.4%         | 89.8%         | 93         | 197        | 277        | 88.5%         | 90.2%         | 91        | 186        |
| 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          | 3          | 0.9%          | 2          | 1          | 1          | 0.3%          | 0.3%          | 1          | 0          | 2          | 0.6%          | 0.7%          | 1         | 1          |
| Nonresident Alien                         | 1          | 0.3%          | 1          | 0          | 3          | 0.9%          | 1          | 2          | 0          | 0.0%          | 0.0%          | 0          | 0          | 0          | 0.0%          | 0.0%          | 0         | 0          |
| Did not self identify                     | 5          | 1.6%          | 2          | 3          | 4          | 1.2%          | 2          | 2          | 5          | 1.5%          |               | 2          | 3          | 6          | 1.9%          |               | 1         | 5          |
| <b>Total</b>                              | <b>306</b> | <b>100.0%</b> | <b>111</b> | <b>195</b> | <b>338</b> | <b>100.0%</b> | <b>109</b> | <b>229</b> | <b>328</b> | <b>100.0%</b> | <b>100.0%</b> | <b>102</b> | <b>226</b> | <b>313</b> | <b>100.0%</b> | <b>100.0%</b> | <b>98</b> | <b>215</b> |

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 |
|---|------------------|----------|
| Change in Non-tenure//Other Faculty between 1011 and 1617 | 7                | 2.3%     |
| Minority Non-tenure//Other Faculty (including NRA)        | 12               | 66.7%    |

**TABLE 2: Comparison Table for Staff**

|   | 2010-2011  |               |            |            | 2014-2015   |               |            |            | 2015-2016   |               |               |            |            | 2016-2017   |               |               |            |            |
|---|------------|---------------|------------|------------|-------------|---------------|------------|------------|-------------|---------------|---------------|------------|------------|-------------|---------------|---------------|------------|------------|
|   | #          | %             | Male       | Female     | #           | %             | Male       | Female     | #           | %             | % of KNOWN    | Male       | Female     | #           | %             | % of KNOWN    | Male       | Female     |
| African American/Black                    | 314        | 33.7%         | 104        | 210        | 378         | 35.2%         | 122        | 256        | 339         | 33.2%         | 33.5%         | 108        | 231        | 326         | 31.8%         | 32.1%         | 114        | 212        |
| American Indian or Alaska Native          | 2          | 0.2%          | 1          | 1          | 2           | 0.2%          | 0          | 2          | 2           | 0.2%          | 0.2%          | 0          | 2          | 1           | 0.1%          | 0.1%          | 0          | 1          |
| Asian                                     | 10         | 1.1%          | 5          | 5          | 11          | 1.0%          | 6          | 5          | 8           | 0.8%          | 0.8%          | 4          | 4          | 8           | 0.8%          | 0.8%          | 5          | 3          |
| Hispanic/Latino                           | 15         | 1.6%          | 6          | 9          | 29          | 2.7%          | 11         | 18         | 28          | 2.7%          | 2.8%          | 8          | 20         | 26          | 2.5%          | 2.6%          | 7          | 19         |
| White                                     | 579        | 62.1%         | 234        | 345        | 630         | 58.7%         | 249        | 381        | 623         | 61.0%         | 61.6%         | 248        | 375        | 638         | 62.2%         | 62.9%         | 253        | 385        |
| Native Hawaiian or other Pacific Islander | 2          | 0.2%          | 1          | 1          | 1           | 0.1%          | 0          | 1          | 1           | 0.1%          | 0.1%          | 0          | 1          | 1           | 0.1%          | 0.1%          | 0          | 1          |
| Two or more races                         | 4          | 0.4%          | 1          | 3          | 11          | 1.0%          | 5          | 6          | 9           | 0.9%          | 0.9%          | 5          | 4          | 11          | 1.1%          | 1.1%          | 5          | 6          |
| Nonresident Alien                         | 2          | 0.2%          | 2          | 0          | 0           | 0.0%          | 0          | 0          | 1           | 0.1%          | 0.1%          | 1          | 0          | 4           | 0.4%          | 0.4%          | 2          | 2          |
| Did not self identify                     | 4          | 0.4%          | 0          | 4          | 11          | 1.0%          | 3          | 8          | 11          | 1.1%          |               | 3          | 8          | 10          | 1.0%          |               | 5          | 5          |
| <b>Total</b>                              | <b>932</b> | <b>100.0%</b> | <b>354</b> | <b>578</b> | <b>1073</b> | <b>100.0%</b> | <b>396</b> | <b>677</b> | <b>1022</b> | <b>100.0%</b> | <b>100.0%</b> | <b>377</b> | <b>645</b> | <b>1025</b> | <b>100.0%</b> | <b>100.0%</b> | <b>391</b> | <b>634</b> |

Source: EDS file.

**Note 1.** Staff numbers prior to 2012-13 include Full-time and Part-time staff with a Principal Occupation code indicating their primary job duty is one of the following categories: Unknown, Executive/Admin, Professional, Clerical, Technical, Skilled Crafts, or Service/Maintenance.

**Note 2.** Staff numbers for 2012-13 include Full-time and Part-time staff with a Principal Occupation code indicating their primary job duty is one of the following categories: Management (11); Business & Financial Operations (12); Computer, Engineering, & Sciences (13); Community Service, Legal, Arts, & Media (14); Archivists, Curators, & Museum Technicians (21); Library Technicians (23); Healthcare Practitioners & Technical (25); Service (26); Sales & Related Occupations (27); Office & Administrative Support (28); Natural Resources, Construction, & Maintenance (29); Production, Transportation, & Material Moving (30); Military Staff (31)

following categories: Management (11); Business & Financial Operations (12); Computer, Engineering, & Sciences (13); Community Service, Social Service, Legal, Arts, Design, Entertainment, Sports & Media (14); Archivists, Curators, & Museum Technicians (21); Librarians (22); Library Technicians (23); Student & Academic Affairs & Other Education Services (24); Healthcare Practitioners & Technical (25); Service (26); Sales & Related Occupations (27); Office & Administrative Support (28); Natural Resources, Construction, & Maintenance (29); Production, Transportation, & Material Moving (30); Military Staff

**Headcount**      **%**  
**Change**      **Change**

Change in  
Staff between  
1011 and 1617  
Minority Staff  
(including  
NRA)

93      10.0%

28      8.0%

**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         |
| <b>Total</b>                              | <b>7706</b> | <b>100.0%</b> | <b>3366</b> | <b>4340</b> | <b>7997</b> | <b>100.0%</b> | <b>3435</b> | <b>4562</b> | <b>7849</b> | <b>100.0%</b> | <b>100.0%</b> | <b>3374</b> | <b>4475</b> | <b>7861</b> | <b>100.0%</b> | <b>100.0%</b> | <b>3404</b> | <b>4457</b> |

Source: EIS

|   | Headcount Increase | % Increase |
|---|--------------------|------------|
| Change in <u>Undergraduate</u> Students between 1011 and 1617 | 155                | 2.0%       |
| <u>Undergraduate</u> Minority Students (including NRA)        | 577                | 37.4%      |



**TABLE 3.2: Comparison Table for Graduate Students**

|   | 2010-2011  |               |            |            | 2014-2015  |               |            |            | 2015-2016  |               |               |            |            | 2016-2017  |               |               |            |            |
|---|------------|---------------|------------|------------|------------|---------------|------------|------------|------------|---------------|---------------|------------|------------|------------|---------------|---------------|------------|------------|
|   | #          | %             | Male       | Female     | #          | %             | Male       | Female     | #          | %             | % of KNOWN    | Male       | Female     | #          | %             | % of KNOWN    | Male       | Female     |
| African American/Black                    | 59         | 8.5%          | 14         | 45         | 93         | 12.0%         | 18         | 75         | 76         | 9.2%          | 9.9%          | 15         | 61         | 83         | 9.4%          | 9.9%          | 20         | 63         |
| American Indian or Alaska Native          | 2          | 0.3%          | 1          | 1          | 2          | 0.3%          | 1          | 1          | 3          | 0.4%          | 0.4%          | 0          | 3          | 0          | 0.0%          | 0.0%          | 0          | 0          |
| Asian                                     | 6          | 0.9%          | 1          | 5          | 10         | 1.3%          | 0          | 10         | 6          | 0.7%          | 0.8%          | 1          | 5          | 9          | 1.0%          | 1.1%          | 5          | 4          |
| Hispanic/Latino                           | 12         | 1.7%          | 4          | 8          | 22         | 2.8%          | 7          | 15         | 24         | 2.9%          | 3.1%          | 7          | 17         | 22         | 2.5%          | 2.6%          | 5          | 17         |
| White                                     | 579        | 83.8%         | 180        | 399        | 575        | 74.4%         | 151        | 424        | 619        | 75.3%         | 80.5%         | 163        | 456        | 684        | 77.1%         | 81.8%         | 167        | 517        |
| Native Hawaiian or other Pacific Islander | 0          | 0.0%          | 0          | 0          | 0          | 0.0%          | 0          | 0          | 0          | 0.0%          | 0.0%          | 0          | 0          | 2          | 0.2%          | 0.2%          | 1          | 1          |
| Two or more races                         | 8          | 1.2%          | 1          | 7          | 14         | 1.8%          | 2          | 12         | 19         | 2.3%          | 2.5%          | 2          | 17         | 23         | 2.6%          | 2.8%          | 6          | 17         |
| Nonresident Alien                         | 16         | 2.3%          | 11         | 5          | 15         | 1.9%          | 4          | 11         | 22         | 2.7%          | 2.9%          | 6          | 16         | 13         | 1.5%          | 1.6%          | 4          | 9          |
| Did not self identify                     | 9          | 1.3%          | 2          | 7          | 42         | 5.4%          | 14         | 28         | 53         | 6.4%          |               | 10         | 43         | 51         | 5.7%          |               | 7          | 44         |
| <b>Total</b>                              | <b>691</b> | <b>100.0%</b> | <b>214</b> | <b>477</b> | <b>773</b> | <b>100.0%</b> | <b>197</b> | <b>576</b> | <b>822</b> | <b>100.0%</b> | <b>100.0%</b> | <b>204</b> | <b>618</b> | <b>887</b> | <b>100.0%</b> | <b>100.0%</b> | <b>215</b> | <b>672</b> |

Source: EIS

Headcount      %  
Increase      Increase

Change in **Graduate**  
Students between  
1011 and 1617              196      28.4%

**Graduate** Minority  
Students (including  
NRA)                              49      47.6%