



## Towson University

### 2016-2017 Report on Institutional Programs of Cultural Diversity Annual Progress Report

#### Institutional Narrative

Towson University continues to remain committed to achieving inclusive excellence by advancing diversity and equity in the core mission of the institution. President Schatzel communicates regularly the vital role that diversity and inclusion plays in the role of the University preparing all of our students to be productive and successful employees in this 21<sup>st</sup> century global workforce.

TU's strategic Plan, TU 2020: A Focused Vision for Towson University now in its second year continues to focus on its goal of becoming a national model for diversity, inclusion and closing the achievement gap. The university has 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 population; (3) closing the achievement gap for first generation, low income and students from underrepresented population; (4) enhancing recruitment and retention of staff and faculty members from underrepresented population; and (5) supporting respectful and mutually beneficial community collaboration.

This year President Schatzel appointed Towson's first Vice President for Inclusion and Institutional Equity to support the university's mission of developing a strategic vision for the design, promotion, and delivery of best-practices of diversity, inclusion and cultural competency efforts across campus. This Vice President will oversee and lead the Office of Inclusion and Intuitional Equity (formerly the Office of Diversity and Equal Opportunity). Resources have been allocated and organizational units have been established to support the ability of all members of TU's campus community to fulfill the mission of advancing cultural diversity on our campus. Additionally, the university's mission is supported by 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 Legal Affairs and Human Resources. These entities are responsible for assisting students, faculty and staff members in actualizing TU's Strategic Diversity Goals.

The institution's mission to improve its cultural diversity builds upon the ideals of inclusivity and collaboration across all divisions and departments which includes the involvement of students to ensure that decisions are made with thoughtful input to support our continued pursuit of the Strategic Plan. Over the past year, multiple committee's and councils have worked to continue the charge given by the President to establish and maintain an inclusive campus environment.

**Table 1:**

Information in this report highlights Towson University's continued growth and success related to the recruitment of students from underrepresented populations, with a steady increase from fall 2015 to fall 2016. The numerous programs that the university supports to recruit and retain students are reported in the chart. The charts also highlight the ongoing and planned initiatives focused on the recruitment and retention of faculty and staff of underrepresented groups. Programming and development for faculty and staff is also provided in the charts, along with processes for responding to campus-based hate crimes/bias incidents.

**Table 2.**

Towson University continues to strive to build a more inclusive and culturally competent educational environment for all members of the community. As the diversity of the student, faculty and staff continues to increase, the university has attempted to develop and implement initiatives that will support the underrepresented members of our community. It becomes critically important that the university provide the necessary support to monitor the campus climate and to develop programs that will begin to develop a culturally competent campus environment.

The University Diversity Council (UDC) - formerly known as the President's Diversity Coordinating Council (PDCC) - serves to address priority issues of equity, diversity and inclusion, while the TU Diversity Action committee (DAC) is composed of a cross section of members from the campus at large who support the strategic diversity goals, as well as make recommendations to the University Diversity Council. The committee is comprised of six working sub-committees with representation from faculty, students and staff that focus on campus climate, education and scholarship, hate/bias, presidential diversity awards and affinity group development.

The Center for Student Diversity, The Office for International Initiatives, and Disability Support Services continue provide programming and support for all members of the TU community. The table highlights the multitude of programs and events supported by these offices.

Evaluations along with focus groups on specific programs and initiatives are often disseminated to provide ongoing information to address strengths and challenges. The information is shared with the PDCC and the new VP for Inclusion and Institutional Equity.

**Table 3.**

Towson University remains committed to creating an inclusive and welcoming campus for all. The University continues to refine its multi-disciplinary coordinated response to any hate crimes and /or bias incidents. The Hate Crime/Bias Incident Working Group has worked on reviewing reported instances of hate crimes and /or bias incidents and determining best practices in response, adjudication or education when warranted, as well as identifying patterns to curtail the number of hate crimes and bias incidents.

# 2016-2017

## TU INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT TEMPLATE

---

### Section I:

1. **Institutional Plan:** Each institution should provide a summary narrative of its *Institutional Plan* to improve cultural diversity as required by Education §11-406, that includes a list of major *Institutional Goals*. *Institutional Goals* should address the following guidelines:
  - Efforts to increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.
  - Efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus.
  - Efforts and process for the reporting of hate-based crimes consistent with federal requirements.
2. **Implementation:** Each *Institutional Goal* will be reported in a Table designed for each goal. No additional narrative needed. Each Goal should stipulate strategies for implementation, metrics to measure how progress is being evaluated, indicators of success about how progress has been achieved, and areas when continuous improvement is needed for closing the loop. For purposes of illustration, we will assume that the institution has three Institutional Goals for its diversity program that are aligned with the three guidelines outlined in #1. above.

• **Table 1: Reporting of Institutional Goal 1**

<p><b>Goal 1:</b> Goal Statement addressing efforts to increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty. Timeline for meeting goal within the diversity plan.</p>			
<p><b>Detail all Implementation Initiatives and Strategies designed to recruit and retain traditionally underrepresented students, staff, and faculty.</b></p>	<p><b>Metrics to measure how progress of each initiative is being evaluated</b></p>	<p><b>Data to demonstrate where progress has been achieved / Indicators of Success</b></p>	<p><b>Areas where continuous improvement is needed</b></p>
<p><b>Enrollment Management</b></p> <p><b>College Bound:</b> Work with all 14 College Bound schools in Baltimore City; high school visits, college fairs, and their symposium.</p> <p><b>B.E.S.T.:</b> Host the “Starting the College Conversation” event each fall. Member of the B.E.S.T. affinity group.</p> <p><b>Middle Schools:</b> We are re-working the focus of group tours offered to underrepresented populations. Same efforts going towards middle school visits, except the middle school plan is to target schools that we feel could use full-day visitation programs and are within a certain radius of campus.</p> <p>Work with seven schools to create relationships and pathways to TU.</p> <ol style="list-style-type: none"> <li>1. Baltimore Information and Technology Academy</li> <li>2. Stadium Academy</li> <li>3. Deer Park Middle Magnet School</li> <li>4. Baltimore Collegiate School for Boys</li> <li>5. Fallstaff Elementary/Middle School</li> <li>6. Western High School</li> <li>7. Baltimore Polytechnic Institute</li> </ol> <p><b>Workshops:</b> In high schools within Montgomery County that have a high population of students from underrepresented populations. We visit middle school and high school students, depending on the week. A number of similar</p>	<p>Fall 2011</p> <p>2,542 First-Time Students: African American 289 = 11.4% Hispanic 120 = 4.7% Two or More Races 104 = 4% White 1,848 = 73%</p> <p>1,841 Transfer Students: African American 265 = 14.4% Hispanic 131 = 7.1% Two or More Races 66 = 3.6% White 1,172 = 64%</p>	<p>Fall 2016</p> <p>2,750 First-Time Students: African American 498 = 18% Hispanic 239 = 8.7% Two or More Races 166 = 6% White 1,555 = 56.5%</p> <p>2,233 Transfer Students African American 488 = 22% Hispanic 191 = 8.5% Two or More Races 101 = 4.5% White 1,232 = 55.2%</p>	<p>Our number and percent of underrepresented students continue to increase.</p>

<p>workshops took place in both DC, PG, and Baltimore City.</p> <p><b>Admissions staff member</b> works with CSD on organizing group tours when they want to see a component of CSD. Staff member is bilingual and has translated multiple admissions documents and publications into Spanish.</p> <p><b>Fischer College of Science and Mathematics: Towson Opportunities in STEM (TOPS) Program</b> is available to incoming freshmen majoring in Science, Technology, Engineering, and Mathematics (STEM). The TOPS program currently targets students from underserved high schools in the Baltimore Metropolitan area with an interest in completing a Towson University STEM degree. The program provides students with the critical support that they need to succeed, including financial, social, mentoring, academic, and life-skill development. All incoming students begin the program by participating in a one-week summer program where they attend classes and workshops, take exams, write reports and give presentations. The TOPS Program was initially funded by a grant from the National Science Foundation (NSF). When the grant expired, a full-time position was created to sustain the program. TOPS student success interventions are measured against a specified control group created by Office of Institutional Research. During cohort years 2008 – 2015, an average of 71% of students in the control group retained STEM as a major versus 91% of TOPS students. TOPS students consistently maintained higher GPAs versus the control group.</p> <p><b>Disability Support Services (DSS):</b></p> <p>Will recruit and retain students with disabilities through the provision of accommodations and services that facilitate</p>	<p>All students</p> <table border="1"> <thead> <tr> <th>Fall term</th> <th>Cohort size (=)</th> <th>Fall to fall retention rate</th> <th>6-year graduation rate</th> </tr> </thead> <tbody> <tr><td>2008</td><td>2,825</td><td>84%</td><td>68%</td></tr> <tr><td>2009</td><td>2,395</td><td>85%</td><td>70%</td></tr> <tr><td>2010</td><td>2,428</td><td>84%</td><td>71%</td></tr> <tr><td>2011</td><td>2,646</td><td>86%</td><td>n/a</td></tr> <tr><td>2012</td><td>2,483</td><td>86%</td><td>n/a</td></tr> <tr><td>2013</td><td>2,747</td><td>85%</td><td>n/a</td></tr> <tr><td>2014</td><td>2,711</td><td>86%</td><td>n/a</td></tr> <tr><td>2015</td><td>2,708</td><td>85%</td><td>n/a</td></tr> <tr><td>2016</td><td>2,750</td><td>n/a</td><td>n/a</td></tr> </tbody> </table> <p>Track the number of students with disabilities who register with DSS each year.</p>	Fall term	Cohort size (=)	Fall to fall retention rate	6-year graduation rate	2008	2,825	84%	68%	2009	2,395	85%	70%	2010	2,428	84%	71%	2011	2,646	86%	n/a	2012	2,483	86%	n/a	2013	2,747	85%	n/a	2014	2,711	86%	n/a	2015	2,708	85%	n/a	2016	2,750	n/a	n/a	<p>TOPS Students</p> <table border="1"> <thead> <tr> <th>Fall term</th> <th>Cohort size (=)</th> <th>Fall to fall retention rate</th> <th>6-year graduation rate</th> </tr> </thead> <tbody> <tr><td>2008</td><td>16</td><td>100%</td><td>63%</td></tr> <tr><td>2009</td><td>22</td><td>86%</td><td>64%</td></tr> <tr><td>2010</td><td>20</td><td>100%</td><td>75%</td></tr> <tr><td>2011</td><td>21</td><td>100%</td><td>n/a</td></tr> <tr><td>2012</td><td>18</td><td>94%</td><td>n/a</td></tr> <tr><td>2013</td><td>21</td><td>95%</td><td>n/a</td></tr> <tr><td>2014</td><td>20</td><td>100%</td><td>n/a</td></tr> <tr><td>2015</td><td>8</td><td>100%</td><td>n/a</td></tr> <tr><td>2016</td><td>18</td><td>n/a</td><td>n/a</td></tr> </tbody> </table> <p><u># Students Registered with DSS (3-Year Trend)</u></p> <ul style="list-style-type: none"> <li>Year 2016-17: 1,749 (5.1% increase over previous academic year)</li> <li>Year 2015-2016: 1,664 (8.9% increase over previous academic year)</li> <li>Year 2014-2015: 1,528</li> </ul>	Fall term	Cohort size (=)	Fall to fall retention rate	6-year graduation rate	2008	16	100%	63%	2009	22	86%	64%	2010	20	100%	75%	2011	21	100%	n/a	2012	18	94%	n/a	2013	21	95%	n/a	2014	20	100%	n/a	2015	8	100%	n/a	2016	18	n/a	n/a	<p>If resources allow, we would like to increase the number of underrepresented students participating in this program. It is very labor intense</p>
Fall term	Cohort size (=)	Fall to fall retention rate	6-year graduation rate																																																																																
2008	2,825	84%	68%																																																																																
2009	2,395	85%	70%																																																																																
2010	2,428	84%	71%																																																																																
2011	2,646	86%	n/a																																																																																
2012	2,483	86%	n/a																																																																																
2013	2,747	85%	n/a																																																																																
2014	2,711	86%	n/a																																																																																
2015	2,708	85%	n/a																																																																																
2016	2,750	n/a	n/a																																																																																
Fall term	Cohort size (=)	Fall to fall retention rate	6-year graduation rate																																																																																
2008	16	100%	63%																																																																																
2009	22	86%	64%																																																																																
2010	20	100%	75%																																																																																
2011	21	100%	n/a																																																																																
2012	18	94%	n/a																																																																																
2013	21	95%	n/a																																																																																
2014	20	100%	n/a																																																																																
2015	8	100%	n/a																																																																																
2016	18	n/a	n/a																																																																																

<p>equal educational opportunities. The number of students who register with DSS will increase each year.</p> <p>Disability Support Services (DSS): will track and maintain graduation rates for first-time, full-time, degree-seeking students who register with DSS in their first term by cohort, as compared to first-time, full-time, degree-seeking students who are not registered with DSS in their first term by cohort.</p> <p><b>Academic Affairs</b></p> <p><b>Recruitment of Faculty:</b></p> <p>Assistant Vice President for Diversity &amp; Inclusion hired by the Office of the Provost on June 1, 2016 with primary responsibilities related to recruiting and retention URM faculty.</p>	<p>On an annual basis, DSS and the Office of Institutional Research will collaborate to track and monitor graduation rates starting in Fall 2006 for 4, 5 and 6 years.</p> <p>Increased representation of URM within tenured, tenure-track, and lecturer positions</p>	<p>(10.7% increase over previous academic year)</p> <p>Compare graduation rates starting in Fall 2006 for 4, 5 and 6 years between the two cohorts.</p> <p>The current data show that the average 4-year graduation rate for DSS students is lower than the average 4-year graduation rate for students not registered with DSS (37% as compared to 44%), but the gap narrows by 5 years (62% as compared to 64%) and is nearly closed by 6 years (67% compared to 68%). Notably, for the Fall 2010 cohort – the most recent cohort for which complete data is available – the 6-year graduation rate is the same for both DSS-registered students and non-DSS-registered students (71% compared to 71%). See the attached table for the most complete, up-to-date information.</p> <p>Reports prepared by Institutional Research provide demographic data highlighting representation within tenured/tenure-track, not tenured/ tenure track, and all faculty groupings.</p>	<p>Continue to track and increase the number of students who register with DSS annually</p> <p>Continue annually to track and maintain graduation rates for students registered with DSS. A goal for improvement is to close the graduation gap by 5 years rather than 6 years.</p> <p>Work is ongoing. Proposed actions, if approved and funded, would enhance TU’s ability to increase positive outcomes.</p>
<p>Support of academic department chairs and members of faculty search committees. Resources: Outreach Plan Guidance, Exemplar Best Practices, Inclusive Language Guide for Vacancy Announcements, Interrupting Bias in the Faculty Search Process, and Guide to Developing Interview Questions. Ongoing meetings with faculty search committees.</p> <p>Monitor progress of faculty searches, several approval steps required.</p>	<p>Maintenance of existing representation of URM within tenured and tenure-track positions.</p>	<p>Data reports highlighting demographic representation within tenured and tenure-track job groupings.</p>	<p>Through ongoing work and discussions with faculty members, including periodic “check-in” meetings with new faculty members and proposed exit interviews, actions will continue to be taken to promote increased faculty retention.</p>

<p>Focus groups conducted with recently tenured faculty to identify why they came to TU and what support TU provided to tenure.</p> <p>Faculty Recruitment Marketing Plan developed. Includes memberships with Ph.D. Project and Nat'l Center for Faculty Development &amp; Diversity.</p> <p>Search results monitored. Includes debrief with chairs of completed faculty searches to gather evidence regarding challenges and successes.</p> <p>Proposed: Revisions to hiring procedures to support diversity.</p> <p>Faculty Recruitment Incentive Program (FRIP) as a "Grow Your Own" program to increase representation of URM in tenure-track faculty positions.</p> <p><b>Retention of Faculty:</b></p> <p><b>Faculty mentoring:</b> new tenure-track faculty receive mentoring at the departmental level.</p> <p><b>Five-year plan:</b> new tenure-track develop and share with department chair a five-year plan for their successful advancement toward tenure.</p> <p><b>Meetings</b> with recently-hired tenure-track faculty to "check-In" with them regarding their experiences.</p> <p><b>Institutional membership with the Nat'l Center for Faculty Development and Diversity (NCFDD).</b> NCFDD is an independent center dedicated to helping faculty to thrive and succeed in the academy. NCFDD's Core Curriculum includes overcoming writing roadblocks, increasing productivity, managing stress, academic time management and work-life balance. Online programming includes weekly motivational emails, monthly webinars, multi-week courses, moderated writing challenges and mentor matches.</p>			
--	--	--	--

<p><b>Diversity Faculty Fellows (DFF) Program.</b> This program supports 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 identify strategies to enhance institutional practices. DFF participants operate within in a community of scholars that fosters support of their success.</p> <p>Intergroup Dialogue is a process that brings together individuals from two or more social identity groups with a history of tension or conflict. The goals of IG D include: (1) creating sustained, face-to-face communication across groups; (2) raising social consciousness (e.g., about social inequalities, one’s role in perpetuating these inequalities, and the personal impacts of these inequalities on oneself and others); and (3) building bridges across group differences and a commitment to work toward social justice together.</p> <p>Proposed: Faculty Exit Interviews to determine reasons for leaving and areas for improvement</p>			
<p><b>Student AffairsThe Center for Student Diversity (CSD):</b> provides advocacy, support, initiatives and strategies to recruit and retain traditionally underrepresented and marginalized populations. The CSD offers “Signature Programs” including (1) Students Achieve Goals through Education (SAGE) Program, (2) SAGE Residential Community, (3) College Readiness Outreach Program (CROP), and (4) Community Enrichment and Enhancement Partnership (CEEP) Award.</p>		<p>Increase the recruitment and retention of students from underrepresented and underserved populations through partnerships and direct support services.</p> <p><i>Measure 1:</i> Increase percentage of participation in the Students Achieve Goals through Education (SAGE) Program with a 2.0 GPA to 100%.  Targeted performance: 100%  Percentage with a 2.0 GPA: 84%  Number of respondents: 361</p> <p><i>Measure 2:</i> Increase the number of high schools from target populations reached through outreach efforts from previous year.  Targeted Performance: 100%  Increase in Targeted Students from Yr. Prior: Yes  Number of Students Reached: 444*</p>	<p>CSD increased the number of SAGE mentees but did not increase staff, which may explain the decrease in students with GPA’s over 2.0.</p> <p>CSD can enhance TU’s outreach efforts to underrepresented and underserved populations. CSD added a Coordinator, Student Outreach &amp; Retention and a Graduate Assistant, Student</p>



		<p><i>*Includes CROP mentees and high school visits.</i></p>	<p>Success Programs to help support the SAGE Program.</p> <p>CSD will coordinate outreach efforts across campus to maximize the college readiness, access, and recruitment of underrepresented and underserved populations.</p>
<p><b>International Student Services</b> Developed recruitment strategies to connect and network with Education/Cultural Officials at Foreign Embassies-DC to recruit international sponsored students.</p> <p>Conducted recruitment visits of diverse countries, launched on-line campaigns in diverse languages and conducted information sessions for prospective students abroad. Enhanced services to retain international students in collaboration with sponsoring agencies, graduate studies and other university units.</p> <p>Increased cultural and educational programs to enhance cultural/global competencies among students, staff and faculty, integration of international students with domestic students and retention of international students from over 80 countries.</p>	<p>Add 3 new sponsors</p> <p>Increase diversity of international students.</p> <p>Initiation of specialized services for international students based on unique needs of diverse students.</p> <p>Offer 50 cross-cultural learning and educational programs</p>	<p>3 new sponsoring governments were added that impacted the number and diversity of sponsored students.</p> <p>Students from 3 new countries added. Applications from Central Asia and Africa Increased.</p> <p>Specific programs were added for international teaching assistants and graduate students.</p> <p>Established the International sponsored student service Office with the designated staff member/advisor.</p> <p>Initiated provisional admissions policy for students with limited English proficiency for their successful transition from the English Language Center (ELC) to university's graduate programs.</p> <p>Offered 82 cultural programs and events focusing on cross-cultural understanding, cultural competence, and global diversity. Due to the engagement of diverse university</p>	<p>Enhanced Outreach Plan to network with additional sponsoring agencies/foreign embassies will be refined to diversify the future international sponsored student population at the university.</p> <p>Countries/international student markets will be prioritized with specific metric and plan for each country. Plan to utilize technological tools and cost-effective methods to reach diverse international student markets will be enhanced.</p> <p>Research on the Best practices on international students' integration and retention will be enhanced and policies,</p>

		<p>units and sponsorship, these programs were well-attended by students, faculty and staff.</p>	<p>practices and programs will be adopted to optimize current resources and units, diversify retention support services and enhanced opportunities for interaction between domestic and international students.</p> <p>Selected cultural and educational programs will be assessed to learn global/cultural competencies outcomes among student attendees. More workshops for faculty and staff focusing international students' needs, linguistic and cultural issues and support services will be developed and executed.</p>
<p><i>Staff Recruitment and Retention</i> Continued analysis to determine goals for applicant pools. Identify potential gaps in meeting goals (applicant stage/pass qualifications state/interview stage/hire stage)</p> <p>Hired Outreach Employment Specialist to work attend job fairs and make connections with local organizations. Will continue to track metrics of sources that produce high quality applicants.</p> <p>Created Staff Employment Diversity Taskforce Partnered with local organizations (Baltimore Integrated Partnership and Humanim-</p>	<p>Evaluated: Data was evaluated to see at what stage TU lost a diverse applicant pool (according to AAP availability data)</p> <p>Data was evaluated to see sources that brought in the most qualified diverse applicants</p> <p>ECC Manager designed taskforce to get Hiring Managers to be advocates for diverse and inclusive search processes</p>	<p>Most outcomes showed that we were not getting a diverse applicant pool at the initial applicant stage, and the majority of the time that resulted in a non-minority applicant hire</p> <p>Data showed that sources that TU posted to 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.</p> <p>Post-meeting surveys show that Hiring Managers are thinking differently about</p>	<p>Areas of improvement: Build proficiency in new automation to use the reporting function at full capacity</p> <p>Continue to work with organizations to promote TU as a place to work.</p> <p>Need support in changing the TU hiring culture.</p>

<p>Established a pipeline for members of workforce training in Baltimore City and other minority organizations in which applicants are placed through contingent I positions. Outreach Employment Specialist developed online requisition for temporary assignment, conducted interviews, and identified candidates for hire.</p> <p>Continued presence at job fairs that reach minority and underserved populations- 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.</p> <p>ECC Manager on Advisory Board (and serve as graduation speaker) for the Workforce and Technology Center through the Department of Rehabilitation Services- Higher disclosure rate for applicants with disabilities; TU and DORS continued partnership</p> <p>-</p>	<p>ECC Manager works with local organizations to enhance TU’s brand as a place to work. Will use Taleo’s automation to consistently track applicant data to see if the efforts are reflected in applicant data.</p> <p>ECC continues to attend job fairs in order to reach minorities, veterans, and individuals with disabilities. Will use Taleo’s automation to track the effectiveness in different job fairs in increasing minority applicants.</p> <p>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.</p>	<p>recruiting and want to be involved in outreach efforts. OHR staff attended athletics events at a hiring table targeting military personnel/veterans. More partnerships in Baltimore City; increased minority applicants</p> <p>TU conducting more outreach; increased minority applicants</p> <p>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.</p>	<p>Hiring Manager buy-in. Establishing and tracking effectiveness of each job fair.</p> <p>Continued education for hiring managers; new mechanisms to improve disclosure rate for applicants with disabilities</p>
--	---	---	--

For the 2016-2017 Programs of Cultural Diversity Report, institutions should submit a report by completing each one of the sections in this template.

- **Table 2: Reporting of Institutional Goal 2**

<p><b>Goal 2:</b> Goal Statement addressing efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus.</p> <p>Timeline for meeting goal within the diversity plan.</p>			
<p><b>Detail all Implementation Initiatives and Strategies designed to create positive interactions and cultural awareness among students, faculty, and staff—including professional development programs for faculty and staff, curricular initiatives that promote cultural diversity in the classroom, and co-curricular programming for students.</b></p>	<p><b>Metrics to measure how progress of each initiative is being evaluated</b></p>	<p><b>Data to demonstrate where progress has been achieved / Indicators of Success</b></p>	<p><b>Areas where continuous improvement is needed</b></p>
<p><b>Academic Affairs:</b></p>	<p>Increased understanding and awareness of self, ability to foster positive interactions with individuals from</p>	<p>Reduction in reported bias incidents.</p>	<p>Since cultural awareness is a continuous process, existing educational programming</p>

<p><i>January Conference:</i> Sessions on Intergroup Dialogue and Diversity Faculty Fellows to increase support and participation.</p> <p>Council of Chairs, Council of Chairs' Equity and Inclusion Subcommittee. Hosted book review of The Department Chair as Transformative Diversity Leader (Chun &amp; Evans, 2015). Ongoing work with group to support diversity and inclusion. Dean's Annual Retreat - ½-day session, included: Getting to Know Self and Understand One's Social Identities and their Impact, Recognizing Privilege, and Advancing Diversity in their respective colleges.</p> <p><i>New Faculty Orientation – two sessions:</i> 1) Understanding One's Social Identities and their Impact, Cycles of Socialization and Liberation, Breaking Down Oppression by Interrupting Bias; 2) Managing Difficult Classroom Dialogues.</p> <p><i>Full professor Leadership Institute:</i> Review of Best Practices in Faculty Recruitment and proposed exit interview process. Intergroup Dialogues - ongoing academic course offerings. Ongoing meeting with faculty search committees regarding interrupting bias. Diversity and Inclusion Resources made available on website of the Office of the Provost. Establish specific metrics for next year's programming.</p>	<p>different social identity groups, ability to understand and support students from various cultural backgrounds</p>	<p>Increased planning and support for diversity and inclusion initiatives by academic leadership.</p>	<p>should continue. Future expansion of professional development offerings in support of diversity and inclusion should be incorporated into the offerings of TU's future Faculty Development Center.</p>
<p><b>The Center for Student Diversity (CSD):</b> provides advocacy and support for underrepresented and marginalized populations and creates welcoming, inclusive campus environments.</p> <p>On-going programs and activities are sponsored by individual units within the CSD (Women's Resources, Latinx Student Development, Asian and Pacific Islander Student Development, African American Student Development, LGBTQ+ Student Development, Cultural Competency Education, and the Student Success Programs). Additionally, the CSD offers "Signature Programs" including (1) <i>Set It Off</i>, (2) <i>Retreat for Social Justice</i>, (3) fall and spring <i>Diversity Speaker Series</i>, (4) <i>Dr. Martin Luther King, Jr. Celebration</i>, (5) <i>Cultural Competency Workshop Series</i>, (6) <i>Steps to Success Series</i>, and (7) <i>Shut It Down</i>.</p>	<p><b>Set It Off:</b> a New Student Orientation event which targets incoming, diverse freshman and transfer students. Students have the ability to make network and learn about engagement opportunities available to include multicultural organizations, support services, and Greek-letter organizations. Participation: over 2,000 students</p> <p><b>Retreat for Social Justice:</b> this weekend retreat provides students with the opportunity to explore their cultural identities and interact with others from diverse backgrounds. Also, the Retreat for Social Justice Awareness Day sponsors an entire day of programs whereby retreat participants create opportunities to educate their peers about diversity and social justice issues. This year 62 students participated in the weekend retreat, including 56 diverse undergraduate and</p>	<p>Continue offering campus-wide Diversity Speaker Series, including one featured speaker each semester – one in fall 2016 and one in spring 2017.</p> <p>Fall 2016 - Targeted performance: 100% Number of speakers in fall: 1 <i>Jane Elliott</i> Spring 2017 Targeted performance: pending program on 4/17/17 Number of speakers in spring: 1 - <i>Jonathan Kozol</i></p> <p>Attendance will reach full capacity for each speaker in the fall and spring. Fall Targeted performance: 92% Fall attendance: 1,100</p>	<p>CSD programs contribute to the Division's Themes/Goals and Values by strengthening TU's commitment to diversity, providing a safe, inclusive, welcoming, and peaceful community respectful to all.</p> <p>CSD serves a large number of students through programs and events, however the capacity is limited by staff and space availability.</p> <p>CSD continues to bring culturally relevant speakers, educators, activists, and entertainers, giving students access to some of the world's most influential minds of our time.</p>

	<p>graduate students, 15 Counseling Psychology Program Masters students, and 6 student facilitators. The daylong program is pending on 4/15/17.</p> <p><b><i>The fall and spring Diversity Speaker Series:</i></b> each semester, the CSD brings culturally relevant speakers, educators, activists, and entertainers to campus. This program gives students, faculty, staff, alumni, and community members access to some of the world's most influential minds of our time. This year 1,100 participants attended the fall program featuring Jane Elliott and the spring program featuring Jonathan Kozol is pending on 4/17/17.</p> <p><b><i>Dr. Martin Luther King, Jr. Celebration:</i></b> this celebratory event honors the legacy of Dr. King and continues the conversation about social justice. This year 200 students attended the program featuring <i>Step Afrika</i>.</p> <p><b><i>Cultural Competency Workshop Series:</i></b> this interactive workshop series explores diversity's complex and dynamic dimensions. Three different workshops are offered each semester examining the intricacies of identity markers such as race/ethnicity, social class, gender/gender identity, sexual orientation, and ability/disability. This year 72 students, faculty, and staff have participated and two more workshops are pending on 3/29/17 and 4/19/17.</p> <p><b><i>Steps to Success Series:</i></b> these weekly, socio-educational programs focus on career planning, academic achievement, financial literacy, and sociocultural development for students. This year 1,400 students participated in fall 2016 and spring 2017 participation is pending.</p>	<p>Fall capacity: 1,200</p> <p>Spring attendance: pending program on 4/17/17</p> <p>Spring capacity: pending program on 4/17/17</p> <p>Total attendance: pending spring program on 4/17/17</p>	<p>CSD added an Associate Director, Cultural Competency Education to provide additional support for programs and events.</p>
--	---	--	--

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

<p><b>Goal 3:</b> Goal Statement addressing efforts and process for the reporting of hate-based crimes consistent with federal requirements. Timeline for meeting goal within the diversity plan.</p>			
<p><b>Detail all Implementation Initiatives, Strategies, and campus processes for the reporting of hate-based crimes.</b></p>	<p><b>Metrics to measure how progress of each initiative is being evaluated</b></p>	<p><b>Data to demonstrate where progress has been achieved / Indicators of Success</b></p>	<p><b>Areas where continuous improvement is needed</b></p>
<p>As a result of fall 2015 &amp; spring 2016 meetings and forums with the TU community, Summer 2016 meetings generated improved protocol for response to reports of hate crimes and bias incidents.</p> <p><i>Reporting Options:</i></p> <p>All reports are sent to the Office of Inclusion (OI) with additional direct reporting to Towson University Police Department (TUPD). The Office of Inclusion may receive reports from various on and off campus entities to include the Office of Student Conduct and Civility Education (OSSCE), Department of Housing &amp; Residence Life (HRL), Center for Student Diversity (CSD), International Student and Scholar Office (ISSO), and Towson University Police Department (TUPD).</p> <p>The Office of Inclusion &amp; Institutional Equity (OIIE) acknowledges receipt of a report within 2 business days, and follows-up with the complainant / offender as appropriate. If necessary, OIIE refers the complaint to the appropriate office. The OIIE established collaboration with the OSCCE to utilize its reporting database with enhancements and modifications to capture bias incident and hate crime reports from specific on and off campus entities (students, staff, faculty, contract employees, non-affiliates)</p> <p><i>Reporting Process</i></p> <p>In cases of possible crimes, Towson University Police Department (Towson University Police Department) will conduct a preliminary investigation.</p> <p><i>Marketing Efforts</i></p> <p>A new webpage with revised link was established and added to OIIE's website <a href="http://www.towson.edu/notattu.html">www.towson.edu/notattu.html</a>. Definitions and examples of bias incidents and hate crimes were created and added to the webpage.</p>	<p>Collection of data and demographics of reported incidents.</p> <p>Collection of information on response time.</p>	<p>Monthly aggregate reports generated for all bias incidents.</p> <p>Monthly meetings with TU Police Department to align number of incidents reported and follow-up actions/outcomes.</p> <p>Monthly Bias Incidents/Hate Crimes Work Groups meetings to review trends and recommend actions.</p>	<p>OIIE is exploring civility education to address non-bias incidents and hate crimes. Civility education would include components of conflict resolution, coaching, and restorative justice.</p>

**Section II** This section is dedicated for institutional demographic data, and will remain as it is in the current template. Data will be provided in three separate tables (Tables 4-6) for student, faculty, and staff demographic data, respectively. If needed, and to comply with length limitations, these Tables will be provided as an Appendix to the report.

### Race/Ethnicity for Undergraduate Students

Race / Ethnicity	Baseline: 2009-2010				2013-2014				2014-2015				2015-2016				2016-2017			
	#	%	Male	Female	#	%	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	3,657	19	1,309	2,348
American Indian or Alaska Native	75	0	26	49	34	0	9	25	29	0	8	21	27	0	9	18	30	0	10	20
Asian	682	4	295	387	901	5	365	536	932	5	380	552	1,012	5	447	565	1,081	6	485	596
Hispanic/Latino	486	3	182	304	973	5	396	577	1,115	6	436	679	1,218	6	483	735	1,363	7	528	835
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	11,306	59	4,635	6,671
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	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	903	5	338	565
Did not self identify	1,608	9	630	978	742	4	312	430	712	4	311	401	668	4	287	381	506	3	206	300
Foreign	526	3	283	243	397	2	200	197	331	2	182	149	413	2	223	190	332	2	175	157
<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>19,198</b>	<b>100</b>	<b>7,695</b>	<b>11,503</b>

### Race/Ethnicity for Graduate Students

Race / Ethnicity	Baseline: 2009-2010				2013-2014				2014-2015				2015-2016				2016-2017			
	#	%	Male	Female	#	%	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	390	12	112	278
American Indian or Alaska Native	25	1	9	16	15	0	9	6	4	0	2	2	1	0	0	1	3	0	0	3
Asian	109	3	40	69	132	4	55	77	117	3	46	71	107	3	42	65	146	5	64	82
Hispanic/Latino	75	2	27	48	89	2	26	63	81	2	26	55	85	3	26	59	85	3	15	70
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	1,928	61	492	1,436
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	1	0	0	1
Two or more races	N/A	N/A	N/A	N/A	55	1	22	33	66	2	27	39	73	2	25	48	78	2	32	46
Did not self identify	468	12	163	305	360	10	118	242	482	14	147	335	384	12	98	286	349	11	67	282
Foreign	270	7	133	137	218	6	91	127	213	6	108	105	173	5	89	84	165	5	83	82
<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>3,145</b>	<b>100</b>	<b>865</b>	<b>2,280</b>

### Race/Ethnicity for All Students

Race / Ethnicity	Baseline: 2009-2010				2013-2014				2014-2015				2015-2016				2016-2017			
	#	%	Male	Female	#	%	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	4,047	18	1,421	2,626
American Indian or Alaska Native	100	0	35	65	49	0	18	31	33	0	10	23	28	0	9	19	33	0	10	23
Asian	791	4	335	456	1,033	5	420	613	1,049	5	426	623	1,119	5	489	630	1,227	5	549	678
Hispanic/Latino	561	3	209	352	1,062	5	422	640	1,196	5	462	734	1,303	6	509	794	1,448	6	543	905
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	13,234	59	5,127	8,107
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	21	0	9	12
Two or more races	N/A	N/A	N/A	N/A	706	3	254	452	813	4	297	516	887	4	329	558	981	4	370	611
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	855	4	273	582
Foreign	796	4	416	380	615	3	291	324	544	2	290	254	586	3	312	274	497	2	258	239
<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>	<b>22,343</b>	<b>100</b>	<b>8,560</b>	<b>13,783</b>



### Race/Ethnicity for Tenured/Tenure-Track Faculty

Race / Ethnicity	Baseline: 2009-2010				2013-2014				2014-2015				2015-2016				2016-2017			
	#	%	Male	Female	#	%	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	28	5	9	19
American Indian or Alaska Native	1	0	1	0	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	92	16	48	44
Hispanic/Latino	13	2	3	10	15	3	4	11	16	3	4	12	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	441	75	221	220
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	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	3	1	1	2
Did not self identify	6	1	5	1	12	2	5	7	10	2	6	4	11	2	6	5	11	2	8	3
Foreign	7	1	3	4	3	1	3	0	1	0	1	0	2	0	2	0	3	1	2	1
<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>	<b>596</b>	<b>101</b>	<b>295</b>	<b>301</b>

### Race/Ethnicity for Faculty - Not Tenured/Tenure Track\*

Race / Ethnicity	Baseline: 2009-2010				2013-2014				2014-2015				2015-2016				2016-2017			
	#	%	Male	Female	#	%	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	97	9	58	39
American Indian or Alaska Native	4	0	1	3	4	0	2	2	2	0	2	0	4	0	2	2	6	1	4	2
Asian	24	2	14	10	33	3	12	21	34	3	13	21	31	3	12	19	34	3	21	13
Hispanic/Latino	14	1	5	9	21	2	11	10	22	2	12	10	24	2	9	15	23	2	14	9
White	810	84	359	451	897	85	368	529	902	83	362	540	877	81	347	530	843	78	510	333
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	1	0	0	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	9	1	5	4
Did not self identify	6	1	3	3	12	1	6	6	17	2	8	9	34	3	18	16	45	4	21	24
Foreign	36	4	15	21	8	1	5	3	5	0	3	2	8	1	4	4	6	1	5	1
<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>	<b>1,064</b>	<b>98</b>	<b>638</b>	<b>426</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				2016-2017			
	#	%	Male	Female	#	%	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	125	7	67	58
American Indian or Alaska Native	5	0	2	3	5	0	3	2	3	0	3	0	5	0	3	2	7	0	5	2
Asian	83	5	52	31	109	7	54	55	115	7	58	57	116	7	56	60	126	8	69	57
Hispanic/Latino	26	2	8	18	36	2	15	21	38	2	16	22	40	2	13	27	39	2	18	21
White	1,270	82	597	673	1,355	82	608	747	1,353	81	598	755	1,330	80	577	753	1,284	77	731	553
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	2	0	1	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	12	1	6	6
Did not self identify	42	3	20	22	24	1	11	13	27	2	14	13	45	3	24	21	56	3	29	27
Foreign	23	1	11	12	11	1	8	3	6	0	4	2	10	1	6	4	9	1	7	2
<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>	<b>1,660</b>	<b>99</b>	<b>933</b>	<b>727</b>

Prepared By: TU Institutional Research: tb - 03-22-2017

Source: EIS, EDS

## Race/Ethnicity for Staff

Race / Ethnicity	Baseline: 2009-2010				2013-2014				2014-2015				2015-2016				2016-2017			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	250	17	110	140	265	17	116	149	266	17	115	151	264	17	111	153	281	18	123	158
American Indian or Alaska Native	3	0	3	0	2	0	2	0	1	0	1	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	41	3	18	23
Hispanic/Latino	18	1	12	6	28	2	16	12	37	2	21	16	37	2	22	15	34	2	20	14
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	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	1,148	72	517	631
Two or more races	N/A	N/A	N/A	N/A	6	0	4	2	11	1	8	3	8	1	4	4	12	1	4	8
Did not self identify	1	0	1	0	26	2	9	17	31	2	11	20	39	2	14	25	36	2	17	19
Foreign	14	1	4	10	2	0	0	2	4	0	0	4	1	0	0	1	0	0	0	0
<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>	<b>1,555</b>	<b>98</b>	<b>702</b>	<b>853</b>

Prepared By: TU Institutional Research: tb - 03-22-2017

Source: EIS, EDS

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