

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

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

Towson University's Strategic Plan, *TU 2020: A Focused Vision for Towson University* highlights the institutional goal that TU continue to be recognized as a national model for diversity and closing the achievement gap. The following diversity priorities have been identified in support of this goal: (1) promoting appreciation for and advancement of equity, diversity and inclusion at TU; (2) enhancing 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.

Charged with facilitating the establishment and maintenance of an inclusive campus environment, **TU President's Diversity Coordinating Council (PDCC)** consists of high-level administrators (Interim President, Interim Provost and Vice President for Academic Affairs, Vice President for Student Affairs, Vice President for Administration and Finance, Director of Athletics, Assistant to the President for Diversity and Title IX Coordinator, Assistant Vice President of Student Affairs for Diversity and Deputy Chief of Staff) and serves as a 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 committee 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 are actively engaged in the following activities:

**Campus Climate Work Group:** Mission - Supporting the establishment and maintenance of a campus environment that is welcoming and inclusive. Recently, the group reviewed results from a faculty and staff workplace climate survey and prepared a report including recommendations of actions to address identified challenges. Report to be presented to **PDCC** April 2015.

**Education and Scholarship Work Group:** Mission - Fostering diversity and inclusiveness across the curriculum, in individual courses, and in extra- and co-curricular settings. In 2014, the group supported the identification and development of programs for the annual *Tools for Inclusion* series of diversity workshops hosted by TU's academic colleges. The group is currently developing webinar platform to support the roll-out of campus webinar to foster the advancement of diversity and inclusiveness at TU, as well as suggesting format for Provost's Office diversity web presence.

**Hate/Bias Response Team:** Mission - Providing a coordinated multi-disciplinary university response to hate crimes and/or bias incidents. Team was restructured in 2014. Additional information is provided in **Progress on Meeting Goals** section on next page of report.

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

**Representation Work Group:** Mission - Supporting the university's ability to seek and maintain fully representative populations within the student, faculty and staff bodies by recommending methods to recruit and retain students and faculty and staff members from historically underrepresented groups. In 2014, continued to review data reflecting representation of faculty, staff, and students from underrepresented populations. The group is currently identifying and developing tools to enhance faculty recruitment.

**Student Work Group:** Mission - Supporting TU's ability to fully value and appreciate the diverse perspectives of all students, and supporting student development to foster student success. In 2014, group continued to support initiatives to bring *Speak Up!* workshops to TU's student population. Planning is underway for TU's 20<sup>th</sup> Multicultural Conference: *Exploring Modern Day Segregation* to be hosted in spring 2015.

### **Progress on Meeting Goals:**

Towson University remains committed to achieving excellence by advancing equity, diversity and inclusion. Interim President Chandler continues to charge TU's Assistant to the President for Diversity with the following responsibilities that foster the university's ability to monitor diversity progress: compiling data and information to be brought to the President's Diversity Coordinating Council (PDCC) for action in support of the group's mission to establish and maintain an inclusive campus environment; scheduling of six annual PDCC meetings; preparation of meeting agendas and advising of TU's Interim Provost in leading the PDCC's meetings; identification of action items, and coordination and monitoring

of the advancement of suggested action items; providing leadership to TU's Diversity Action Committee (DAC); overseeing discussions of agenda items; guiding membership in reviewing data and facilitating the development of recommendations for improvements; scheduling of six annual DAC meetings, preparation of meeting agendas, compilation of necessary data and materials for review and assessment of the outcomes of the committee's six work groups to ensure that the committee remains on mission to continuously promote awareness and acceptance of diversity at TU.

**Equal Opportunity and Access - Athletics: Minority and Gender Equity:** TU's Assistant to the President for Diversity serves as the university's Title IX Coordinator, as well as a member of TU's Intercollegiate Athletics Committee (IAC) Subcommittee on Gender Equity and Diversity. The subcommittee recently completed the development of a program review guide.

**Status Report on Campus-Based Hate Crimes and Bias Incidents:** Towson University believes that the essential nature of the university requires an atmosphere of acceptance, understanding and appreciation of diverse groups, ideas, and opinions. In support of this commitment, the university has identified a Hate/Bias Response Team, adopted a standard set of procedures for responding to hate/bias incidents or crimes, and provides an online reporting form for the purpose of reporting hate crimes and bias incidents. TU has experienced continual decreases in the number of bias incidents from 23 in calendar year 2010, 18 in calendar year 2011, 3 in calendar year 2012, 2 in calendar year 2013 and 1 in calendar year 2014 (see Appendix 1).

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

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

Towson University continues to grow the number of undergraduates from underrepresented groups. Students from racial or ethnic backgrounds that have historically been underrepresented now account for almost a quarter of the total undergraduate body at TU (in fact, in fall 2014, minority students comprised 30% (822) of the new first-time, full-time freshmen class, an almost 11% increase since fall 2009 (454, 19%). Similarly the percentage, and number, of TU's entire undergraduate student body that are African-American, first generation, or low income continues to grow.

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

One anomaly, however, is that TU's six-year graduation rates for African-American undergraduate students declined from 73% in 2010 to approximately 55% in 2011 and rebounded to 66% in 2014. Similar patterns can be observed, to some extent, in the six-year graduation rates for low-income undergraduates, but not first-generation undergraduates. Six-year graduation rates for first-generation undergraduates have risen steadily from approximately 60% in 2009 to approximately 65% in 2014. The anomaly, the up, down, and back up six-year graduation rates for African-American (and to some extent low income) undergraduates can be explained by an innovative program, the Top Ten Percent Admissions Program.

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

It quickly became apparent that although the general intent of the Top Ten Percent Admissions Program was admirable, a large number of the students entering TU in fall 2005 as part of this program were not well prepared for success in a

college setting. As this first cohort moved to the second year we observed a significant decline in retention and realized that many students in the program with low SAT scores were not successful (see Appendix 2). Consequently, in fall 2006 TU began to offer a segment of the Top Ten Percent Admissions Program applicant's dual admission to Baltimore City Community College (BCCC) or the Community College of Baltimore County (CCBC) rather than direct admission into TU. These students were guaranteed admission to TU upon completion of their AA degree.

This intervention has been successful, as evidenced by TU's high and increasing retention and graduation rates for African-American students. Second-year African-American retention rates have risen from 85% in 2010 to 90% for the 2013 cohort, compared to 84% and 85% for the entire freshman cohort. Six-year graduation rates for African-American students have risen from 55% for the 2005 cohort to 66% for the 2008 cohort, compared to 63% and 68% for the entire cohort (see Appendix 3). We are confident that the six-year graduation rates will continue to increase and will again approach the high 60% to low 70% range as in previous cohorts of African-American students prior to the beginning of the original Top Ten Percent Admissions Program.

TU's TOPS Program is a unique opportunity available to incoming freshmen majoring in Science, Technology, Engineering, and Mathematics (STEM) at TU. The TOPS program currently targets students from underserved high schools in the Baltimore Metropolitan area with an interest in completing a TU STEM degree. TOPS was funded by the National Science Foundation from 2007 through 2013, but is now TU funded. The program provides students with the critical support that they need to succeed, including financial, social, mentoring, academic, life-skill development, etc. TOPS also provides students with opportunities to explore various career options through professional meetings, research experiences, guest speakers, etc. The TU TOPS students begin their academic program with an intensive one-week summer experience that boosts their readiness for their first year. This is followed by intrusive advising, cohort registration, peer tutoring and continuous community support throughout their time at Towson University. Appendix 4 contains retention and graduation data for TOPS students.

**TU's Community Enrichment and Enhancement Partnership Award (CEEP)** is a grant/scholarship program designed to increase access and success of culturally diverse undergraduate students. CEEP is aimed at retaining students through (a) exposure to academic success strategies and resources, (b) exposure to diverse cultural communities, (c) leadership development opportunities, (d) interaction with faculty and staff, and (e) exploration of graduate and career development options. CEEP award recipients must be U.S. citizens, full-time undergraduates, and maintain a minimum 2.50 cumulative GPA. Applicants who are first generation college students, demonstrate financial need per FAFSA guidelines, members of diverse cultural communities, and live in the Greater Baltimore Metropolitan Area are most eligible. Additional variables such as living in a single parent household, living and learning in an environment or academic setting that may have hindered achievement of educational goals, and having overcome personal, social, and/or physical obstacles in pursuit of an education are also considered.

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

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

- It continues to be a challenge to increase the number of male students applying for the CEEP Award. There was an increase in the number of male recipients this past year (from 24 to 27). Marketing to regional high schools, communication with high school guidance counselors, and direct contact with students applying for admission to the university will continue.
- The percentage of participants, based upon student classification, varies annually. Developmental courses, personal issues, true freshmen or new transfer student status, and financial challenges impact academic progress and student classification. Personal advising and support meetings are necessary for CEEP recipients experiencing difficulties and continues to be a requirement for all who earn a semester or cumulative grade point average less than 2.50.
- African-American students (84 or 72%) account for the greatest number of CEEP award recipients. Student participation from other racial groups have increased. Asian recipients increased from 4% to 9%, White recipients increased from 3% to 7%, Latino recipients increased from 10% to 13% and 1 (1%) Native American recipients was included during this reporting period. Efforts continue to attract a greater number of students.
- Ninety percent (90%) of all CEEP award recipients (in the 2013/2014 cohort) earned cumulative grade point averages of 2.50 or greater. Ten percent (10%) of all CEEP award recipients earned less than a 2.50 cumulative grade point average. Feedback from low grade point average recipients indicate they are (a) underprepared for the academic rigor of undergraduate study,

(b) have not committed adequate time to their studies, (c) are distracted by difficulty with family and/or other personal relationships, (d) experience difficulty adjusting to social and cultural aspects of college life, or (e) experience financial challenges. CEEP recipients earning less than the required cumulative grade point average must participate in mandatory advising sessions, seek tutorial support as needed, and maintain communication with faculty regarding their classroom performance throughout the semester. A total of 24 recipients (22%) earned Dean's List honors for spring 2014. Nineteen recipients (16%) graduated at close of the spring 2014 term.

- There has been an increase in the number of freshmen receiving the CEEP award. Collaboration with the TU Office of Admissions and the Scholarship Office have increased the pool of eligible applicants and the number of CEEP award recipients. Towson University continues to compete with institutions offering greater financial incentives to freshmen applicants.

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

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

- The SAGE program continues to hire students from diverse racial and cultural communities in an effort to increase student involvement from diverse communities. SAGE program staff will continue maintaining contact and personal relationships with campus-wide cultural groups as well as promote SAGE to Top Ten Percent students as opportunity allows.
- The SAGE program saw an increase in male participation during the past year (from 18% to 21%). The actual number of male participants increased from 54 to 64 during this period. SAGE program staff will continue working to increase male participation to 30% over the next few years. Outreach to male students will continue during summer months, open house programs, and high school visitations. Female participation (79 %) is consistently strong.
- The majority of SAGE program participants (279 or 92%) earned 2.0 or greater cumulative grade point averages during the 2013/2014 academic year. Almost 58% (176 participants) earned 3.0 or greater cumulative grade point averages during the 2013/2014 academic year.

The following events were sponsored by the SAGE program during this period. The number of students signing in for each event is listed in parentheses. Fall 2013: Making Connections (135), TU College Deans (129), TU Basics – Earning “A” A Grades (106), Latino Hispanic Heritage (113), Stress Free Haven (93), Relationships: Communication, Intimacy and Safety (115), Serving the Community (74), An LGBT Community Perspective (115), Career Planning (98), Native North American Heritage (85), Final Exams Ahead (83), Closing Event (109). Spring 2013: Spring Back! (79), African Heritage (92), Cracking the Code of Success (74), African American Heritage (63), Mental Health (57), Wise Decisions: Drugs/Alcohol/Life (70), Celebrating Women (56), Are You Exempt (60), Jewish & Muslim Relations (50), Commitment to Community (51), Stress Relief (69), Asian Pacific Islander Heritage (61), Closing Event (104).

A collaboration has been established between Student Success Programs and the Maryland DC Campus Compact AmeriCorps VISTA organization this year. Our goal is to increase college enrollment among Baltimore City high school students who are first generation and low income through college readiness program workshops and possible tutorial support. To date a writing internship has been established at Vivien T. Thomas Medical Arts Academy. Tutoring and College Readiness workshops will begin in March or April 2015. We also plan to initiate College Readiness workshops at Patterson High school in April 2015.

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

- During 2013-2014, the office provided services and accommodations to 1,380 students with various disabilities, including learning disabilities, attention-deficit/hyperactivity disorder (ADHD), mental health disabilities, autism, brain injuries, speech disabilities, physical/mobility disabilities, medical conditions, as well as vision and hearing

impairments. The office also works with students with temporary conditions (lasting less than six months) who need accommodations.

- As shown in the table below, the trend in the number of students registered with DSS continues to grow at a significant rate (4.8% from 2012-13 to 2013-14 and 12.9% increase over the past 3 years). The growth in the number of students with disabilities has been due partly to the overall increase in enrollment at Towson University. However, the growth can also be attributed to the increase in the number of students covered under the ADA who are attending college as part of a nationwide trend.

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

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

<b>Year</b>	<b>DSS-Registered Students</b>	<b>Percentage Increase from the <u>Previous Academic Year</u></b>	<b>Total Percentage Increase Since 2010-2011</b>
2010-2011	1203	1.3%	---
2011-2012	1246	3.5%	3.5%
2012-2013	1315	5.5%	8.5%
2013-2014	1380	4.8%	12.9%

Most students registered with DSS have learning disabilities, followed by ADHD and psychological disabilities. Historically, this trend has remained consistent. Overall, the number of students with “low incidence” disabilities is increasing, including students who have autism, and students who are blind/low vision and deaf/hard-of-hearing. Notably, these students typically require much more in the way of accommodations and services than students with more prevalent disabilities.

Through an interactive process, DSS works closely with students, faculty and staff to implement accommodations. Accommodations are determined on a case-by-case basis and may include priority registration, testing accommodations and use of the Testing Services Center, note-taking assistance, interpreting services, alternate formats for printed materials, assistive technology, para-transit registration and internship accommodations. DSS also offers short-term help with organization and study skills, disability consultation and advocacy assistance, help with course load and selection, and information and referral services.

**TU DSS Graduation and Retention Rate Longitudinal Study**

Disability Support Services and the TU Office of Institutional Research (OIR) have collaborated on a longitudinal study tracking the 4-year, 5-year and 6-year graduation rates for first-time full-time degree-seeking DSS-registered students as compared with all TU first-time full-time degree-seeking students. Complete data for the Fall 2006, Fall 2007 and Fall 2008 cohorts is available, along with the 4 and 5-year graduation rates for the 2009 cohort, and the 4-year graduation rates for the Fall 2010 cohort.

The data shows that 4-year and 5-year graduation rates of DSS-registered students lag slightly behind those for all TU students, but the 6-year graduation rates are the same (see Appendix 7):

- The average 4-year graduation rate for DSS students is 38% as compared to 42% for all TU students.
- The average 5-year graduation rate for DSS students is 61% as compared to 63% for all TU students.
- The average 6-year graduation rate for DSS students is 66% as compared to 66% for all TU students.

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

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

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

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

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

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

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

Towson University has five Faculty and Staff Affinity Groups (Asian American, Black, Latino/a, LGBT, Women). TU's President meets annually with the co-chairs of these groups for the purpose of gathering information regarding their work and any concerns brought forward by their members. The Assistant to the President for Diversity works closely with the co-chairs of TU's Faculty and Staff Affinity Groups and supports the ability of these leaders to advance initiatives that have been identified by their membership.

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

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

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

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

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

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

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

In calendar year 2014, approximately 272 student leaders, students, faculty and staff members participated in *Speak Up!* workshops. 94% of *Speak Up!* participants reported that they had gained specific skills or information necessary to be able to *Speak Up!* in response to encounters of everyday bigotry. Approximately 98% of participants reported that they would recommend participation in a *Speak Up!* workshop to classmates or colleagues.

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

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

for students from underrepresented groups. Below is a compilation of four years of data regarding events and programs administered by the CSD:

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

YEAR	2010-2011	2011-2012	2012-2013	2013-2014
Overall Attendance	13,352	11,623	15,810	17,670
Surveys Completed	1,060	2,709	1,773	None*
Male	321	685	391	N/A
Female	726	1,990	1,370	N/A
Other	13	34	4	N/A
White	652	518	224	N/A
African American	201	1,447	900	N/A
Latino	51	312	208	N/A
Asian Pacific Islander	45	103	219	N/A
Other	111	329	201	N/A

\*FY' 14 CSD attempted to use electronic information gathering. It was not successfully implemented. We will continue to explore gathering data electronically but we will return to the use of hard copy paper surveys as well for data collection.

**Analysis of data for the CSD:**

**Trending User Numbers.** From the information gleaned, we learned the following:

- ***The Set It Off Fall Reception:*** this large, New Student Orientation event targets incoming, diverse freshman and transfer students. Students have the ability to make connections and learn about the broad variety of engagement opportunities available. This year 1,200 students participated.
- ***The Retreat for Social Justice:*** this weekend retreat is designed to provide student participants with the opportunity to explore their cultural identities and interact with others from diverse backgrounds. Also, the Retreat for Social Justice Awareness Week sponsors an entire week of programs whereby retreat participants create opportunities to educate their peers about diversity and social justice issues. This year 55 students participated in the weekend retreat and 165 students participated in the weeklong programs.
- ***The fall and spring Diversity Speaker Series:*** each semester, the CSD brings culturally relevant speakers, educators, activists and entertainers to campus. This program gives students access to some of the world's most influential minds of our time. This year 1,115 students participated, 450 students attended the fall program featuring Dr. Carl Hart and 665 students attended the spring program featuring Sheryl WuDunn.
- ***The Digital Storytelling initiative:*** this modern expression of the ancient art of storytelling derives its power by weaving *images, music, narrative & voice* together. This educational tool is used in support of campus diversity by sharing personal stories created by our students to learn more about identity, culture, and diversity. This year five digital stories were submitted and 60 students participated in the culminating program “Celebrating Diversity through Digital Storytelling.”
- ***The Martin Luther King Program:*** this celebratory event typically takes place in February because Towson University students usually don't return to campus in time to celebrate the national MLK Holiday in mid-January. This year 2,169 students attended the program featuring Soledad O'Brien.
- ***Common Ground:*** In collaboration with the Student Affairs Diversity Committee, the CSD offered a one-day workshop on Intergroup Dialogue for 38 staff and faculty.
- ***Cultural Competency Workshop Series:*** This interactive workshop series explores diversity's complex and dynamic dimensions. Three different workshops are offered each semester examining the intricacies of identify markers such as race/ethnicity, social class, gender/gender identity, sexual orientation, ability/disability. This year 120 students participated.
- ***Black History Month Art Exhibit:*** In celebration of Black History Month the CSD exhibits art created by the students. All entries are displayed in the CSD and the first place entry is featured on the Center's website. This year five works were submitted.

**Accomplishments**

CSD Signature Programs contributed to TU 2020 Strategic Initiatives. All of the initiatives identified above assisted Towson University to strengthen its commitment to diversity by providing a safe, inclusive, welcoming, and peaceful community respectful to all (A Model for Campus Diversity). Additionally, several of the programs supported TU 2020 goals related to Academic Excellence and Student Success and maintaining a National and International Reputation for Arts and Arts Education.



## **CSD Goals, Objectives, and Measures:**

1. Strengthen relationship with alumni from affinity groups.
  - 1.1. Hosted a CSD reception in fall 2013 targeting alumni from affinity groups.
    - Measure 1: Distribute a satisfaction survey at the reception for alumni.
      - Targeted performance: 89%
      - Percentage of agree/strongly agree: 62.5%
      - Percentage of disagree/strongly disagree: 34.5%
      - Number of respondents: 16
    - Measure 2: Establish a baseline number of attendance for the reception
      - Targeted performance: 100%
      - Number of attendance: 18
  - 1.2. Tracked affinity group attendance for the Homecoming Reception.
    - Measure 1: Develop database for the tiger track alumni online community.
      - Targeted Performance: 100%
      - Number of Alumni: 36
    - Measure 2: Establish baseline number for target populations: African-American, Latino, and LGBT.
      - Targeted Performance: 100%
      - Number of African American: 10
      - Number of Latino: 8
      - Number of LGBT: 3
      - Number of Alumni: 18
2. Enhance the capacity to communicate about diversity-related issues.
  - 2.1. Increase the diversity related issues covered by the Digital Story Telling Initiative.
    - Measure 1: The number of diversity theme, related stories posted in the Digital Story Telling Initiative during a period of one year.
      - Targeted performance: 100%
      - Number of stories: 5
    - Measure 2: The number of diversity theme, related stories posted in the Digital Story Telling Initiative that obtain a rating of 3 or 4. Criteria includes quality of the product (script, flow, structure); subject (relevance, implications in their personal life and for the society, educational value, etc.), and format between others.
      - Targeted performance: 100%
      - Stories that are rated 4 - 2
      - Stories that are rated 3 - 3
      - Total number of responses: 5
  - 2.2. Collaborate with Division of Student Affairs (DSA) partners to develop a cultural competency program based on Inter Group Relations (IGR)
    - Measure 1: Host a one-day workshop on Intergroup Dialogue for faculty and staff.
      - Targeted performance: 100%
      - Baseline established: Yes
    - Measure 2: Establish a baseline number for attendance of faculty and staff at the workshop.
      - Targeted performance: 100%
      - Number of attendance: 38
3. Diversity Goal: Support a safe, inclusive, welcoming, and peaceful campus community respectful to all.
  - 3.1. Continue offering campus-wide Diversity Speaker Series, including one featured speaker each semester – one in fall 2013 and one in spring 2014.
    - Targeted performance: 100%
    - Number of speakers in fall: 1
      - Dr. Carl Hart*
    - Number of speakers in spring: 1
      - Sheryl Wudunn*
  - 3.2. Attendance will reach full capacity for each speaker in the fall and spring.
    - Targeted performance: 100%
    - Fall attendance: 450
    - Fall capacity: 400
    - Spring attendance: 665
    - Spring capacity: 600
    - Total attendance: 1,115

## Implications for Practice

From all the information gathered, we learned that:

- CSD programs contribute to TU 2020 Strategic Initiatives by strengthening TU's commitment to diversity, providing a safe, inclusive, welcoming, and peaceful community respectful to all.
- CSD increased the overall number of students who attend programs. This year 17,670 students attended programs, which is an increase from 15,810 during FY' 13.
- CSD experimented with electronic information gathering unsuccessfully.
- According to Satisfaction Survey results from alumni reception participants, 62.5% agree/strongly agree that (1) *the University has a positive relationship with my affinity group* and (2) *I feel engaged and involved with the University*, while 34.5% disagree/strongly disagree.
- Anecdotal student feedback indicates that creating digital stories has reached a point of diminishing returns due to the inordinate amount of time required per production. We have decided to no longer pursue this strategy as a result of this conclusion.

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

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

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

***Diversity - Can It Work for Me?*** This program highlights the key role that diversity plays in supporting academic excellence at Towson University. Attendance: 18. 94% of participants reported an increase in knowledge.

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

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

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

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

**Appendix 1: Hate Bias Incidents: Spring, Summer & Fall 2014**

**Hate/Bias Incidents  
Minimester, Spring, Summer, & Fall 2014**

**Minimester 2014**

Total Verified Minimester 2014 Incidents: 0

**Spring 2014**

<b>Hate/Bias</b>	<b>Corresponding Crime</b>	<b>Victim:</b>	<b>Victim: Race; Gender</b>	<b>Offender:</b>	<b>Offender: Race; Gender</b>
Race/Ethnicity	Verbal	Staff	African American/Black; Male	Student	Caucasian/White; Female

Total Verified Spring 2014 Incidents: 1

**Summer 2014**

Total Verified Summer 2014 Incidents: 0

**Fall 2014**

Total Verified Fall 2014 Incidents: 0

**Total Verified Incidents (Students, Faculty, & Staff) 2014: 1**

## Appendix 2: Top-Ten Percent Program

Cohort	Applicants	Enrolled	Average Annual Award	Average GPA	Average SAT (Mathematics + Critical Reading)	2 <sup>nd</sup> Fall Retention	2 <sup>nd</sup> Fall Retention Rate	3 <sup>rd</sup> Fall Retention	3 <sup>rd</sup> Fall Retention Rate	4 <sup>th</sup> Fall Retention	4 <sup>th</sup> Fall Retention Rate	4 Year Graduates	4 Year Graduation Rate
Fall 2014		84		3.89	1084								
Fall 2013		100		3.91	1110	94	94.0%						
Fall 2012	354	70	\$1,956	3.76	1062	64	91.4%	56	80.0%				
Fall 2011	352	107	\$1,882	3.63	1012	95	88.8%	87	81.3%	83	77.6%		
Fall 2010	346	102	\$1,862	3.67	1002	88	86.3%	85	83.3%	77	75.5%	32	31.4%
Fall 2009	377	143	\$1,933	3.71	1005	119	83.2%	108	75.5%	98	68.5%	47	32.9%
Fall 2008	326	121	\$1,931	3.73	990	100	82.6%	89	73.6%	82	67.8%	48	39.7%
Fall 2007	402	165	\$1,894	3.71	963	129	78.2%	111	67.3%	105	63.6%	45	27.3%
Fall 2006	372	187	\$1,867	3.69	951	142	75.9%	122	65.2%	111	59.4%	43	23.0%
Fall 2005	315	189	\$3,752	3.58	931	143	75.7%	126	66.7%	115	60.8%	46	24.3%

Source PeopleSoft: IR(PP)

Prepared 1/26/15

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

	<b>Fall Cohort First-Time Full Time</b>	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
	FY Graduation Year	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
USM or INSTITUTION  Total (Depends on whether an institution is at or above the USM average.)	<b>6-Year Graduation Rate</b>	66%	73%	68%	63%	65%	65%	68%	n/a	n/a	n/a	n/a	n/a	n/a
	<b>2nd Year Retention</b>	84%	86%	83%	80%	82%	82%	83%	85%	84%	85%	86%	85%	n/a
	3rd Year Retention	76%	81%	77%	73%	75%	74%	77%	78%	78%	79%	79%	n/a	n/a
	4th Year Retention	72%	78%	73%	69%	71%	71%	74%	75%	74%	76%	n/a	n/a	n/a
	5th Year Retention	31%	29%	31%	28%	29%	29%	29%	28%	27%	n/a	n/a	n/a	n/a
	5th Year Retention / Graduation	71%	75%	71%	67%	68%	69%	71%	73%	73%	n/a	n/a	n/a	n/a
	Institution's African American	<b>6-Year Graduation Rate</b>	69%	73%	73%	55%	59%	60%	66%	n/a	n/a	n/a	n/a	n/a
<b>The Gap</b>		-2%	-1%	-5%	9%	6%	5%	2%	n/a	n/a	n/a	n/a	n/a	n/a
<b>2nd Year Retention</b>		92%	90%	90%	85%	85%	85%	88%	84%	85%	91%	92%	90%	n/a
3rd Year Retention		81%	88%	83%	74%	77%	75%	82%	79%	79%	86%	87%	n/a	n/a
4th Year Retention		77%	85%	82%	68%	69%	69%	79%	75%	73%	84%	n/a	n/a	n/a
5th Year Retention		37%	43%	41%	40%	40%	37%	39%	38%	37%	n/a	n/a	n/a	n/a
5th Year Retention / Graduation		73%	81%	76%	66%	65%	66%	74%	73%	69%	n/a	n/a	n/a	n/a
Institution's Hispanic	<b>6-Year Graduation Rate</b>	61%	59%	67%	51%	55%	69%	64%	n/a	n/a	n/a	n/a	n/a	n/a
	<b>The Gap</b>	5%	13%	1%	12%	11%	-4%	4%	n/a	n/a	n/a	n/a	n/a	n/a
	<b>2nd Year Retention</b>	84%	86%	82%	74%	77%	82%	81%	88%	79%	88%	83%	84%	n/a
	3rd Year Retention	77%	73%	79%	66%	73%	78%	74%	81%	71%	81%	76%	n/a	n/a
	4th Year Retention	77%	73%	72%	57%	69%	76%	75%	79%	69%	78%	n/a	n/a	n/a
	5th Year Retention	42%	23%	38%	19%	35%	35%	32%	31%	29%	n/a	n/a	n/a	n/a
	5th Year Retention / Graduation	74%	59%	72%	53%	65%	73%	71%	74%	72%	n/a	n/a	n/a	n/a

Institution's Low- income (Pell)	<b>6-Year Graduation Rate</b>	61%	66%	64%	52%	56%	54%	63%	n/a	n/a	n/a	n/a	n/a	n/a
	<b>The Gap</b>	5%	6%	4%	11%	9%	11%	5%	n/a	n/a	n/a	n/a	n/a	n/a
	<b>2<sup>nd</sup> Year Retention</b>	86%	84%	84%	81%	81%	81%	86%	84%	86%	85%	86%	86%	n/a
	3rd Year Retention	76%	78%	76%	69%	71%	69%	79%	77%	77%	79%	80%	n/a	n/a
	4 <sup>th</sup> Year Retention	72%	75%	73%	62%	64%	64%	73%	72%	73%	75%	n/a	n/a	n/a
	5 <sup>th</sup> Year Retention	34%	39%	42%	34%	35%	35%	34%	37%	32%	n/a	n/a	n/a	n/a
	5 <sup>th</sup> Year Retention / Graduation	68%	73%	70%	59%	61%	63%	69%	71%	70%	n/a	n/a	n/a	n/a

\*Includes students who were enrolled in the fall term of their fifth academic year and students who completed their degree(s) in the fall term of their fifth academic year or in earlier terms.

**Appendix 4: Towson Opportunities in STEM (TOPS) Program**

Retention and graduate rate data for students participating in this initiative are as follows:

<b>TOPS Program</b>	<b>Fall 2005</b>	<b>Fall 2006</b>	<b>Fall 2007</b>	<b>Fall 2008</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>	<b>Fall 2013</b>	<b>Fall 2014</b>
cohort size (n=)	n/a	n/a	n/a	16	22	20	21	18	21	20
fall to fall retention rate	n/a	n/a	n/a	100%	86%	100%	100%	94%	95%	n/a
6-year graduation rate	n/a	n/a	n/a	63%	n/a	n/a	n/a	n/a	n/a	n/a

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

YEAR	2009-2010	2010-2011*	2011-2012	2012-2013	2013-2014
Participants	164	181	241	296	303
Male	32 (20%)	33 (18%)	55 (23%)	54(18%)	64 (21%)
Female	132 (80%)	148 (82%)	186 (77%)	242(82%)	239 (79%)
Other	0	0	0	0	0
African American	109 (66%)	114 (63%)	154 (64%)	149 (50%)	191 (63%)
Asian American	23 (14%)	19 (10.5%)	23 (9%)	43 (15%)	39 (13%)
Biracial	0	19 (10.5%)	5 (2%)	33 (11%)	4 (1%)
Caucasian	16 (10%)	8 (4%)	12 (5%)	37 (13%)	33 (11%)
Latino	16 (10%)	21 (12%)	35 (15%)	25 (8%)	32 (11%)
Native American	0	0	5 (2%)	1(.3%)	4 (1%)
Not Listed	0	0	7 (3%)	8 (2.7%)	0
.00 - 1.99	15 (9%)	9 (6%)	15 (6%)	16 (5%)	24 (8%)
2.00 - 2.49	8 (5%)	16 (10%)	23 (9%)	29 (10%)	38 (13%)
2.50- 2.99	50 (31%)	35 (23%)	60 (25%)	68 (23%)	65 (21%)
3.00 - 3.49	61 (37%)	58 (38%)	89 (37%)	114 (39%)	113 (37%)
3.50 - 4.00	25 (15%)	27 (17%)	43 (18%)	69 (23%)	63 (21%)
Withdrawals	5 (3%)	10 (6%)	11(5%)	2 (.67%)	0
Dean's List	25 (15%)	27 (17%)	43 (18%)	69 (23%)	78 (26%)**



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

YEAR	2009-2010	2010-2011*	2011-2012	2012-2013	2013-2014
Participants	164	181	241	296	303
Male	32 (20%)	33 (18%)	55 (23%)	54(18%)	64 (21%)
Female	132 (80%)	148 (82%)	186 (77%)	242(82%)	239 (79%)
Other	0	0	0	0	0
African American	109 (66%)	114 (63%)	154 (64%)	149 (50%)	191 (63%)
Asian American	23 (14%)	19 (10.5%)	23 (9%)	43 (15%)	39 (13%)
Biracial	0	19 (10.5%)	5 (2%)	33 (11%)	4 (1%)
Caucasian	16 (10%)	8 (4%)	12 (5%)	37 (13%)	33 (11%)
Latino	16 (10%)	21 (12%)	35 (15%)	25 (8%)	32 (11%)
Native American	0	0	5 (2%)	1(.3%)	4 (1%)
Not Listed	0	0	7 (3%)	8 (2.7%)	0
.00 - 1.99	15 (9%)	9 (6%)	15 (6%)	16 (5%)	24 (8%)
2.00 - 2.49	8 (5%)	16 (10%)	23 (9%)	29 (10%)	38 (13%)
2.50- 2.99	50 (31%)	35 (23%)	60 (25%)	68 (23%)	65 (21%)
3.00 - 3.49	61 (37%)	58 (38%)	89 (37%)	114 (39%)	113 (37%)
3.50 - 4.00	25 (15%)	27 (17%)	43 (18%)	69 (23%)	63 (21%)
Withdrawals	5 (3%)	10 (6%)	11(5%)	2 (.67%)	0
Dean's List	25 (15%)	27 (17%)	43 (18%)	69 (23%)	78 (26%)**

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

\*\* Based upon semester, not cumulative, grade point averages.