

**Towson University**  
**Progress Report on**  
**Institutional Programs of Cultural Diversity**  
**April 2014**

## **I. Institutional Plan to Improve Cultural Diversity**

Towson University's Strategic Plan, *TU 2020: A Focused Vision for Towson University* highlights the institutional goal that TU continue to be recognized as a national model for diversity and closing the achievement gap. The following diversity priorities have been identified in support of this goal: (1) promoting appreciation for and advancement of equity, diversity and inclusion at TU; (2) enhancing student recruitment and retention; (3) closing the achievement gap for first generation, low income and students from underrepresented groups; (4) enhancing faculty and staff recruitment and retention; and (5) purposefully supporting community enrichment.

Charged with facilitating the establishment and maintenance of an inclusive campus environment, **TU President's Diversity Coordinating Council (PDCC)** consists of high-level administrators (President, Provost and Vice President for Academic Affairs, Vice President for Student Affairs, Vice President for Administration and Finance, Director of Athletics, Assistant to the President for Diversity and Title IX Coordinator, Assistant Vice President of Student Affairs for Diversity and Deputy Chief of Staff) and serves as a visible expression of the priority given to the issues of equity, diversity and inclusion on Towson's campus.

**TU's Diversity Action Committee (DAC)** is composed of a cross section of members of the academic and administrative divisions of the university and student body representatives. The committee exists to make recommendations for the success of campus-wide diversity initiatives to the PDCC. The committee's six work groups are actively engaged in the following activities:

**Campus Climate Work Group:** Mission - Supporting the establishment and maintenance of a campus environment that is welcoming and inclusive. Recently, the group reviewed and revised a campus climate survey document that was distributed to all faculty and staff members in late fall 2013. Survey results will be reviewed and recommendations of actions to address any identified challenges will be brought forward to the PDCC for review.

**Education and Scholarship Work Group:** Mission - Fostering diversity and inclusiveness across the curriculum, in individual courses, and in extra- and co-curricular settings. In 2013, the group supported the identification and development of programs for the annual *Tools for Inclusion* series of diversity workshops hosted by TU's academic colleges.

**Hate/Bias Response Team:** Mission - Providing a coordinated multi-disciplinary university response to hate crimes and/or bias incidents. Additional information is provided in **Progress on Meeting Goals** section on next page of report.

**President's Diversity Awards Work Group:** Mission - Supporting the process of gathering nominations and selecting award recipients for TU's annual *President's Diversity Awards Program*. Individual diversity awards (4) are distributed to a staff member, a faculty member – research based, a faculty member – general and a student. Department awards (2) are distributed to an academic and administrative department.

**Representation Work Group:** Mission - Supporting the university's ability to seek and maintain fully representative populations within the student, faculty and staff bodies by recommending methods to recruit and retain students and faculty and staff members from historically underrepresented groups. In 2013, this group took on the task of beginning to develop the framework for a "*Beyond Diversity 101*" program with the goal of taking campus diversity offerings to the next level.

**Student Work Group:** Mission - Supporting TU's ability to fully value and appreciate the diverse perspectives of all students, and supporting student development to foster student success. In 2013, group continued to support initiatives to bring *Speak Up!* workshops to TU's student population.

Additionally, the **President's Task Force on Bias, Discrimination and Bullying** was established in 2012 to inform and address immediate concerns directly with the president, review data and identify facts related to formal and informal complaints, to share and coordinate information and actions with President's Diversity Coordinating Council and the Diversity Action Committee. Task force completed its work in 2013 with outcomes that include the adoption of TU's Policy Prohibiting Abusive Conduct/Bullying as well as a set of institutional values.

## **Progress on Meeting Goals:**

Towson University remains committed to achieving excellence by advancing equity, diversity and inclusion. President Loeschke has charged the Assistant to the President for Diversity with the following responsibilities that support the university's ability to monitor diversity progress: compiling data and information to be brought to the PDCC for action in support of the group's mission to establish and maintain an inclusive campus environment; scheduling of six annual PDCC meetings; preparing meeting agendas and assisting and advising TU's Provost in leading the PDCC's meetings; discussions and identification of action items, and coordinating and monitoring of the advancement of suggested action items; providing leadership to TU's DAC; overseeing discussions of agenda items; guiding membership in reviewing data and facilitating the development of recommendations for improvements; scheduling of six annual DAC meetings, preparation of meeting agendas, compiling necessary materials for review and assessing the outcomes of the committee's six work groups to ensure that the committee remains on mission to continuously promote awareness and acceptance of diversity at TU.

**Equal Opportunity and Access - Athletics: Minority and Gender Equity:** The Assistant to the President for Diversity serves as the university's Title IX Coordinator, as well as a member of the TU Athletics Solutions Committee's Title IX sub-committee. Recently, TU Athletics has shifted the university's Title IX compliance from Prong 2: *Program Expansion* where the university had been able to show past evidence of a history of program expansion for women to Prong 1: *Proportionality* where TU's intercollegiate participation opportunities for male and female students are substantially proportionate to their representative enrollments.

**Status Report on Campus-Based Hate Crimes and Bias Incidents:** Towson University believes that the essential nature of the university requires an atmosphere of acceptance, understanding and appreciation of diverse groups, ideas, and opinions. In support of this commitment, the university has identified a Hate/Bias Response Team, adopted a standard set of procedures for responding to hate/bias incidents or crimes, and provides an online reporting form for the purpose of reporting hate crimes and bias incidents. TU has experienced continual decreases in the number of bias incidents from twenty-three in calendar year 2010 to eighteen in calendar year 2011 to three in calendar year 2012 and two in calendar year 2013 (see Appendix 1).

## **II. Increasing the Numerical Representation of Traditionally Underrepresented Groups**

**Students (recruitment, retention and graduation):** TU is committed to continuing access and student success of individuals from diverse backgrounds that have historically been underrepresented at colleges and universities, particularly racial and ethnic minorities, low-income students, and first-generation students, by continuing its upward trend of enrollment, retention, and graduation progression toward earning a college degree for these populations.

Towson University continues to grow the number of undergraduates from underrepresented groups. Students from racial or ethnic backgrounds that have historically been underrepresented now account for almost a quarter of the total undergraduate body at TU (in fact, in fall 2013, minority students comprised 29% (789) of the new first-time, full-time freshmen class, an almost 10% increase since fall 2009 (454, 19%). Similarly the percentage, and number, of TU's entire undergraduate student body that are African-American, first generation, or low income continues to grow.

Increasing the numbers of undergraduate students from these groups is one significant achievement; however more important is how well these students are retained, progress, and graduate from the university. TU continues to perform extremely well in these capacities, achieving and maintaining a second-year retention rate of 92% for African-American undergraduates, which ranks as the second highest retention rate of African-American undergraduates in the USM and well above the national average (of approximately 70%). Retention rates for all racial and ethnic minority undergraduates have varied a bit over the past several years (ranging from approximately 85 to 90%) but have still met or exceeded the institutional target of 85% and remain one of the highest retention rates of ethnic minority undergraduates in the USM.

One anomaly, however, is that TU's six-year graduation rates for African-American undergraduate students declined from 73% in 2010 to approximately 55% in 2011 and rebounded slowly to 60% in 2013. Similar patterns can be observed, to some extent, in the six-year graduation rates for low-income undergraduates, but not first-generation undergraduates. Six-year graduation rates for first-generation undergraduates have risen steadily from approximately 60% in 2009 to approximately 65% in 2013. The anomaly, the up, down, and back up six-year graduation rates for African-American

(and to some extent low income) undergraduates can be explained by an innovative program, the Top Ten Percent Admissions Program.

TU began its Top Ten Percent Admissions Program in fall 2005 with the goals of recruiting, retaining, and graduating students specifically from the immediate Baltimore metropolitan area. Beginning in the fall of 2005, students graduating from high schools in Baltimore City and Baltimore County in the top ten percent of their high school class were guaranteed admission and provided with a scholarship to attend TU. The majority of these students were low-income and/or African-American.

It quickly became apparent that although the general intent of the Top Ten Percent Admissions Program was admirable, a large number of the students entering TU in fall 2005 as part of this program were not well prepared for success in a college setting. As this first cohort moved to the second year we observed a significant decline in retention and realized that many students in the program with low SAT scores were not successful (see Appendix 2). Consequently, in fall 2006 TU began to offer a segment of the Top Ten Percent Admissions Program applicant's dual admission to Baltimore City Community College (BCCC) or the Community College of Baltimore County (CCBC) rather than direct admission into TU. These students were guaranteed admission to TU upon completion of their AA degree.

This intervention has been successful, as evidenced by TU's high and increasing retention and graduation rates for African-American students. Second-year African-American retention rates have risen from 85% in 2010 to 92% for the 2012 cohort, compared to 84% and 86% for the entire freshman cohort. Six-year graduation rates for African-American students have risen from 55% for the 2005 cohort to 60% for the 2007 cohort, compared to 63% and 65% for the entire cohort (see Appendix 3). We are confident that the six-year graduation rates will continue to increase and will again approach the high 60% to low 70% range as in previous cohorts of African-American students prior to the beginning of the original Top Ten Percent Admissions Program.

Another successful program is the Towson Opportunities in STEM (TOPS), created through an NSF-funded STEP grant. Begun in 2007, TOPS addresses the needs of students with an interest in STEM careers who come to Towson from underserved Baltimore Metropolitan area high schools. Each incoming student meets with the TOPS program coordinator weekly during their first year to discuss their experiences and challenges [academic, social, community, financial, etc.] to reveal potential sources of problems before they develop and impact student progress. The program coordinator also develops tutoring sessions for all introductory gateway courses; students are expected to participate in tutoring if they are enrolled in those courses until their academic progress in those courses indicates that they don't need them. Cohort enrollment in these gateway classes helps to facilitate tutoring since the tutor only needs to work with one member of the faculty.

The incoming class of TOPS students participates in an on-campus summer experience which introduces them to the campus, TOPS staff, several members of the TU STEM faculty, to each other, and most importantly makes them aware of performance expectations of the faculty. The faculty members participating in the summer experience continue to interact with the incoming class in more relaxed settings after the semester has started, remaining 'known' faces as the students become familiar with their majors.

TOPS students are successfully retained as STEM majors, are often involved in research activities, and are making progress on the path to graduate as STEM majors. The first group of TOPS students was admitted in 2008 and a total of 95 students have come to TU and participated in this program; the first seven graduated spring 2012 (see Appendix 4). TOPS currently provides students with academic, financial, community support and training in the critical life skills and soft skills many students from this population lack entering college. Our STEM retention rate is substantially higher than that of the Fisher College of Science and Mathematics as a whole and also higher than a comparison cohort of students who share the demographics of our TOPS students but who did not participate in the program.

**TU's Community Enrichment and Enhancement Partnership Award (CEEP)** is a grant/scholarship program designed to increase access and success of culturally diverse and traditionally underrepresented undergraduate students. CEEP is aimed at retaining students through (a) exposure to academic success strategies and resources, (b) exposure to diverse cultural communities, (c) leadership development opportunities, (d) interaction with faculty and staff, and (e) exploration of graduate and career development options. CEEP award recipients must be U.S. citizens, full-time undergraduates, and maintain a minimum 2.50 cumulative GPA. Applicants who are first generation college students, demonstrate financial need per FAFSA guidelines, members of underrepresented or under-served groups, and live in the Greater Baltimore

Metropolitan Area are most eligible. Additional variables such as living in a single parent household, living in an environment or academic setting that may have hindered educational goal, and having overcome personal, social, and/or physical obstacles in pursuit of an education are considered.

Additionally, CEEP award recipients complete an annual assessment and student satisfaction survey. Each recipient must also meet with the CEEP Program Director or designee at least once each semester. CEEP recipient requirements vary according to the student's classification (freshman through senior). Students must adhere to all requirements and may renegotiate their CEEP contract if circumstances require an adjustment. The CEEP award may be rescinded if a recipient does not complete semester or GPA requirements.

#### **Analysis of CEEP Award data (see Appendix 5)**

- Male student involvement continues to be a challenge. There was a 1% decrease in the number of male recipients this past year. Additional marketing to regional high schools and communication with high school guidance counselors, as well as direct contact with students applying for admission to the university will continue.
- The percentage of participants, based upon student classification, varies annually. Developmental courses, personal issues, true freshmen or new transfer student status, and financial challenges impact academic progress and student classification. Personal advising and support meetings are necessary for CEEP recipients experiencing difficulties and continues to be a requirement for all who earn a semester or cumulative grade point average less than 2.50.
- African-American students (78 or 78%) account for the greatest number of CEEP award recipients. Student participation from other racial groups is considerably smaller and varies annually. Efforts continue to attract a greater number of students from other underrepresented groups.
- Eighty-nine percent (89%) of all CEEP award recipients (in the 2012/13 cohort) earned a cumulative grade point average of 2.50 or greater. Ten percent (10%) of all CEEP award recipients earned less than a 2.50 cumulative grade point average and one (1) recipient withdrew during the academic year. Feedback from low grade point average recipients indicate they are (a) underprepared for the academic rigor of undergraduate study, (b) have not committed adequate time to their studies, (c) are distracted by difficulty with family and/or other personal relationships, (d) experience difficulty adjusting to social and cultural aspects of college life, or (e) experience financial challenges. CEEP recipients earning less than the required cumulative grade point average must participate in mandatory advising sessions, seek tutorial support as needed, and maintain communication with faculty regarding their classroom performance throughout the semester. A total of 18 recipients (18%) earned Dean's List honors for spring 2013 term. Twenty-three recipients (23%) graduated at the close of the spring 2013 term.
- There has been a reduction in the number of freshmen receiving the CEEP award. Additional collaboration with the TU Office of Admissions and the Scholarship Office will increase the pool of eligible applicants and the number of CEEP award recipients. Towson University also competes with institutions offering greater financial incentives. For this reason, a greater number of entering transfer students has been offered the CEEP award due to the limited number of eligible freshmen applicants.

**TU's Students Achieve Goals through Education (SAGE)** program pairs participants with peer mentors who encourage focus on academic achievement, personal development, and campus-wide involvement. Participants are involved in various educational and networking activities designed to increase general life skills and knowledge of diverse cultural communities.

**Analysis of SAGE Program Data (see Appendix 6):** SAGE continues working to include students from diverse underrepresented communities, male students, and majority students. Mentors telephone some entering students and invite their participation during summer months prior to matriculation. All entering students receive an email from the program director welcoming them to Towson University, explaining the mission of SAGE, and an invitation to participate in the SAGE Program. Most students register and remain involved for the entire year. Some registrants discontinue involvement during the year due to employment, class schedule conflicts, or lack of involvement by peer associates.

- The SAGE program continues to hire students from diverse racial and cultural communities in an effort to increase student involvement from diverse communities. SAGE program staff will continue maintaining contact

and personal relationships with campus-wide cultural groups as well as promote SAGE to S3 and Top 10% students as opportunity allows.

- The SAGE program saw a decrease in male participation during the past year (from 23% to 18%). The actual number of male participants increased from 53 to 54 during this period. SAGE program staff will continue working to increase male participation to 30 % over the next few years. Outreach to male students will continue during summer months, open house programs, and high school visitations. Female participation (82%) is consistently strong and is in keeping with national trends for mentoring programs.
- The majority of SAGE program participants (280 or 95%) earned 2.0 or greater cumulative grade point averages during the 2012/2013 academic year. Almost 62% (183 participants) earned 3.0 or greater cumulative grade point averages during the 2012/2013 academic year.

The following events were sponsored by the SAGE program during this period. The number of students signing in for each event is listed in parentheses. Fall 2012: Making Connections (130), Academic Success (114), Cultural Competence (76), Latino Hispanic Heritage (109), Effective Stress Management (76), Personal Intimacy and Safety (104), Politics: Contributing or Destroying Community (84), An LGBT Community Perspective (79), Women's Issues (Not Collected), Personal Financial Matters (61), Native North American Heritage (79), Final Exams Ahead (64), Closing Event (110). Spring 2013: Welcome Back! (85), Healthy Relationships (83), African Heritage (65), African American Heritage (66), Self-Defense: What to do? (61), Wise Decisions: Drugs/Alcohol/Life (72), Celebrating Women (59), Jewish & Muslim Relations (55), The Game of Life (54), Asian Pacific Islander Heritage (67), Field Day Event (65), Closing Event (90).

**TU's Disability Support Services (DSS)** supports the mission of Towson University by facilitating equal access to educational opportunities for students with disabilities and promoting inclusive learning environments that are accessible to all. As the number of students pursuing postsecondary education increases, so does the degree of diversity in learning styles and needs. DSS recognizes disability as an aspect of diversity that is integral to society and to the campus community and collaborates with students, faculty and staff to create a welcoming campus.

- During 2012-2013, the office provided services and accommodations to 1,315 students with various disabilities, including learning disabilities, attention-deficit/hyperactivity disorder, mental health disabilities, autism, brain injuries, speech disabilities, physical/mobility disabilities, medical conditions, as well as vision and hearing impairments. The office also works with students with temporary conditions (lasting less than six months).
- As shown in the table below, the trend in the number of students registered with DSS continues to grow at a significant rate (5.5% over the previous year and 10.8% increase over 3 years). The growth in the number of students with disabilities is partly due to the overall enrollment growth at Towson University. However, the growth is also due to an increase in the number of students covered under the ADA who are attending college as part of a nationwide trend.

This higher trend will undoubtedly continue in light of the ADA amendments (ADAAA), which became effective on January 1, 2009. Under the ADAAA the Congress directed that the definition of disability be construed broadly, meaning that more students are now eligible to register with DSS and receive disability accommodations. Moreover, legislative changes to the Higher Education Opportunity Act and Post-9/11 Veterans Educational Assistance Act are also expected to increase the number of students with disabilities pursuing higher education.

### # TU Students with Disabilities Registered with DSS (3-Year Trend)

<b>YEAR</b>	<b>#STUDENTS</b>	<b>% OF INCREASE</b>
<b>2009-2010</b>	<b>1,187</b>	
<b>2010-2011</b>	<b>1,203</b>	<b>1.3% increase over previous year</b>
<b>2011-2012</b>	<b>1,246</b>	<b>3.6% increase over previous year</b>
<b>2012-2013</b>	<b>1,315</b>	<b>5.5% increase over previous year      10.8% increase over 3 years</b>

Most DSS-registered students have learning disabilities and attention-deficit/hyperactivity disorder; however, the office is increasingly serving more non-traditional populations as well, such as students with mental health disabilities, students on the autism spectrum and disabled veterans. Services and accommodations provided by DSS include: orientation and help with transition from high school or community college, guidance related to course load and selection, priority registration, testing accommodations and use of TU's Testing Services Center, note-taking assistance, interpreting services, alternate formats for printed materials, organization and study skills assistance, disability consultation and help with disclosure, memos to professors, assistive technology, para-transit registration, internship accommodations, information and referral to resources both on and off campus, and training and consultation with faculty/staff regarding accommodations.

### TU DSS Graduation and Retention Rate Longitudinal Study

Disability Support Services and the TU Office of Institutional Research (OIR) have initiated a longitudinal study tracking the 4-year, 5-year and 6-year graduation rates for first-time full-time degree-seeking DSS-registered students as compared with all TU first-time full-time degree-seeking students. Complete data for the Fall 2006 and 2007 cohorts is available, along with the 4 and 5-year graduation rates for the 2008 cohort, and the 4-year graduation rates for the Fall 2009 cohort (see Appendix 7).

Due to the relatively small size of the DSS cohorts, an average is provided in the bottom table as well. This table shows that 4-year and 5-year graduation rates of DSS-registered students lag slightly behind those for all TU students, but the 6-year graduation rates are the same:

- The average 4-year graduation rate for DSS students is 37% as compared to 42% for all TU students.
- The average 5-year graduation rate for DSS students is 59% as compared to 62% for all TU students.
- The average 6-year graduation rate for DSS students is 67% as compared to 66% for all TU students.

The TU Office of Institutional Research will continue to track cohorts of DSS-registered freshmen along with all TU freshmen. OIR expects that the data will increase in accuracy over the years as more students are tracked in PeopleSoft. (PeopleSoft data only became available in 2006.) Importantly, this study is comprised of only first-time full-time degree-seeking students who entered during fall and were registered with DSS by mid-September. Students with disabilities can disclose their disability at any time until they graduate, and this study does not include DSS students who registered after the first semester of their freshmen year.

**TU's International Student & Scholar Office (ISSO)** provides immigration related advice, advocacy and cross-cultural engagement opportunities while ensuring university compliance with federal regulations. Through its work, the ISSO supports the university's mission of creating and sustaining an "environment for students to achieve their potential as contributing leaders and citizens of a complex global society."

The ISSO serves students and visitors who are at Towson University on a temporary/non-immigrant visa. Students may be in degree-seeking, exchange, English language, non-degree or enrichment programs. Others are here as faculty, visiting researchers or short-term cultural program participants. There are approximately 1,000 international students and scholars at TU, representing over 100 different nations.

While international students are a relatively small part of the TU student body, they are valued members of the TU community and ISSO provides support systems to promote their success at Towson University, including the following: creates visa certificates for incoming students and scholars, advises international students on how to attain and maintain legal status while in the United States, designs and presents programs that assist international students in their transition to life in the United States. In particular, the ISSO conducts a comprehensive orientation for international students at the start of each term, advises students regarding personal, academic, legal and career issues, as well as on intercultural communication, cross-cultural adjustment and engagement issues, acts as a liaison to and advocate for students with government agencies, university offices and faculty, coordinates programs and provides ongoing services aimed at enhancing the international student's social engagement, encouraging their interaction with American students and community members, assists in coordinating appropriate services for international students in legal, medical and family emergency situations, serves as a conduit for international students and community service-based organizations; and, represents an international student perspective on university wide committees and initiative.

**TU's Pathways Program** provides financial assistance for low-income parents who have completed a community college degree and are finishing a first undergraduate degree. It is a two year program, provided that students continue to meet program requirements. Full-time students receive \$2,000 for two years, for a total award of \$4,000. Part-time students receive half this amount. To qualify students must be a parent of at least one child under the age of 18 and demonstrate a high level of unmet financial need. Only students who are Pell grant eligible will be considered. Starting in the 2013-2014 school year students participated in a support program designed to increase their chances of graduating on time and to foster a strong connection to Towson University and other students. The program includes regular meetings with a program director as well as participation in parts of the Mature Student Support Program which builds connections between older students and encourages them to take advantage of campus resources. This scholarship is administered by the Women's Resources Program in the Center for Student Diversity.

**Faculty and Staff (recruitment and retention):** The Assistant to the President for Diversity and Affirmative Action Officer meets with TU's president and vice presidents to share affirmative action plan data. This administrator collaborates with the Provost and Vice President for Academic Affairs, the Vice President for Administration and Finance and other university leaders to identify and implement ongoing actions to reach out to applicants from diverse backgrounds. Applicant pools are monitored to ensure the presence of representatives from groups that have historically been underrepresented at the university. Periodic faculty and staff campus climate surveys are distributed for the purpose of obtaining data that supports senior leadership's ability to identify and, subsequently, address issues of concern.

Additionally, ISSO provides the following services for international faculty members: prepares required letters and visa certificates to invite guest faculty, scholars and visitors from abroad, provides visa advising and orientation materials for visiting faculty and scholars, submits petitions to the Department of Homeland Security for H1B visas on behalf of tenure track faculty, provides advising and referrals regarding immigration to the United States, signs all immigration-related petitions and documents on behalf of Towson University, coordinates programs and provides ongoing training focused on cross-cultural communication and customer service improvement strategies for various TU administrative or academic departments.

Note: Appendix 8 contains demographic data reflecting TU's student, faculty and staff bodies.

### III. Describe Efforts Designed to Create Positive Interactions and Cultural Awareness

#### Among Students, Faculty and Staff (curricular and co-curricular)

**Curricular Programs:** Towson University provides an academic approach to cultural diversity training both by including diversity within the Core Curriculum Requirements and by offering specific academic programs and majors related to cultural diversity.

Course offerings in the following Core Curriculum Requirement categories provide deeper understanding of cultural diversity: Creativity and Creative Development, Arts and Humanities, Social and Behavioral Sciences, Metropolitan Perspectives, Global Perspectives, Diversity and Difference, and Ethical Issues and Perspectives. A listing of specific courses is provided in Appendix 9. Additionally, the Towson Seminar of the Core Curriculum Requirement addresses cultural diversity through the following seminar topics: African American Contributions to the Arts: 20 Century, Alternative Modernities: Indian Mediascapes and Korean Dreams, “By Any Means Necessary”: African American Literature and Social Activism in the 20<sup>th</sup> Century United States, Can We Talk? Communication, Gender, and the Family, Consumption and Culture, Cultural Identity Through Music: Latino Music, Immigrant Women’s Experiences, Islam and the West, The Object is the Object, Paris 1900-1930: Music, Dance, and the Visual Arts, Religion and Politics, Understanding Globalization, and Understanding the Nexus of History: Education and Culture in Cambodia’s Khmer Rouge Era.

By offering academic programs related to cultural diversity, Towson University ensures that students have the opportunity to develop specific cultural competencies should they wish to do so. The following programs/majors are offered: African & African American Studies: B.A./B.S. Major/Minor, Applied Gerontology: M.A./Post-Baccalaureate Certificate, Asian Studies: B.A. Major/Minor, Comparative Ethnic Studies: Minor, Cultural Studies: B.A./B.S. Major/Minor, Deaf Studies: B.A./B.S. Major/Minor, Jewish Studies: Minor, Latin American Studies: B.A./B.S. Major/Minor, Lesbian, Gay, Bisexual and Transgender Studies: Minor, Religious Studies: B.A./B.S. Major/Minor, Women’s Studies: B.A./B.S. Major/Minor, M.A./Post-Baccalaureate Certificate.

**Co-Curricular Programs: Students, Faculty and Staff - TU’s Office of Diversity and Equal Opportunity (ODEO)** offers programs that support members of the campus community to actively participate in fostering a welcome and inclusive campus environment. TU’s *Speak Up!* Program, administered by ODEO supports a welcoming campus environment for all members of our community by providing participants with information related to the impact of bigotry, the barriers to addressing bigotry, as well as the tools necessary to challenge everyday bigotry.

In calendar year 2013, approximately 560 student leaders, students, faculty and staff members participated in *Speak Up!* workshops. 90% of *Speak Up!* participants reported that they had gained specific skills or information necessary to be able to *Speak Up!* in response to encounters of everyday bigotry. Approximately 90% of participants reported that they would recommend participation in a *Speak Up!* workshop to classmates or colleagues.

**Co-Curricular Program: Students - TU’s Center for Student Diversity (CSD)** provides advocacy and support for underrepresented and marginalized populations and creates welcoming, inclusive campus environments.

The CSD is comprised of several units that offer programs and services (see Appendixes 10 and 11) to students from groups that have historically been underrepresented in higher education (a) African American Student Development, (b) Asian Pacific Islander/Latino Student Development, (c) Lesbian Gay Bisexual and Transgender Student Development, (d) Women’s Resources. In addition, the CSD staff work closely with the Interfaith Campus Ministers. The CSD is responsible for Student Success Programs including: Students Achieve Goals through Education (SAGE) and Community Enrichment and Enhancement Partnership (CEEP). These programs have proven track records related to positive outcomes for students from underrepresented groups. Below is a compilation of four years of data regarding events and programs administered by the CSD:

### Center for Student Diversity 4-Year Summary Data

YEAR	2009-2010	2010-2011	2011-2012	2012-2013
Overall Attendance	13,009	13,352	11,623	15,810
Surveys Completed	1,209	1,060	2,709	1,773
Male	351	321	685	391
Female	840	726	1,990	1,370
Other	18	13	34	4
White	694	652	518	224
African American	247	201	1,447	900
Latino	82	51	312	208
Asian Pacific Islander	48	45	103	219
Other	138	111	329	201

**Analysis of data for the CSD:** The number of individuals attending CSD programs this period (15,810) is not reflected in the number of students surveyed (1,773). Those surveyed are a snapshot of students who attended CSD events that were either randomly selected or chose to complete evaluations. Not all events and programs were evaluated during this period. From the students surveyed, we learned that CSD programs are meeting our overall objectives for our students.

Provide below is descriptive information for the CSD's Signature Programs. This refers to the programs sponsored by the Center as a whole, including (1) the *Set It Off* New Student Orientation program, (2) the *Retreat for Social Justice*, (3) the *Digital Storytelling* initiative, (4) the fall and spring *Diversity Speaker Series*, and (5) the annual *Martin Luther King Celebration* Program – these signature programs contributed to TU 2020 Strategic Initiatives. We also view the SAGE Academic Support Program and the CEEP Scholarship Program as part of our Signature Program portfolio because they are important, key components of the Center's services. However, the user number data will be included as part of that respective unit's individual report section.

#### CSD Signature Programs:

- **Set It Off:** this large, New Student Orientation event targets incoming, diverse freshman and transfer students. Students have the ability to make connections and learn about the broad variety of engagement opportunities available. This year 1,077 students participated.
- **Retreat for Social Justice:** this weekend retreat is designed to provide student participants with the opportunity to explore their cultural identities and interact with others from diverse backgrounds. Also, the Retreat for Social Justice Awareness Week sponsors an entire week of programs whereby retreat participants create opportunities to educate their peers about diversity and social justice issues. This year 46 students participated in the weekend retreat and 285 students participated in the weeklong programs.
- **Digital Storytelling:** this modern expression of the ancient art of storytelling derives its power by weaving *images, music, narrative & voice* together. This educational tool is used in support of campus diversity by sharing personal stories created by our students to learn more about identity, culture, and diversity. This year nine digital stories were submitted and 225 students participated in the culminating program "Celebrating Diversity through Digital Storytelling."
- **Diversity Speaker Series:** each semester, the CSD brings culturally relevant speakers, educators, activists and entertainers to campus. This program gives students access to some of the world's most influential minds of our time. This year 1,118 students participated, 574 students attended the fall program featuring Nikki Giovanni and 544 students attended the spring program featuring Common.
- **Martin Luther King Celebration:** this celebratory event typically takes place in February because Towson University students usually don't return to campus in time to celebrate the national MLK Holiday in mid-January. This year 203 students participated.

From the information gleaned, we learned the following:

- Overall CSD Learning Outcomes:
  - Learning Outcome 1: Students who attend CSD programs will indicate increased self-awareness.
    - Average Score: 4.47 (Strongly Agree = 5)
    - Number of Responses: 537
  - Learning Outcome 2: Students who attend CSD programs will indicate that programs helped them better appreciate other people's perspectives.
    - Average Score: 4.4 (Strongly Agree = 5)
    - Number of Responses: 484
  - Learning Outcome 3: Students who attend CSD programs will indicate that programs helped improve their interactions with other people.
    - Average Score: 4.43 (Strongly Agree = 5)
    - Number of Responses: 532
- Our programs are meeting our overall objectives for our students:
  - *The Set It Off* helps students improve interactions with others (Learning Outcome # 3).
  - *Retreat for Social Justice* helps increase student's self-awareness (Learning Outcome #1) and better appreciate other's perspectives (Learning Outcome #2).
  - *Digital Storytelling* helps increase student's self-awareness (Learning Outcome #1) and improve interactions with others (Learning Outcome #3).
  - *Diversity Speaker Series* helps increase student's self-awareness (Learning Outcome #1).
  - *Martin Luther King Celebration* helps students better appreciate other's perspectives (Learning Outcome #2) and improve interactions with others (Learning Outcome #3).
- Overall Accomplishments:
  - CSD programs attract diverse students in terms of age, race, academic college, and interests.
  - Students are consistently satisfied with the variety of topics of programs and report learning new information. CSD programs are also contributing to the larger campus culture of diversity.
  - The forums that we offer benefit students by helping increase their level of skills, sense of awareness, and interactions with others.

**Co-Curricular Programs: Faculty and Staff – TU's Office of Diversity and Equal Opportunity** continues to provide various training offerings for faculty and staff members.

***Affirmative Action/Equal Employment Opportunity:*** TU's Affirmative Action Officer meets with hiring managers and search committees, upon request, to provide guidance related to equal employment opportunity.

***Bridging the Culture Gap:*** This program provides participants with a broad overview of culture, how it exists at a conscious and subconscious level, what is meant by "culture gap," how to understand different views on culture, how cultural differences affect communication and behavior, cultural intelligence, and methods for enhancing cultural intelligence.

***Diversity - Can It Work for Me?*** This program highlights the key role that diversity plays in supporting academic excellence at Towson University.

***Diversity - Overcoming Roadblocks in Gender Communication:*** This session provides an overview of the different ways that men and women communicate. Participants learn about cultural differences, how to apply communication styles to help avoid gender-related conflicts that may impede their success, how to keep conflicts from escalating, and how to confront others in a way that minimizes defensiveness and hostility.

***Faculty and Staff Orientations:*** Orientation programs for new faculty and staff members hosted by the university contain diversity components.

***President's Leadership Institute:*** Programming for faculty and staff members identified as university leaders contain diversity components.

***Title IX/Violence Against Women Act and Reporting of Child Abuse:*** Mandatory participation is required of all faculty and staff members.

***Workplace Diversity (TEC course):*** This online program assists employees to understand how to identify strategies to be utilized in order to be successful in a diverse workplace, as well as how to discover the impact that diversity has upon the university.

**Appendix 1: Hate Bias Incidents: Spring, Summer & Fall 2013**

**Hate/Bias Incidents  
Spring, Summer & Fall 2013**

**Spring 2013**

Students

Hate/Bias	Corresponding Crime	Victim	
		Race	Gender
Race/Ethnicity	Verbal, Physical	B	F
Sexual Orientation	Verbal	W	M

Total Verified Spring 2013 Incidents: 2

**Summer 2013**

Total Verified Summer 2013 Incidents: 0

**Fall 2013**

Total Verified Fall 2013 Incidents: 0

**Total Verified Incidents (Students, Faculty & Staff) 2013: 2**

**Appendix 2: Top-Ten Percent Program**

<b>Cohort</b>	<b>Applicants</b>	<b>Enrolled</b>	<b>Average Annual Award</b>	<b>Average GPA</b>	<b>(Mathematics + Critical Reading</b>	<b>2<sup>nd</sup> Fall Retention</b>	<b>2<sup>nd</sup> Fall Retention Rate</b>	<b>3<sup>rd</sup> Fall Retention</b>	<b>3<sup>rd</sup> Fall Retention</b>	<b>4<sup>th</sup> Fall Retention</b>	<b>4<sup>th</sup> Fall Retention Rate</b>	<b>4 Year Graduates</b>	<b>4 Year Graduation Rate</b>
Fall 2013	365	102	\$2,000	3.91	1110								
Fall 2012	354	70	\$2,000	3.76	1062	64	91.4%						
Fall 2011	352	107	\$2,000	3.63	1012	95	88.8%	87	81.3%				
Fall 2010	346	102	\$2,000	3.67	1002	88	86.3%	85	83.3%	77	75.5%		
Fall 2009	377	143	\$2,000	3.71	1005	119	83.2%	108	75.5%	98	68.5%	47	32.9%
Fall 2008	326	121	\$2,000	3.73	990	100	82.6%	89	73.6%	82	67.8%	48	39.7%
Fall 2007	402	165	\$2,000	3.71	963	129	78.2%	111	67.3%	105	63.6%	45	27.3%
Fall 2006	372	187	\$2,000	3.69	951	142	75.9%	122	65.2%	111	59.4%	43	23.0%
Fall 2005	315	189	\$4,000	3.58	931	143	75.7%	126	66.7%	115	60.8%	46	24.3%

### Appendix 3: Institutional Retention and Graduation Rate Data - Towson University

Towson University	Six-year Graduation and Retention Rates at Institutions of First-Entry												
	Fall Cohort First-Time Full Time	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
	FY Graduation Year	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Towson University's Overall First-Time / Full-Time Cohort	6-Year Graduation Rate	66%	73%	68%	63%	65%	65%	n/a	n/a	n/a	n/a	n/a	n/a
	2nd Year Retention	84%	86%	83%	80%	82%	82%	83%	85%	84%	85%	86%	n/a
	3rd Year Retention	76%	81%	77%	73%	75%	74%	77%	78%	78%	79%	n/a	n/a
	4th Year Retention	72%	78%	73%	69%	71%	71%	74%	75%	74%	n/a	n/a	n/a
	5th Year Retention	31%	29%	31%	28%	29%	29%	29%	28%	n/a	n/a	n/a	n/a
	5th Year Retention / Graduation*	71%	75%	71%	67%	68%	69%	71%	73%	n/a	n/a	n/a	n/a
Towson University's African American First-Time / Full-Time Cohort	6-Year Graduation Rate	69%	73%	73%	55%	59%	60%	n/a	n/a	n/a	n/a	n/a	n/a
	The Gap	-2%	-1%	-5%	9%	6%	5%	n/a	n/a	n/a	n/a	n/a	n/a
	2nd Year Retention	92%	90%	90%	85%	85%	85%	88%	84%	85%	91%	92%	n/a
	3rd Year Retention	81%	88%	83%	74%	77%	75%	82%	79%	79%	70%	n/a	n/a
	4th Year Retention	77%	85%	82%	68%	69%	69%	79%	75%	73%	n/a	n/a	n/a
	5th Year Retention / Graduation*	73%	81%	76%	66%	65%	66%	74%	73%	n/a	n/a	n/a	n/a
Towson University's Hispanic First-Time / Full-Time Cohort	6-Year Graduation Rate	61%	59%	67%	51%	55%	69%	n/a	n/a	n/a	n/a	n/a	n/a
	The Gap	5%	13%	1%	12%	11%	-4%	n/a	n/a	n/a	n/a	n/a	n/a
	2nd Year Retention	84%	86%	82%	74%	77%	82%	81%	88%	79%	88%	83%	n/a
	3rd Year Retention	77%	73%	79%	66%	73%	78%	74%	81%	71%	81%	n/a	n/a
	4th Year Retention	77%	73%	72%	57%	69%	76%	75%	79%	69%	n/a	n/a	n/a
	5th Year Retention / Graduation*	74%	59%	72%	53%	65%	73%	71%	74%	n/a	n/a	n/a	n/a
Towson University's Low-income (Pell) First-Time / Full-Time Cohort	6-Year Graduation Rate	61%	66%	64%	52%	56%	54%	n/a	n/a	n/a	n/a	n/a	n/a
	The Gap	5%	6%	4%	11%	9%	11%	n/a	n/a	n/a	n/a	n/a	n/a
	2nd Year Retention	86%	84%	84%	81%	81%	81%	86%	84%	86%	85%	86%	n/a
	3rd Year Retention	76%	78%	76%	69%	71%	69%	79%	77%	77%	79%	n/a	n/a
	4th Year Retention	72%	75%	73%	62%	64%	64%	73%	72%	73%	n/a	n/a	n/a
	5th Year Retention / Graduation*	68%	73%	70%	59%	61%	63%	69%	71%	n/a	n/a	n/a	n/a

\*Includes students who were enrolled in the fall term of their fifth academic year and students who completed

**Appendix 4: Retention in STEM** according to the numbers enrolled as STEM majors at the start of the semester indicated. The comparison group consists of STEM students at Towson from the same year class who were invited to join the TOPS program prior the year indicated based on their high school record and demographics but who declined to do so but still enrolled in a STEM major.

Admit Year	Students	Number admitted	3 <sup>rd</sup> semester [end of 1 <sup>st</sup> yr]	5 <sup>th</sup> semester [end of 2 <sup>nd</sup> year]	7 <sup>th</sup> semester [end of 3 <sup>rd</sup> year]	9 <sup>th</sup> semester [end of 4 <sup>th</sup> year]	11 <sup>th</sup> semester [end of 5 <sup>th</sup> year]	Overall retention rate in STEM <sup>4</sup>
2008	TOPS	15	14	13	11	7 (4 grad)	2 (4 grad)	66.6%
2008	FCSM <sup>1</sup>	334	268	169	133			38.8%
2008	Comparison <sup>2</sup>	16	12	6	4	5 (1 grad)	2 (3 grad)	37.5%
2009	TOPS	21	20	16	13 (1grad)	6 (5 grad)		57%
2009	FCSM <sup>1</sup>	343	288	196				47.7%
2009	Comparison <sup>2</sup>	18	11	10	10	8 (1 grad)		50.0%
2010	TOPS	20	19	17	16			80%
2010	FCSM <sup>1</sup>	349	289					50.7%
2010	Comparison <sup>2</sup>	20	17	7	7			35%
2011 <sup>3</sup>	TOPS	21	20	18				86%
2011	FCSM <sup>1</sup>							62.8%
2011 <sup>3</sup>	Comparison <sup>2</sup>	21	13	8				38%
2012 <sup>3</sup>	TOPS	18	17					94%
2012	FCSM <sup>1</sup>							
2012 <sup>3</sup>	Comparison <sup>2</sup>	18	12					67%

<sup>1</sup>Fisher College of Science and Mathematics (FCSM) is the home of all STEM majors at Towson University

<sup>2</sup>We have been tracking the progress of these students as they continue with their STEM majors.

<sup>3</sup>Numbers of remaining majors for these year's classes are not yet available for the college as a whole and therefore a comparable retention rate cannot be calculated.

<sup>4</sup>Includes graduates.

**Appendix 4: STEM TOPS Program - Demographic Information**

Cohort Year	Number in cohort	# with EFC under \$5,000*	% students of color	% female	% From High Schools with $\geq 50\%$ FRL**	% From High Schools $\geq 40\%$ FRL**
2008	15	87%	73%	53%	15%	31%
2009	20	74%	63%	42%	50%	72%
2010	20	65%	75%	55%	29%	71%
2011	21	52%	86%	57%	33%	50%
2012	18	78%	78%	50%	22%	44%
2013	21	52%	52%	52%	47%	58%

\*EFC, Expected Family Contribution, is the FAFSA derived indication of a student's family's ability to contribute to the cost of education based upon family income.

**Appendix 5: Community Enrichment and Enhancement Partnership 5-Year Summary Data**

YEAR	2008- 2009	2009-2010	2010-2011	2011-2012	2012-2013
Recipients	199	168	165	137	100
Male	53 (27%)	42 (25%)	45 (27%)	34 (25%)	24 (24%)
Female	146 (73%)	126 (75%)	120 (73%)	103 (75%)	76 (76%)
Other	0	0	0	0	0
FRESH	24 (12%)	13 (8%)	10 (6%)	14 (10%)	4 (4%)
SOPH	41 (21%)	22 (13%)	22 (13%)	27 (20%)	35 (35%)
JUN	56 (28%)	55 (33%)	31 (19%)	26 (19%)	29 (29%)
SEN	77 (38%)	78 (46%)	99 (60%)	69 (50%)	32 (32%)
WITHDR.	2 (1%)	0	3 (2%)	1 (1%)	1 (1%)
AF. AM.	152 (76%)	137 (81%)	130 (79%)	104 (76%)	78 (78%)
AS. AM.	12 (6%)	8 (5%)	6 (4%)	5 (4%)	4 (4%)
BIRACIAL	2 (1%)	1 (1%)	3 (2%)	4 (3%)	5 (5%)
WHITE	14 (7%)	10 (6%)	9 (5%)	10 (7%)	3 (3%)
LATINO	18 (9%)	10 (6%)	15 (9%)	14 (10%)	10 (10%)
NAT. AM.	1 (1%)	2 (1%)	2 (1%)	0	0
.00 - 1.99	9 (4%)	3 (2%)	1 (1%)	2 (1%)	1 (1%)
2.00 – 2.49	23 (11%)	13 (8%)	9 (5%)	11 (8%)	9 (9%)
2.50 – 2.99	70 (35%)	65 (39%)	60 (36%)	48 (35%)	44 (44%)
3.00 – 3.49	61 (31%)	58 (34%)	64 (39%)	55 (40%)	31 (31%)
3.50 – 4.00	31 (15%)	29 (17%)	28 (17%)	19 (14%)	14 (14%)
WITHDRAWALS	2 (1%)	0	3 (2%)	1 (1%)	1 (1%)
DEAN'S LIST	31 (16%)	58 (34%)	28 (17%)	26 (20%)	18 (18%)
GRADUATES	29 (15%)	23 (14%)	41 (25%)	38 (28%)	23 (23%)

**Appendix 6: SAGE Program 5-Year Summary Data**

YEAR	2008 – 2009	2009-2010	2010-2011*	2011-2012	2012-2013	
Participants	148	164	181	241	296	
Male	37 (25%)	32 (20%)	33 (18%)	55 (23%)	54(18%)	
Female	111 (75%)	132 (80%)	148 (82%)	186 (77%)	242(82%)	
Other	0	0	0	0	0	
African American	94 (64%)	109 (66%)	114 (63%)	154 (64%)	149 (50%)	
Asian American	6 (4%)	23 (14%)	19 (10.5%)	23 (9%)	43 (15%)	
Biracial	0	0	19 (10.5%)	5 (2%)	33 (11%)	
Caucasian	30 (20%)	16 (10%)	8 (4%)	12 (5%)	37 (13%)	
Latino	5 (3%)	16 (10%)	21 (12%)	35 (15%)	25 (8%)	
Native American	1 (1%)	0	0	5 (2%)	1(.3%)	
Not Listed	12 (8%)	0	0	7 (3%)	8 (2.7%)	
.00 - 1.99	17 (11%)	15 (9%)	9 (6%)	15 (6%)	16 (5%)	
2.00 - 2.49	19 (13%)	8 (5%)	16 (10%)	23 (9%)	29 (10%)	
2.50- 2.99	38 (26%)	50 (31%)	35 (23%)	60 (25%)	68 (23%)	
3.00 - 3.49	55 (37%)	61 (37%)	58 (38%)	89 (37%)	114 (39%)	
3.50 - 4.00	17 (12%)	25 (15%)	27 (17%)	43 (18%)	69 (23%)	
Withdrawals	2 (1%)	5 (3%)	10 (6%)	11(5%)	2 (.67%)	
Dean's List	17 (12%)	25 (15%)	27 (17%)	43 (18%)	69 (23%)	

\*2010-2011 data has been updated to include additional cohort students.

**Appendix 7: TU Graduation Rates of First-Time Full-Time Degree-Seeking Students Served by Disability Support Services - Cohorts by Years to Graduation: Fall 2006 through Fall 2009**

<b>Fall 2006</b>	<b>N</b>	Graduated with Bachelor's Degree from Towson University					
		Within Four Years		Within Five Years		Within Six Years	
		<b>N</b>	<b>Percent</b>	<b>N</b>	<b>Percent</b>	<b>N</b>	<b>Percent</b>
First-Time, Full-Time Students	2,690	1,047	39%	1,632	61%	1,768	66%
Registered with DSS, in 1 <sup>st</sup> Term	51	15	29%	27	53%	32	63%

<b>Fall 2007</b>	<b>N</b>	Graduated with Bachelor's Degree from Towson University					
		Within Four Years		Within Five Years		Within Six Years	
		<b>N</b>	<b>Percent</b>	<b>N</b>	<b>Percent</b>	<b>N</b>	<b>Percent</b>
First-Time, Full-Time Students	2,654	1,069	40%	1,611	61%	1,735	65%
Registered with DSS, in 1st Term	82	32	39%	51	62%	57	70%

<b>Fall 2008</b>	<b>N</b>	Graduated with Bachelor's Degree from Towson University					
		Within Four Years		Within Five Years		Within Six Years	
		<b>N</b>	<b>Percent</b>	<b>N</b>	<b>Percent</b>	<b>N</b>	<b>Percent</b>
First-Time, Full-Time Students	2,826	1,210	43%	1,822	64%	NA	NA
Registered with DSS, in 1st Term	87	36	41%	52	60%	NA	NA

**Appendix 7: TU Graduation Rates of First-Time Full-Time Degree-Seeking Students Served by Disability Support Services - Cohorts by Years to Graduation: Fall 2006 through Fall 2009**

<b>Fall 2009</b>	<b>N</b>	<b>Graduated with Bachelor's Degree from Towson University</b>					
		<b>Within Four Years</b>		<b>Within Five Years</b>		<b>Within Six Years</b>	
		<b>N</b>	<b>Percent</b>	<b>N</b>	<b>Percent</b>	<b>N</b>	<b>Percent</b>
First-Time, Full-Time Students	2,398	1,070	45%	NA	NA	NA	NA
Registered with DSS, in 1st Term	73	26	36%	NA	NA	NA	NA

<b>Average</b>		<b>Graduated with Bachelor's Degree from Towson University</b>		
		<b>Within Four Years</b>	<b>Within Five Years</b>	<b>Within Six Years</b>
		<b>Average of Fall 2006-Fall 2009</b>	<b>Average of Fall 2006-Fall 2008</b>	<b>Average of Fall 2006-Fall 2007</b>
First-Time, Full-Time Students	NA	42%	62%	66%
Registered with DSS, in 1st Term	NA	37%	59%	67%

NA= Data not applicable

"Registered with DSS, In First-Term" includes students with records in the PS\_ACCOM\_DIAGNOSIS and who requested an accommodation prior to the end of their first term at Towson University. Students graduating in the summer semester are included with spring graduates. First year shown in column corresponds to the fall semester of each cohort's freshmen year. Does not include transfer students.

Updated October 18, 2013; Source: PeopleSoft, IR