

**Leading for Change Higher Education Diversity Consortium**  
**Measuring Retention and Graduation Rates for Other Student Groups**

**Name of Institution: Salem State University**

<b>Benchmark</b>	<b>Yes/No</b>	<b>Notes</b>
Does your institution track <b><i>retention rates of veterans</i></b> ? If so, please share with the Leading for Change Consortium how you gather this information.	Yes	Yes, we do track- number is too small to track. Veterans are self-identified on the admissions application and we are able to track them with (there needs to be approved documentation for benefits.
Does your institution track <b><i>graduation rates of veterans</i></b> ? If so, please share with the Leading for Change Consortium how you gather this information.	Yes	first time full-time degree seeking students only
Does your institution track <b><i>retention rates of gay, bisexual and transgender students (LGBT)</i></b> ? If so, please share with the Leading for Change Consortium how you gather this information.	No	Currently we do not track retention rates specifically, but allow students to indicate their gender identity during the application process. We also have implemented a preferred name policy on campus, participate in the Campus Pride Index, have gender inclusive restrooms, and gender neutral housing options available to our students.
Does your institution track <b><i>graduation rates of gay, bisexual and transgender students (LGBT)?</i></b> If so, please share with the Leading for Change Consortium how you gather this information.	No	We do offer an opportunity for students to have their preferred name printed on the diploma. If a student has entered a preferred name that is different than primary or legal name that will be contacted to ask about preference of the name printed on the diploma.
Does your institution track <b><i>retention rates of students with disabilities</i></b> ? If so please share with the Leading for Change Consortium how you gather this information.	No	We do have numbers of students that have progress. We do not do it because it is difficult to glean information from gathering this information.
Does your institution track <b><i>graduation rates of students with disabilities</i></b> ? If so please share with the Leading for Change Consortium how you gather this information.	No	

**Leading for Change Higher Education Diversity Consortium**  
**Culturally Inclusive Pedagogical and Curricular Development**

Name of Institution: \_\_\_\_\_

<b><i>Aspects of Campus' Culturally Inclusive Pedagogical and Curricular Development</i></b>	<b><i>Notes</i></b>
Are students required to take diversity course(s)? If so, describe the curricular requirement.	No
Describe the faculty development that occurs at your institution around culturally inclusive and engaged pedagogies.	Salem State University has offered a variety of programs through a vast array of channels to develop faculty around culturally inclusive and engaged pedagogies which include but not limited to the following programs: "Live and in Color: Using Popular Culture and Current Events to Teach Cultural Competency", o "It's a Small World After All: Understanding Cultural Traits from Latin America, China and the Arab World", "How to Increase Students' Awareness and Understanding of Diversity through Self-identification, Association, and Projection", and "Diversity & Visual Culture: Exploring Popular Representations / Unpacking Socialized Myths", "What Is this World Cultures Category All About?: A Discussion about the 'WC' Category of General Education and its Role in Preparing Citizens of the World". Additionally there have been a number of opportunities for faculty to develop through transformational learning opportunities and trainings that are offered to the whole campus community with a focus on our student population.
Is attention to diversity part of the academic/departamental program assessment process? If so, please describe.	Every department needs to provide a narrative on how they have contributed to the guiding principles of the university: student success, sustainability, and diversity
In addition to the above, please describe any additional efforts your institution is engaged in to enhance culturally inclusive pedagogical and curricular development.	The President's Advisory Committee for Diversity, Affirmative Action, Social Justice and Equity will be proposing a "Diversity, Power Dynamics, and Social Justice" requirement that is apart of the core curriculum.

**Leading for Change Higher Education Diversity Consortium**  
**Gathering Information on Employees from Other Diverse Groups**

**Name of Institution:** \_\_\_\_\_

<b><i>Employee Group</i></b>	<b><i>Notes</i></b>
Does your institution track the percentage of employees that define themselves as disabled? If so, please share with the Leading for Change Consortium how you gather this information.	No. Disability information is collected at the time of onboarding through the iCIMS system effective May 26, 2015.
Does your institution track the percentage of employees that define themselves as members of the LGBT community? If so, please share with the Leading for Change Consortium how you gather this information.	No
Please share with the Leading for Change Consortium any other programs or practices you utilize to support the success of employees from traditionally under-represented groups.	No

**Leading for Change Higher Education Diversity Consortium**  
**Campus Climate: Students**

Name of Institution:   Salem State University  

Year Data Was Collected:   Spring 2017  

Question	Agree/Strongly Agree	Neither Agree, Nor Disagree	Disagree/Strongly Disagree
I feel I have the opportunity to succeed at (name of institution).			
I feel respected by my peers.			
I am treated fairly by campus employees.			
When I have a concern or problem, I feel that there is a faculty or staff member at (insert name of institution) that I can talk to.			
My institution create a welcoming and supportive environment.			
	Satisfied/Very Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied/Very Dissatisfied
Overall, how satisfied are you at (fill in name of institution).			

Note: for the purpose of the consortium website, report out student campus climate in aggregate. Institutions are strongly encouraged to use disaggregated data in campus discussions. See the consortium website for the categories to use in analysis (<http://www.bridgew.edu/the-university/diversity-consortium/diversity-benchmarks>).

**Leading for Change Higher Education Diversity Consortium**  
**Campus Climate: Employees**

Name of Institution:   Salem State University  

Year Data Was Collected:   Spring 2017  

Question	Agree/Strongly Agree	Neither Agree, Nor Disagree	Disagree/Strongly Disagree
I feel I have the opportunity to succeed at (name of institution).			
I feel respected by my peers.			
I am treated fairly by campus employees.			
When I have a concern or problem, I feel that there is someone at (insert name of institution) that I can talk to.			
My institution creates a welcoming and supportive environment.			
	Satisfied/Very Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied/Very Dissatisfied
Overall, how satisfied are you at (fill in name of institution).			

Note: for the purpose of the consortium website, report out employees campus climate in aggregate. Institutions are strongly encouraged to use disaggregated data in campus discussions. See the consortium website for the categories to use in analysis (<http://www.bridgew.edu/the-university/diversity-consortium/diversity-benchmarks>).