

**Towson University**  
**2015-2016 Report on Institutional Programs of Cultural Diversity**  
**April 2016**

**Table 1.**

Towson University remains committed to achieving excellence by advancing equity, cultural diversity, and inclusion in all it does. President Schatzel recognizes, appreciates, and regularly communicates the vital role that Towson University plays in preparing students to be productive and successful employees in the global workplace.

TU's Strategic Plan, *TU 2020: A Focused Vision for Towson University* elucidates the university's goal to continue to be recognized as a national model for diversity and closing the achievement gap. The university has adopted five strategic diversity goals to facilitate the actualization of TU's Mission and Strategic Plan related to diversity and inclusion: (1) promoting appreciation for and advancement of equity, diversity and inclusion at TU; (2) enhancing recruitment and retention of students from underserved and/or underrepresented populations; (3) closing the achievement gap for first generation, low income and students from underrepresented groups; (4) enhancing recruitment and retention of staff and faculty members from underrepresented populations; and (5) supporting respectful and mutually beneficial community collaboration.

Resources have been identified and organizational units have been established to support the ability of all members of TU's campus community to fulfill their role and responsibility to advance cultural diversity on our campus. The Office of Diversity and Equal Opportunity, reporting to the President, the Center for Student Diversity, reporting to the VP for Student Affairs, the Provost's Fellow for Diversity and Inclusion, reporting to the Office of the Provost, and the Office of Human Resources, reporting to the VP for Administration and Finance are responsible for assisting students and faculty and staff members to facilitate the actualization of TU's Strategic Diversity Goals.

Towson University's institutional plan to improve cultural diversity requires collaboration across all divisions and departments and includes involvement of students representing TU's student body to insure that informed decisions are made that support the university's ability to build on its strengths and address challenges. Charged with facilitating the establishment and maintenance of an inclusive campus environment, TU President's Diversity Coordinating Council (PDCC) serves as a discernable example 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 as well as student body representatives. The DAC exists to support the university's strategic diversity goals and makes recommendations for the success of campus-wide diversity initiatives to the PDCC. The committee's six work groups, Campus Climate, Education and Scholarship, Hate/Bias Response Team, President's Diversity Awards, Representation – Faculty, Students, Staff, and Student, remain actively engaged in advancing cultural diversity.

Information provided in this report highlights Towson University's success related to the recruitment of students from historically underrepresented populations, 5% increase from fall 2014 to fall 2015. Information regarding programs that the university has developed and implemented to support the retention of students is shared. Ongoing and planned initiatives for the purpose of recruiting and retaining faculty and staff members from underrepresented groups also is included. Curricular and co-curricular programming, and faculty and staff cultural educational programs offerings, as well as the university's process for responding to campus-based hate/bias incidents also are included.

**Table 2.**

Towson University President, Kim Schatzel, continues to charge TU's senior leadership with responsibilities that facilitate the university's ability to advance and monitor diversity progress. The President's Diversity Coordinating Council (PDCC) reviews data reports and information from various sources including TU's Diversity Action Committee (DAC) and its Work Groups. Together, TU's PDCC and DAC insure that appropriate actions are developed and implemented for the purpose of enhancing and maintaining a welcoming and inclusive campus environment.

Towson University's Enrollment Management conducts outreach efforts to specific schools in order to reach and support the ability of students from underrepresented groups to apply and be admitted to TU. Enrollment Services collaborates with the Center for Student Diversity to bring students from targeted schools to campus for visits to help them to see themselves as future TU students. From fall 2014 to fall 2015, TU increased the number of students from underrepresented populations by 5%. TU's programs to support the retention of students from historically underrepresented groups are successful. Program outcomes include 2<sup>nd</sup> year retention rates of 91% - 100%, these rates are considerable higher than the 2<sup>nd</sup> year retention rate of all TU students, 85% (fall 2014).

From 2014-2015 to 2015-2016, TU's African American/Black faculty representation remained steady at 7%, Asian faculty representation remained at 7%, and Hispanic/Latino faculty representation remained at 2%. TU has established aggressive goals of having its faculty population better reflect the diversity of TU's student body. Towson University is aware that the national pipeline of faculty of color does not include representation at the level that the university desires for its faculty representation. Therefore, in addition to enhancing existing and implementing new outreach efforts, TU is evaluating viable methods to develop our own pipelines for the purpose of increasing representation of faculty of color.

From 2014-2015 to 2015-2016, TU's representation of Black staff remained at 17%, representation of Asian staff increased by 1% from 2% to 3%, and the representation of Hispanic/Latino staff remained at 2%. TU's Office of Human Resources (OHR) conducted data analysis and determined that applicant pools for staff positions did not match the diversity of available populations. Therefore, OHR established a Diversity Task Force to investigate methods to reach diverse applicants, establish partnerships with special interest groups, and begin the process of shifting the hiring culture for staff at TU.

**Table 3.**

TU strives to maintain a welcoming campus climate for all members of our campus community. As diversity within TU's student body continues to increase, and the university develops and implements initiatives meant to foster increases in the representation of faculty and staff from underrepresented groups, it is critically important that the university continue to monitor the pulse of the campus climate and develop and facilitate ongoing cultural competency programming offerings for students, faculty and staff. Campus climate surveys are periodically conducted for students and faculty and staff members and the development of additional cultural competency programming is underway. Additionally, focus groups and one-on-one interaction provide ongoing information regarding strengths and challenges. This information is shared with the PDCC for action.

**Table 4.**

Towson University's commitment to a culturally diverse and inclusive campus environment has and will continue to remain steadfast. In support of this commitment, the university established a Hate/Bias Response Team that is charged with providing a coordinated multi-disciplinary university response to hate crimes and/or bias incidents by: meeting on a periodic basis to review reported instances of hate crimes and/or bias incidents; identifying any patterns, trends or upsurges in hate and/or bias incident activity; advising TU's DCC of such patterns and making recommendations related to action-oriented steps to address identified patterns; and, supporting the implementation of university-wide initiatives to curtail hate crimes and bias incidents.

Table 1

2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity						
Cultural Diversity Plan, Implementation Strategy, and Timeline for Meeting Goals within Plan						
Towson University						
A	B	C	D	E	F	G
Diversity Plan	Goals and Timeline	Implementation Strategies	Areas of Emphasis/Targeted Services for Specific Populations	Evaluation of Program	Goal Progress 2015 - 2016	Areas of Needed Improvements
Y=Yes/N=No	A. Cite # of goals (inclusive year(s)) B. Cite goals that are the focus of this report	Cite relevant strategies used for students, faculty, and staff	State specific area institution uses for each targeted population	Y or N (annual/biennial)	Improved Goal # by % or Static	Name specific areas in need of improvement
Y	<b>A. 5 Goals 2016-2020</b> <b>B. Goal 1: Promote Appreciation for and Advancement of Equity, diversity and Inclusion at TU</b>	Although this goal is the responsibility of all members of the campus community, TU has established and supports organizational structures and units that have oversight responsibilities: The Office of Diversity and Equal Opportunity, reporting to the President, The Center for Student Diversity (CSD), reporting to the VP for Student Affairs, the Provost's Fellow for Diversity & Inclusion reporting to the Office of the Provost, and the Associate VP for Human Resources reporting to the VP for Finance and Administration. These organizational units develop and implement educational initiatives and programming that fosters a welcoming campus climate for all members of the campus community. Towson University has also established a President's Diversity Coordinating Council and a Diversity Action Committee, with six Work Groups. These groups provide valuable input regarding campus climate and culture, conduct research, and make recommendations that assist the university to actualize Goal 1.	Fostering a campus climate that is welcoming and supportive of all members of our campus community, particular emphasis on members of populations that have historically been underrepresented	Y (annual)	TU has experienced heightened demand for programs and initiatives as the campus community becomes more diverse. TU continues to work with students, faculty, and staff members to monitor, offer programming, and respond to bias incidents quickly and appropriately.	Additional cultural competency educational programming is under development. Cultural Competency Programming will be shared during student, faculty, and staff orientation and on an ongoing basis in other venues.
	<b>Goal 2: Enhance Recruitment and Retention of Students from Underserved and/or Underrepresented Populations</b>	Recruitment: TU's Enrollment Management team works closely with community partners including: Baltimore CollegeBound, Building STEPS, and First Generation College Bound, Inc. Enrollment Services collaborates with CSD to bring students from targeted schools to campus for visits to help them to see themselves as future TU students. Retention: In the Division of Academic Affairs the Academic Advising and Achievement units provide support to students. A number of units in the Division of Student Affairs provide support to students. CSD is highly engaged with supporting TU students from diverse backgrounds. Retention data provided under Goal 3 below.	Baltimore City Public Schools, Baltimore County Public Schools, Prince George's County Public Schools, and certain public schools on the Eastern Shore.	Y (biennial)	Comparing fall 2015 to fall 2014, TU increased the number of students from underrepresented populations by 5%.	Revamp and overhaul of the Top 10% program. TU has also added a bilingual recruiter to the Enrollment Management team.
	<b>Goal 3: Close Achievement Gap for First Generation, Low Income and Students from Underrepresented Groups</b>	TU's Closing the Achievement Gap Committee monitors progress. Three TU programs support targeted populations. The Strategies for Student Success (S3) intervention is for low income students and first generation students. Students are assigned to the S3 course based on a risk assessment. The SAGE Program focuses on increasing retention and graduation rates of first-year undergraduates from diverse backgrounds, including African-American, Hispanic, and low income students. SAGE pairs students with peer mentors who promote academic achievement, personal development, and campus-wide involvement. Peer mentors maintain weekly contact with students, encourage focus on academic goals, assist in resolving academic issues, as well as help students identify organizations and activities of personal and professional interests. SAGE participants attend weekly, hour-long meetings/workshops throughout the academic year addressing topics such as academic success strategies, personal and professional development issues and diversity issues, and have opportunities to network with peers and faculty and staff members. TU's Community Enrichment and Enhancement Partnership (CEEP) Award is a scholarship for retaining diverse and traditionally underrepresented African-American, Hispanic and low income students. CEEP Award recipients receive academic support resources, explore career development as well as graduate and professional school options, participate in community service and leadership development activities, develop relationships with faculty, and participate in field placements and internships. Recipients must maintain a cumulative GPA of at least 2.0.	First generation, low income, students from underrepresented populations	Y (annual)	Second year retention rates: S3 students, comparing fall 2012 to fall 2013, retention rate remained at 91%. SAGE Program students, comparing fall 2012 to fall 2013, increased by 2% (90% to 92%). CEEP Award students, comparing fall 2012 to fall 2013, remained at 100%. Retention rates for students matriculating in these programs were considerable higher than the fall 2013 second year retention for all TU students - 85%.	

Table 1

	<p><b>Goal 4: Enhance Recruitment and Retention of Faculty and Staff Members from Underserved and/or Underrepresented Populations</b></p>	<p>Recruitment - Faculty: Primarily the role of the Provost, Deans, and department chairs. Efforts to improve effectiveness and efficiency of process related to recruiting and hiring faculty members from diverse backgrounds is supported by the Assistant to the President for Diversity (APD) in the Office of Diversity and Equal Opportunity. The APD chairs the Faculty Representation Work Group of TU's Diversity Action Committee. This group is reviewing and developing proposals for the development of pipeline programs and related activities to enhance recruitment. Retention - Faculty: Primarily the responsibility of the Provost. The Provost is aided by the Vice Provost, APD, and Provost's Fellow for Diversity and Inclusion in efforts to enhance mentoring to support retention. Recruitment - Staff: The Vice President for Administration and Finance has oversight of The Office of Human Resources (OHR) and staff recruitment. OHR works closely with vice presidents and hiring managers and receives guidance from the APD in connection with outreach and equal opportunity. Retention - Staff: TU offers professional development programs to provide staff employees with skills to support their advancement at TU. Plans are up ways for the development of additional programs to support staff retention.</p>	<p>Faculty and staff members from underrepresented groups</p>	<p>Y (annual)</p>	<p>From 2014 to 2015 Black faculty representation remained steady at 7% and the percentage of Black staff remained steady at 17%. During that same period, Hispanic faculty and staff remained steady at 2%.</p>	<p>Improve processes and procedures to increase representation of faculty and staff members from underrepresented groups. Review prospective programs and subsequently adopt and implement programs to enhance faculty and staff retention.</p>
	<p><b>Goal 5: Support Respectful and Mutually Beneficial Community Collaboration</b></p>	<p>Towson University is engaged in numerous community collaborations. University-community relationships and partnerships are created and supported in a variety of ways. Faculty and staff members work with non-profits, businesses, government agencies, and other community organizations to build partnerships and address community needs. Students are often involved in these partnerships, as well as in community service activities. Administrative structures that support these types of partnerships: Office of Partnership and Outreach - Division of Innovation and Applied Research and the Division of Student Affairs - Office of Civic Engagement and Leadership and Office of Student Activities - Community Services.</p>	<p>96% of TU's community partnerships take place in the Greater Baltimore area</p>	<p>Y (annual)</p>	<p>From July 2014-July 2015, the number of university-community partnerships increased by 67% from 97 to 162.</p>	<p>Improve on process from collecting information about TU's partnerships. Insure that partnerships are famed in light of new priorities.</p>

**Legend**  
Y = Yes  
N = No

Table 2

2015-2016 Annual Report on Institutional Programs of Cultural Diversity				
Description of Way Institution Addresses Cultural Diversity Among its Students, Faculty, and Staff				
Towson University				
A	B	C	D	E
Recruitment and Retention of Underrepresented Students, Faculty, and Staff	Creates Positive Cultural Interactions and Awareness among Students, Faculty, and Staff	Uses Cultural Sensitivity Instruction and Training for Students, Faculty, and Staff	Uses Administrative Structures, Offices, Councils, and Diversity Officers	Uses Targeted Programs and Services to Achieve Cultural Diversity Goals
State the recruitment and/or retention initiative and indicate for whom it applies	State the initiatives used to create interactions and awareness for students, faculty, and staff	State what type of instruction and training is used for students, faculty, and staff	List in hierarchical order all diversity structures used within and across the institution	State the targeted programs and services and indicate for whom each is targeted
<b>Student Recruitment</b>				
College Readiness Outreach Program (C.R.O.P.) recruitment pipeline for underrepresented students with the long range goal to increase college enrollment among Baltimore City public high school students who are first generation and financially challenged. Designated schools are Augusta Fell Savage Institute for the Arts, Reginald F. Lewis High School, and Vivien T. Thomas Medical Arts Academy. The Baltimore College Bound Foundation, Inc. facilitates communication between the Baltimore City Schools with assigned College Access Program Specialist (CAPS) and Maryland DC Campus Compact AmeriCorps VISTA. Initial contact is established, C.R.O.P. sessions scheduled, student participants are identified and space is reserved for sessions	Integrate a college prep curriculum for underrepresented populations within Baltimore City Schools		The Office of Diversity and Equal Opportunity (ODEO), Center for Student Diversity (CSD), University Admissions, Career Center, Office of Financial Aid, student organizations, the Maryland DC Campus Compact Organization, Baltimore City public high schools	3 schools identified for a college readiness curriculum to ninth grade students
Sleeping Bag Weekend	African American Student Development	Experiential learning - engage current Towson students with prospective Towson students and build mentoring relationships	CSD, TU Black Student Union, University Admissions	20 high school students from Baltimore City, Baltimore County, and Prince George's County registered for the weekend, along with 20 TU student leaders from the SAGE residential program and Black Student Union
<b>Student Retention</b>				
Women's Leadership Program	Gender equity	Mentoring and leadership training for students	Center for Student Diversity (CSD), Housing and Residence Life (HRL), Civic Engagement & Leadership (CEL), Disability Support Services (DSS)	8 scholarship recipients created programming, which reached over 100 students, on campus to highlight awareness for a variety of issues to include pay, equity, healthy relationships, and media representation of women
Women's Leadership Conference		Presentations and workshops which identified and explored ways that leadership manifests itself	Center for Student Diversity (CSD), Student Activities, Career Center, Special Events, Office of Fair Practices, Academic Colleges	
Latino/Asian Pacific Islander Student Development via spearheading a variety of initiatives which focus on social, political, and cultural issues relevant to the Latino/a community	Support and promote diversity across campus	Co-hosted Cuban actress Laura De La Uz who introduced her film La Pelicula de Ana and the role of Latina women in the arts.	CSD, College of Liberal Arts, College of Fine Arts & Communication, Electronic Media and Film, Theater Department, Foreign Language Department, Latin American & Latino/a Studies Program	
Native American diversity and appreciation	Support diversity across campus and appreciation of diversity within the Native American culture	Hosted a Native American Pow Wow in collaboration with the Baltimore American Indian Center to celebrate Native American culture and heritage with dancers from various tribes, educational exhibits, ethnic food, and music.	CSD, Baltimore American Indian Center	
African American Student Development to promote and enhance understanding within academic, social, and personal development	Promote collaboration and dialogue between law enforcement and the African American community	TUPD Officers, Baltimore County officers, and Black student leaders discussed building better relationships between Black students and offices.	CSD, ODEO, TUPD, Baltimore County Police Department	
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			1,635 (7% increase over the previous academic year) students with various disabilities utilized services

Table 2

Encourage retention by creating an inclusive and supportive environment for LGBTQIA students	Provide new and newly out LGBT students with a support system via mentor/mentee alliances to include conversations about personal safety, healthy relationships, and mental health	Mentoring	CSD	
Student Success Program CEEP Award - is designed to increase access and success of culturally diverse and traditionally under-represented undergraduate students. Resources are used to retain students through exposure within a variety of venues.		Presentations about diverse cultural communities, participation in student organizations, interaction with faculty and staff, and exploring graduate and career development options. CEEP participant involvement begins as an organizational member in freshman year and assume committee level roles during sophomore year as organizational leaders during junior and senior year. Some recipients have been elected to offices within student government and/or participate in campus wide planning activities.	CSD, Registrar's Office, University Admissions, Financial Aid	111 (91%) CEEP recipients earned cumulative GPAs of 2.50 or higher, 119 (99%) earned 2.0 or greater, and 29 (24%) achieved Dean's List Honors for spring 2015; 30 (25%) graduated at close the 2014-15 academic year.
The SAGE Program fosters academic achievement and a sense of belonging primarily for entering first year underrepresented students. Representation of racial communities include African American (65%), Asian American (11%), Caucasian (10%), Latino (8%), and Native American (3%) with 75% female participants overall. The LGBT community is also represented among mentors mentees and co not publicly identify themselves.	SAGE pairs new students with peer mentors who focus on academic goals and encourage involvement in campus activities and organizations.	Mentoring	CSD, International Student and Scholar Office	296 (93%) earn cumulative GPAs of 2.0 or greater, 182 (57%) earn GPAs of 3.0 or more, and 77 (24%) achieved the Dean's List Honors. 26 SAGE events are held and 9 (35%) introduce various cultural communities to program participants. The following communities/topics include cultural competency, Latino/Hispanic Heritage Month, LGBTQIA Community, African Heritage, African American Heritage, Women, Muslim Heritage, Jewish Heritage, Asian Pacific Islander Heritage
International Student & Scholar Outreach programs		Provide immigration related advice, advocacy and cross-cultural engagement opportunities	International Student & Scholar Office	2 week-long orientation program & on-going advising and programming support with dedicated services for all government sponsored international students
<b>Recruitment- Staff</b>				
Assistant to the President for Diversity insured that TU's annual Affirmative Action Plan was developed and goals were disseminated to president			Office of Diversity & Equal Opportunity, ODEO	
Employment Manager analyzed applicant data to determine if TU was meeting diversity goals in staff applicant pools. Identified where in the recruitment stage we are not meeting diversity goals (applicant stage/pass qualifications state/interview stage/hire stage)			Office of Human Resources	Most outcomes showed that TU is not getting a diverse applicant pool for staff positions at the initial applicant stage of the time that resulted in a non-minority applicant hire. Goals to move forward include greater education for OHR, greater automation to improve the applicant experience, and an Outreach Specialist to focus on inclusion and diversity in recruiting. The first two goals were met (ECC Manager attending more conferences based on diversity/inclusion) and ECC Manager is implementing Taleo. Outreach Specialist position still pending approval. Areas for improvement: Need automation to allow us for better tracking; need defined diversity/inclusion position.
Employment Manager analyzed data to determine which sources were providing quality applicants.			Office of Human Resources	Data showed outreach resources that OHR utilized in order to reach diverse applicant pools (specifically for veterans and individuals with disabilities) yielded no new candidates. Data shows the majority of qualified diverse applicants list TU's website as the source. Goals: Identify sources that reach qualified diverse applicant pool. Use Outreach Specialist position to work closely with organizations in order to attract diverse applicants. Spread the word about TU hiring to get more diverse applicants. Areas for improvement: Continue to work with organizations to promote TU as a place to work with organizations to promote TU as a place to work.
Employment Manager created Staff Employment Diversity Taskforce to examine barriers to entry and opportunities for outreach.			Office of Human Resources	Established taskforce to engage Hiring Managers as advocates for diverse and inclusive search processes. Outcomes: Post-meeting surveys show that Hiring Managers are thinking differently about recruiting and want to be involved in outreach efforts Goals: Continue to implement outreach efforts in order to diversity source. Areas for Improvement: Need support in changing the TU hiring culture.
Employment Manager continue to have a presence at job fairs that reach minority and underserved populations			Office of Human Resources	OHR will utilize Taleo's automation to track the effectiveness of job fairs in increasing minority applicants. Outcomes: TU conducting more outreach; increased minority applicants. Goals: The goal is for TU to be known throughout Maryland as a place to work for all applicants and our presence at job fairs helps with that reputation; increase minority applicants.

Table 2

Partnered with local organizations (Baltimore Integrated Partnership and Humanim) to discuss strategies to increase diversity in our applicant pool			Office of Human Resources	Employment Manager works with local organizations to enhance TU's brand as a place to work. OHR will utilize Taleo's automation to consistently track applicant data to see if the efforts are reflected in applicant data. Outcomes: More partnerships in Baltimore City; increased minority applicants Goals: Establish a pipeline for members of workforce training in Baltimore City and other minority organizations in which applicants are placed through contingent I positions. ECC Manager working to establish in Taleo. Areas of Improvement: Hiring Manager buy-in.
Employment Manager on Advisory Board for the Workforce and Technology Center of the Dept. of Rehabilitation Services and presented at the Center's graduation ceremony.			Office of Human Resources	Need Taleo's automation to determine effectiveness on increasing applicant pool, but ECC Manager has established relationship with the employees at DORS as well as many of the students in the Workforce and Technology Center training plan. Continue to advise on how to provide training, speak at graduation, and at other workshops for students. Outcomes: Increased applicant diversity for individuals with disabilities, but also a greater understanding of improving disclosure rate for applicants with disabilities and providing a more inclusive environment. Goals: Higher disclosure rate for applicants with disabilities; TU and DORS continued partnership Areas for Improvement: Continued education for hiring managers; new mechanisms to improve disclosure rate for applicants with disabilities.
<b>Retention-Staff</b>				
President Leadership Institute - Staff			Office of Fair Practices	20 staff members participate annually, consists of opening retreat, full-day monthly meetings, and closing retreat
Staff Development Conference			Towson University Staff Council	Approximately 500 staff members attend half-day development programming
Faculty & Staff Affinity Groups (Asian, Black, Latino/a, LGBT, Women)			Administratively supported by the Office of Diversity & Equal Opportunity	TU's Faculty and Staff Affinity Groups assist the university to foster a welcoming community for faculty and staff members.
Staff Mentorship Program, new hire track & professional rack			Office of Human Resources	
Building Bridges Across MD - networking program			Office of Human Resources	10 support staff per year
Annual Service Awards Ceremony			Office of Human Resources	300 participate annually
Towson eLearning Center			Office of Human Resources	400 course completions
Effective Supervision Program			Office of Human Resources	19 completions
University Business Certificate			Office of Human Resources	16 completions
Workplace Professional Certificate			Office of Human Resources	9 completions
Enhanced Skills Certificate			Office of Human Resources	3 completions
<b>Recruitment - Faculty</b>				
Assistant to the President for Diversity insured that TU's annual Affirmative Action Plan was developed and goals were disseminated to president			Office of Diversity & Equal Opportunity (ODEO)	
Assistant to the President for Diversity analyzed applicant data to determine if TU was meeting diversity goals in faculty applicant pools. Identified where in the recruitment stage we are not meeting diversity goals (applicant stage/pass qualifications state/interview stage/hire stage)			Office of Diversity & Equal Opportunity	
Assistant to the President for Diversity in collaboration with Vice Provost proposed modifications to faculty hiring process to improve efficiency of process and effectiveness in hiring of faculty members from underrepresented groups			Office of Diversity & Equal Opportunity	
Academic departments are encouraged to think about the recruitment process as an ongoing process, not simply a process that begins and ends with a particular search.		Assistant to the President for Diversity meets with deans, department chairs, and search committees and provides guidance throughout the search process.	Office of the Provost, Office of Diversity & Equal Opportunity	

Table 2

All faculty members are urged to be ambassadors for the purpose of attracting diverse applicants to Towson. As faculty members meet individuals at conferences and other academic gatherings they share their experiences working at Towson and encourage others to consider Towson as a future employer.		Assistant to the President for Diversity meets with deans, department chairs, and search committees and provides guidance throughout the search process.	Office of the Provost, Office of Diversity & Equal Opportunity	
Vacancy announcements for faculty and librarian positions are reviewed prior to posting to insure the clear communication of required education level, qualifications, and duties of position. This review by the Office of Diversity and Equal Opportunity strives to eliminate text that could disqualify a group of individuals from diverse backgrounds.		Assistant to the president for Diversity provides guidance	Office of the Provost, Office of Diversity & Equal Opportunity	
Vacancies are published in the Chronicle of Higher Education and posted online through Towson University, Inside Higher Education, Recruit Disability and are cross-posted through the Higher Education recruitment Consortium (HERC), a resource for outreach to diverse applicants.		Assistant to the President for Diversity provides guidance regarding additional Outreach	Office of the Provost, Office of Diversity & Equal Opportunity	
Faculty and librarian search committees are required to develop and implement an Outreach Plan for the purpose of attracting diverse applicants. The Outreach Plan may include, but it not limited to, reaching out to special interest groups within their academic discipline, reaching out to potential applicants at HBCUs or HSIs, sharing vacancy announcements at conferences, and reaching out to previous diverse applicants. The Outreach Plan may include, but it not limited to, reaching out to special interest groups within their academic discipline, reaching out to potential applicants at HBCUs or HSIs, sharing vacancy announcements at conferences, and reaching out to previous diverse applicants.			Office of the Provost, Office of Diversity & Equal Opportunity	
Each search committee consists of approximately five individuals			Office of the Provost, Office of Diversity & Equal Opportunity	
Interview pools must be approved by the department chairperson, the dean of the college, the Vice Provost, and the Assistant to the President for Diversity prior to inviting candidates to campus for interviews.		Interview pool is reviewed/approved by Vice Provost and Assistant to the President for Diversity. Where diversity is lacking additional outreach/review may be required.	Office of the Provost, Office of Diversity & Equal Opportunity	
Typically, the entire academic department has interaction with potential candidates final selection. Following a thorough review, offers are made strictly by the Office of the Provost.			Office of the Provost, Office of Diversity & Equal Opportunity	
<b>Faculty-Retention</b>				
Faculty & Staff Affinity Groups (Asian, Black, Latino/a, LGBT, Women)			Administratively supported by the Office of Diversity & Equal Opportunity	TU's Faculty & Staff Affinity Groups assist the university to foster a welcoming community for faculty and staff members
Faculty Mentoring			Office of the Provost, Deans, Department Chairs	Outstanding mentoring
<b>Faculty/Staff-Retention</b>				

Table 2

<p>President's Diversity Awards recognize individuals and department that foster greater awareness, understanding and advancement of diversity and inclusion at TU. This award program heightens awareness of TU's commitment to diversity and rewards individuals and departments for outstanding work. Awards distribution has high level of visibility at large university gatherings.</p>			<p>President, Assistant for Diversity &amp; Equal Opportunity, ODEO, responsible for oversight of award program</p>	<p>Four individual awards – a student, two faculty members, and a staff member were recognized in 2015. Two departments (1 administrative, 1 academic) were recognized in 2015.</p>
<p>In 2015, Towson University established the Diversity Faculty Fellow Program (DFF) supports the actualization of the university's vision for diversity by providing selected faculty members with opportunities to infuse diversity into existing curriculum, create models to improve classroom dynamics in support of social justice, or identity strategies to enhance inclusivity in institutional practices.</p>			<p>Office of the Provost, Deans, Academic Departments, Office of Diversity &amp; Equal Opportunity</p>	<p>Five faculty members were selected to participate in TU's DFF Program in 2015-2016. All 2015 projects involved infusing diversity into curriculum. Diversity Faculty Fellows attended monthly meetings facilitated by the DFF Planning Committee. Topics included equity of P&amp;T process, discussion of institutional priorities around diversity, and Fellows were invited to attend the AAC&amp;U Diversity Conference in D.C. in January. 2015-2016 Fellows will share their work during TU's January 2017 faculty conference. 2015-2016 Fellows will serve as mentors to incoming 2016-2017 Fellows. Eleven faculty members were selected to participate in TU's DFF program scheduled for 2016-2017.</p>

Table 3

<b>2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity</b>		
<i>Efforts to Create Positive Interactions and Awareness Among Students, Faculty and Staff</i>		
<b>Towson University</b>		
A	B	C
<b>Cultural Diversity Instruction &amp; Training of Students, Faculty and Staff</b>	<b>Provides Curricular Initiatives that Promote Cultural Diversity in Classroom</b>	<b>Provides Co-Curricular Programs and Events for Students</b>
<b>Students Curricular</b>		
TU's UG Core Curriculum Requirements mandate that students successfully complete a course in Diversity and Difference. Diversity and Difference core curriculum courses include: AFST 201, ARTH 108, DANC 210, DFST 101, EDUC 203, EMF 205, ENGL 223, 234, 235, 239, FMST 310, 360, HLTH 220, HONR 240, IDHP 300, LGBT 101, MUSC 205, NURS 416, PHIL 204, RLST 205, 206, 209, 210, SOCI 241, 243, THEA 303, 304, 316, 380, WMST 231 & 232.		
<b>Selected courses in the College of Liberal Arts, College of Fine Arts &amp; Communications, and College of Health Professions identified: "Discuss some of the ways in which group distinctiveness is defined in social context" as a measured outcome.</b>		
ARTH 108-1, DANC 210-1, DFST 101-1, ENGL 233-1, ENGL 235-1, FMST 310-1, HLTH 220-1, MUSC 205-1, NURS 416-1, PHIL 204-1, RLST 206-1, SOCI 241-1, SOCI 243-1, THEA 303-1, THEA 380-1, and WMST 231-1.	1,057 students were enrolled and met their target performance.	N/A
<b>Selected courses in the College of Liberal Arts, College of Fine Arts &amp; Communications, and College of Health Professions identified: "Demonstrate understanding of a perspective other than their own (even if they are members of a group whose experience is emphasized in the course)" as a measured outcome.</b>		
ARTH 108-2, DANC 210-2, DFST 101-2, EDUC 203-2, ENGL 233-2, ENGL 234-2, ENGL 235-2, HLTH 220-2, MUSC 205-2, RLST 206-2, THEA 303-2, THEA 380-2, and WMST 231-2.	1,830 students were enrolled and met their target performance.	N/A
<b>Selected courses in the College of Liberal Arts, College of Fine Arts &amp; Communications, and College of Health Professions identified: "Present and respond to a position with which they differ in a fair and balanced argument" as a measured outcome.</b>		
ARTH 108-3, ARTH 108-4, EDUC 203-3, FMST 310-3, HLTH 220-3, SOCI 243-3, THEA 303-3, and THEA 380-3.	1,522 students were enrolled and met their target performance.	N/A
<b>Selected courses in the College of Liberal Arts, College of Fine Arts &amp; Communications, and College of Health Professions identified: "Define at a general level some of the challenges and opportunities presented by the existence of diversity and difference" as a measured outcome.</b>		
ARTH 108-4, DFST 101-4, EDUC 203-4, ENGL 233-4, ENGL 235-4, HLTH 220-4, RLST 206-4, SOCI 241-4, THEA 303-4, and THEA 380-4.	1,860 students were enrolled and met their target performance.	N/A
<b>Selected courses in the College of Liberal Arts, College of Fine Arts &amp; Communications, and College of Health Professions identified: "Articulate their own outlook in relation to the topics discussed and to make explicit their associated beliefs and assumptions" as a measured outcome.</b>		
ARTH 108-5, DFST 101-5, EDUC 203-5, HLTH 22-5, MUSC 205-5, SOCI 243-5, THEA 303-5, THEA 380-5, and WMST 231-5.	1,913 students were enrolled and met their target performance.	N/A
<b>Students Co-Curricular</b>		
<b>Diversity Speaker Series, Center for Student Diversity (CSD)</b> - to support a safe, inclusive, welcoming campus climate.	N/A	Speakers: Chuck D, Dr. Julianne Malveaux, Michael Eric Dyson, Kurt L. Schmoke, total attendance = 1,253, capacity = 1,300, targeted performance = 96%
<b>Set It Off, CSD:</b> new student orientation – Theme – Diversity; Values: Inclusion, Community	N/A	1,200 students attended
<b>Retreat for Social Justice, CSD</b> – Theme – Diversity, Experiential Learning, Leadership; Values: Learning, Inclusion, Community, Excellence, Integrity, Responsibility	N/A	74 students participated in the weekend retreat

Table 3

		144 students participated in the Awareness Day
<b>Dr. Martin Luther King, Jr. Celebration, CSD</b> – Nina Simone: Social Justice through Song	N/A	150 student attended
<b>Cultural Competency Workshop Series, CSD</b>	N/A	107 students, faculty & staff participated
<b><u>African-American Student Development, CSD</u></b>		
<i>Black Student Leadership Conference</i>	N/A	167 students participated
<i>Black Comic Book Mini-Fest</i>	N/A	100 students attended
<i>Know Your Rights Workshop – TU/NAACP collaboration</i>	N/A	Students shared personal experiences and received tips to remain compliant in the event of a stop – attendance # not provided
<b><u>LGBT Student Development, CSD</u></b>		
<i>Hosted “Laverne Cox Presents: The T Word” premier party</i>		Several TU students were included in the documentary – attendance # not provided
<i>LGBT Speakers Bureau – provides trainings to classes</i>		Attendance # not provided
<i>CEEP Award recipients participate in diverse cultural and educational events campus-wide.</i>		122 students received CEEP scholarship Awards (2015)
<i>SAGE Program: diverse racial and cultural communities are represented among SAGE staff and program participants. Racial communities include African American (65%), Asian American (11%), Latino (8%) and Native American (3%). Programming included Cultural Competency, Latino/Hispanic Heritage, LGBTQIA community, African heritage, African American heritage, Women, Muslim heritage, Jewish heritage, and Asian Pacific Islander heritage.</i>		318 students participated in FY 15
<b><u>Faculty &amp; Staff Educational Programming</u></b>		
Towson University’s <b>Speak Up! Program, administered by the Office of Diversity &amp; Equal Opportunity, ODEO</b> , supports TU’s diversity and inclusion initiatives. Participation in Speak Up! workshops provides members of the campus community with the tools necessary to challenge everyday bigotry.		263 faculty, staff and students participated in Speak Up! workshops in 2015. Train-the-trainer sessions were also offered. 95% of Speak Up! participants (243 completed evaluations) recognized the impact of not speaking up and reported gaining the skills to be able to effectively address bigotry.
<b>New Faculty and Staff Orientation , ODEO</b>  Goal – Heighten awareness and appreciation for equity, diversity and inclusion. Share information regarding institutional commitment to diversity, value of diversity and inclusion, faculty and staff responsibility related to fostering a welcoming campus climate. A Faculty/Staff Affinity Group brochure was created and disseminated as part of the presentation to encourage campus-wide connections and participation within one or more represented associations: Asian, Black, Latino/a, LGBTQA, and Women's Faculty & Staff Associations.		317 new faculty and staff participated in calendar year 2015.
<b>President’s Leadership Institute – Staff, ODEO</b> , Goal- Heighten awareness and appreciation for equity, diversity and inclusion and the role that institutional leaders play in assisting TU to actualize the university’s diversity mission and vision.		20 staff members participated in five programs, including taking the Intercultural Development Inventory (IDI) that places an individual on a continuum scale of cultural competency and provides a plan to advance to the next level of competency.
<b>Staff Development Conference Presentation, ODEO</b> , Cultural Competency and Eliminating Stereotyping and Discrimination		42 staff members participated in 2015

Table 3

<p><b>Communicating in a Globally Diverse Society, ODEO, Goal - Thriving and leading as an employee of Towson University requires the ability to effectively communicate with individuals from distinctive cultural backgrounds. Gain insightful knowledge that will provide you with tools to enhance your communication skills.</b></p>		<p>13 faculty and staff members participated in this interactive session that challenged individuals on how to express their ideas, verbally and non-verbally, to a diverse group with divergent cultural norms.</p>
<p><b>Diversity Can It Work for Me?, ODEO, Goal - Learning to foster and support inclusiveness and respect in your workplace using the F.A.I.R. (feedback, assistance, inclusion, respect) approach.</b></p>		<p>22 faculty and staff were trained in sharing responsibility for fostering a campus climate that is grounded in respect and inclusiveness. 89% of Diversity Can It Work for Me participants (20 completed evaluations) reported gaining valuable skills.</p>
<p><b>Roundtable Discussion with TU Students, November 18, 2015, hosted by President's Diversity Coordinating Council (PDCC), Goal - Sharing information about TU's diversity efforts and organizational structure in support of diversity with students/student leaders as a follow-up to student requests received and accepted by Interim President Chandler on November 18, 2015.</b></p>		<p>150 students participated, 20 faculty and staff members facilitated roundtable discussions.</p>
<p><b>Campus Forum on Diversity, December 9, 2015, hosted by PDCC, Goal - Informing students, faculty and staff regarding current and planned institutional initiatives in support of diversity and inclusion. Participants were provided with opportunities to share their thoughts and concerns.</b></p>		<p>175 students and faculty and staff members participated in the forum.</p>
<p><b>Tools for Inclusion: Succeeding in the Diverse Classroom - 2015 Series, hosted by Education &amp; Scholarship Workgroup of TU's Diversity Action Committee, Goal - Heightening awareness for the religious diversity on campus, educating faculty and staff on students with Autism/Asperger's, and providing creative strategies to engage and address international student needs in the classroom.</b></p>		<p>30 students, and faculty and staff participated in the <i>Tools for Inclusion - 2015 Series</i>. The sessions were videotaped and are being closed-captioned. The videos will be posted on the Provost's website as part of a tool kit to support campus inclusion.</p>
<p><b>Diversity Speaker Series - Beyond Baltimore: Race, Racism &amp; White Privilege, CSD, Goal - Tim Wise educated the attendees about the global narrative surrounding privilege as well as issues of comparative racism, race and education in the context of Baltimore.</b></p>		<p>1,700 students and faculty and staff members attended the event.</p>



Table 5

<b>Race/Ethnicity for Undergraduate Students</b>																
Race / Ethnicity	Baseline: 2009-2010				2013-2014				2014-2015				2015-2016			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	2,094	12	671	1,423	2,846	15	1,012	1,834	3,035	16	1,068	1,967	3,362	18	1,168	2,194
American Indian or Alaska Native	75	0	26	49	34	0	9	25	29	0	8	21	27	0	9	18
Asian	682	4	295	387	901	5	365	536	932	5	380	552	1,012	5	447	565
Hispanic/Latino	486	3	182	304	973	5	396	577	1,115	6	436	679	1,218	6	483	735
White	11,677	68	4,740	6,937	12,219	65	4,936	7,283	11,885	63	4,795	7,090	11,515	60	4,762	6,753
Native Hawaiian or other Pacific Islander	N/A	N/A	N/A	N/A	16	0	5	11	21	0	7	14	20	0	9	11
Two or more races	N/A	N/A	N/A	N/A	651	3	232	419	747	4	270	477	814	4	304	510
Did not self identify	1,608	9	630	978	742	4	312	430	712	4	311	401	668	4	287	381
Foreign	526	3	283	243	397	2	200	197	331	2	182	149	413	2	223	190
<b>Total:</b>	<b>17,148</b>	<b>100</b>	<b>6,827</b>	<b>10,321</b>	<b>18,779</b>	<b>100</b>	<b>7,467</b>	<b>11,312</b>	<b>18,807</b>	<b>100</b>	<b>7,457</b>	<b>11,350</b>	<b>19,049</b>	<b>100</b>	<b>7,692</b>	<b>11,357</b>

<b>Race/Ethnicity for Graduate Students</b>																
Race / Ethnicity	Baseline: 2009-2010				2013-2014				2014-2015				2015-2016			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	536	13	134	402	473	13	163	310	421	12	126	295	384	12	105	279
American Indian or Alaska Native	25	1	9	16	15	0	9	6	4	0	2	2	1	0	0	1
Asian	109	3	40	69	132	4	55	77	117	3	46	71	107	3	42	65
Hispanic/Latino	75	2	27	48	89	2	26	63	81	2	26	55	85	3	26	59
White	2,546	63	590	1,956	2,374	64	618	1,756	2,089	60	531	1,558	2,026	63	529	1,497
Native Hawaiian or other Pacific Islander	N/A	N/A	N/A	N/A	4	0	3	1	5	0	2	3	2	0	0	2
Two or more races	N/A	N/A	N/A	N/A	55	1	22	33	66	2	27	39	73	2	25	48
Did not self identify	468	12	163	305	360	10	118	242	482	14	147	335	384	12	98	286
Foreign	270	7	133	137	218	6	91	127	213	6	108	105	173	5	89	84
<b>Total:</b>	<b>4,029</b>	<b>100</b>	<b>1,096</b>	<b>2,933</b>	<b>3,720</b>	<b>100</b>	<b>1,105</b>	<b>2,615</b>	<b>3,478</b>	<b>100</b>	<b>1,015</b>	<b>2,463</b>	<b>3,235</b>	<b>100</b>	<b>914</b>	<b>2,321</b>

<b>Race/Ethnicity for All Students</b>																
Race / Ethnicity	Baseline: 2009-2010				2013-2014				2014-2015				2015-2016			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	2,630	12	805	1,825	3,319	15	1,175	2,144	3,456	16	1,194	2,262	3,746	17	1,273	2,473
American Indian or Alaska Native	100	0	35	65	49	0	18	31	33	0	10	23	28	0	9	19
Asian	791	4	335	456	1,033	5	420	613	1,049	5	426	623	1,119	5	489	630
Hispanic/Latino	561	3	209	352	1,062	5	422	640	1,196	5	462	734	1,303	6	509	794
White	14,223	67	5,330	8,893	14,593	65	5,554	9,039	13,974	63	5,326	8,648	13,541	61	5,291	8,250
Native Hawaiian or other Pacific Islander	N/A	N/A	N/A	N/A	20	0	8	12	26	0	9	17	22	0	9	13
Two or more races	N/A	N/A	N/A	N/A	706	3	254	452	813	4	297	516	887	4	329	558
Did not self identify	2,076	10	793	1,283	1,102	5	430	672	1,194	5	458	736	1,052	5	385	667
Foreign	796	4	416	380	615	3	291	324	544	2	290	254	586	3	312	274
<b>Total:</b>	<b>21,177</b>	<b>100</b>	<b>7,923</b>	<b>13,254</b>	<b>22,499</b>	<b>100</b>	<b>8,572</b>	<b>13,927</b>	<b>22,285</b>	<b>100</b>	<b>8,472</b>	<b>13,813</b>	<b>22,284</b>	<b>100</b>	<b>8,606</b>	<b>13,678</b>

Table 6

Race/Ethnicity for Tenured/Tenure-Track Faculty																	
Race / Ethnicity	Baseline: 2009-2010				2013-2014				2014-2015				2015-2016				
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	
African American/Black	27	5	8	19	27	5	9	18	25	4	9	16	26	4	8	18	
American Indian or Alaska Native	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	
Asian	65	11	41	24	76	13	42	34	81	14	45	36	85	14	44	41	
Hispanic/Latino	13	2	3	10	15	3	4	11	16	3	4	12	16	3	4	12	
White	463	80	239	224	458	77	240	218	451	77	236	215	453	77	230	223	
Native Hawaiian or other Pacific Islander	N/A	N/A	N/A	N/A	1	0	1	0	1	0	1	0	1	0	1	0	
Two or more races	N/A	N/A	N/A	N/A	1	0	0	1	2	0	0	2	3	1	1	2	
Did not self identify	6	1	5	1	12	2	5	7	10	2	6	4	11	2	6	5	
Foreign	7	1	3	4	3	1	3	0	1	0	1	0	2	0	2	0	
<b>Total:</b>	<b>582</b>	<b>100</b>	<b>300</b>	<b>282</b>	<b>594</b>	<b>100</b>	<b>305</b>	<b>289</b>	<b>588</b>	<b>100</b>	<b>303</b>	<b>285</b>	<b>598</b>	<b>102</b>	<b>297</b>	<b>301</b>	

Race/Ethnicity for Faculty - Not Tenured/Tenure Track*																	
Race / Ethnicity	Baseline: 2009-2010				2013-2014				2014-2015				2015-2016				
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	
African American/Black	69	7	23	46	78	7	23	55	93	9	30	63	90	8	35	55	
American Indian or Alaska Native	4	0	1	3	4	0	2	2	2	0	2	0	4	0	2	2	
Asian	24	2	14	10	33	3	12	21	34	3	13	21	31	3	12	19	
Hispanic/Latino	14	1	5	9	21	2	11	10	22	2	12	10	24	2	9	15	
White	810	84	359	451	897	85	368	529	902	83	362	540	877	81	347	530	
Native Hawaiian or other Pacific Islander	N/A	N/A	N/A	N/A	1	0	1	0	1	0	1	0	2	0	1	1	
Two or more races	N/A	N/A	N/A	N/A	6	1	3	3	7	1	2	5	10	1	3	7	
Did not self identify	6	1	3	3	12	1	6	6	17	2	8	9	34	3	18	16	
Foreign	36	4	15	21	8	1	5	3	5	0	3	2	8	1	4	4	
<b>Total:</b>	<b>963</b>	<b>100</b>	<b>420</b>	<b>543</b>	<b>1,060</b>	<b>100</b>	<b>431</b>	<b>629</b>	<b>1,083</b>	<b>100</b>	<b>433</b>	<b>650</b>	<b>1,080</b>	<b>100</b>	<b>431</b>	<b>649</b>	

\*Includes Lecturers, Senior Lecturers, Clinical, Visiting, and Adjunct Faculty

Race/Ethnicity for All Faculty																	
Race / Ethnicity	Baseline: 2009-2010				2013-2014				2014-2015				2015-2016				
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	
African American/Black	96	6	31	65	105	6	32	73	118	7	39	79	116	7	43	73	
American Indian or Alaska Native	5	0	2	3	5	0	3	2	3	0	3	0	5	0	3	2	
Asian	83	5	52	31	109	7	54	55	115	7	58	57	116	7	56	60	
Hispanic/Latino	26	2	8	18	36	2	15	21	38	2	16	22	40	2	13	27	
White	1,270	82	597	673	1,355	82	608	747	1,353	81	598	755	1,330	80	577	753	
Native Hawaiian or other Pacific Islander	N/A	N/A	N/A	N/A	2	0	2	0	2	0	2	0	3	0	2	1	
Two or more races	N/A	N/A	N/A	N/A	7	0	3	4	9	1	2	7	13	1	4	9	
Did not self identify	42	3	20	22	24	1	11	13	27	2	14	13	45	3	24	21	
Foreign	23	1	11	12	11	1	8	3	6	0	4	2	10	1	6	4	
<b>Total:</b>	<b>1,545</b>	<b>100</b>	<b>721</b>	<b>824</b>	<b>1,654</b>	<b>100</b>	<b>736</b>	<b>918</b>	<b>1,671</b>	<b>100</b>	<b>736</b>	<b>935</b>	<b>1,678</b>	<b>100</b>	<b>728</b>	<b>950</b>	

Table 7

<b>Race/Ethnicity for Staff</b>																
<b>Race / Ethnicity</b>	<b>Baseline: 2009-2010</b>				<b>2013-2014</b>				<b>2014-2015</b>				<b>2015-2016</b>			
	<b>#</b>	<b>%</b>	<b>Male</b>	<b>Female</b>	<b>#</b>	<b>%</b>	<b>Male</b>	<b>Female</b>	<b>#</b>	<b>%</b>	<b>Male</b>	<b>Female</b>	<b>#</b>	<b>%</b>	<b>Male</b>	<b>Female</b>
African American/Black	250	17	110	140	265	17	116	149	266	17	115	151	264	17	111	153
American Indian or Alaska Native	3	0	3	0	2	0	2	0	1	0	1	0	1	0	1	0
Asian	32	2	11	21	36	2	12	24	39	2	16	23	41	3	17	24
Hispanic/Latino	18	1	12	6	28	2	16	12	37	2	21	16	37	2	22	15
Native Hawaiian or other Pacific Islander	N/A	N/A	N/A	N/A	0	0	0	0	0	0	0	0	2	0	2	0
White	1,153	78	496	657	1,181	76	519	662	1,198	75	542	656	1,156	73	521	635
Two or more races	N/A	N/A	N/A	N/A	6	0	4	2	11	1	8	3	8	1	4	4
Did not self identify	1	0	1	0	26	2	9	17	31	2	11	20	39	2	14	25
Foreign	14	1	4	10	2	0	0	2	4	0	0	4	1	0	0	1
<b>Total:</b>	<b>1,471</b>	<b>100</b>	<b>637</b>	<b>834</b>	<b>1,546</b>	<b>100</b>	<b>678</b>	<b>868</b>	<b>1,587</b>	<b>100</b>	<b>714</b>	<b>873</b>	<b>1,549</b>	<b>98</b>	<b>692</b>	<b>857</b>

Prepared By: TU Institutional Research: PP- 2/29/16

Source: EIS, EDS

Note: Staff numbers do not include instructional staff (faculty) or graduate assistants.