

**Towson University
Progress Report on
Institutional Programs of Cultural Diversity
February 2012**

Introduction

Towson University's working definition of diversity is intentionally broad and framed as "recognizing and valuing the variety of backgrounds, perspectives, and beliefs held by members of the Towson community." *The Diversity Wheel* model (Gardenswartz & Rowe, 1994; Loden & Rosener, 1991) shapes the institution's definition by conceptualizing diversity within an organizational context (Appendix 1). This model recognizes four layers or dimensions of the person. The four layers of diversity form the filters through which individuals see the world, how others see them, and the barriers that can ensue as a result. This model has helped move Towson University's conversation regarding diversity beyond the traditional diversity issues of age, race, ethnicity, gender, sexual orientation, and physical ability. *The Diversity Wheel* encompasses dimensions of diversity that impact an individual's personality at home, in the workplace, and in society. Each dimension adds a layer of complexity to an individual's identity and creates interaction among all those dimensions at both micro and macro levels. This model emphasizes the university's diversity definitions that are relevant to the organizational structure of the university and helps Towson University reframe its diversity conversation around power, privilege, and status pertinent to our students, faculty, and staff.

Below is Towson University's annual progress report on institutional programs of cultural diversity.

Status of Implementation Efforts

Presidential Diversity Initiatives: TU's recently appointed president, Maravene Loeschke, is committed to diversity and will work closely with TU's Diversity Coordinating Council during her first year in office. Charged with facilitating the establishment and maintenance of an inclusive campus environment, TU's Diversity Coordinating Council consists of high-level administrators (the Provost and Vice President for Academic Affairs, the Vice President for Student Affairs, the Vice President for Administration and Finance, the Assistant to the President for Diversity and the Assistant Vice President of Student Affairs for Diversity) and serves as a visible expression of the priority given to the issues of diversity on Towson's campus.

Towson University's *Reflective Process for Diversity*: TU's *Reflective Process for Diversity* is a university-wide institutional transformation initiative for diversity with the goal of fostering a shift in campus climate toward inclusive excellence that has full university support. TU remains in Phase II of the *Reflective Process for Diversity* implementation plan. Phase II involves the identification of diversity goals by university departments. While all of the departments within TU's administrative divisions have identified diversity goals and in many cases are on their second annual cycle of assessment and evaluation, the university continues to work with academic colleges and departments to develop plans which will facilitate their ability to identify practical and sustainable diversity goals for their respective units.

Towson University's *Speak Up!* Program: TU's *Speak Up!* Program supports and sustains the university-wide transformation for diversity initiated by the university's *Reflective Process for Diversity*. Participation in *Speak Up!* workshops provides members of the campus community with the tools necessary to challenge everyday bigotry.

Speak Up!, a program developed by the Southern Poverty Law Center, fosters discussion of encounters that individuals have had with everyday bigotry, from stores to restaurants, the classroom, or workplace. Participants openly share information about incidents with family members, friends, classmates, roommates or co-workers. They tell stories regarding what they did or didn't say — and what they wished

they did or didn't say. Workshop participation provides opportunities for individuals to develop and practice appropriate responses in order to be ready to address bigotry in a manner that is both effective and civil.

More than 450 student leaders, students, faculty and staff members have participated in *Speak Up!* workshops. 95% of *Speak Up!* participants reported that they had gained specific skills or information necessary to be able to *Speak Up!* in response to encounters of everyday bigotry. Approximately 90% of participants reported that they would recommend participation in a *Speak Up!* workshop to classmates or colleagues.

Access and Support Services - First Generation, Low Income Students (FGLI): TU is committed to providing access for first-generation and low income students, and helping them succeed. Ninety-four first-generation, low income students enrolled as entering first-time, full-time students in fall 2011. The number is larger than in the years before 2005, when the university initiated its "Top Ten Scholars" program, which attracted more students from Baltimore City public schools.

Towson is proud of its increasingly diverse student body. The percent minority among undergraduates increases each year and the achievement gap between races was eliminated after steady reduction of the difference in graduation rates (percent of enrolled freshmen who graduated from Towson within six years) between African American freshmen and the total freshman population. The gap shrank from 17%, for the class entering in fall 1995 to 0% for the fall 2000 cohort and the graduation rate for African American students who entered in the fall 2004 was actually 5.1% higher than that of the total population. But the retention and graduation rates of the fall 2005 cohort of entering freshmen show that a daunting challenge still exists.

Of the 2,318 first-time, full-time students entering TU in fall 2005, 221 were low-income (family income less than or equal to 150% of the poverty level); 458 were first-generation; and ninety-four were both first-generation and low-income. All of these numbers represent all-time highs at Towson, reflecting Towson's commitment to these underserved populations.

National research indicates that first-generation and low-income college students do not have adequate access to higher education. They have less knowledge of the admissions and financial aid application processes and are less likely to be academically prepared for college than those whose parents attended college. They are more likely to work full-time while going to college, attend part-time, or drop out. First-generation college, low income students are even less likely to attain their degrees than first-generation college students whose family incomes are higher. Towson's "Closing the Achievement Gap" reports of October 1, 2009 and November 15, 2010 documented that our first-generation, low income students graduate at significantly lower rates than other students.

As described in the "Closing the Achievement Gap" report of November 30, 2011, the retention and graduation rates of Towson's 2005 cohort revealed that many urban students are more at-risk than other first-generation/low-income students. Beginning with the fall 2005 entering freshman class, TU made a special effort to provide access to students from high schools in impoverished urban neighborhoods. In fall 2005, the university launched its "Top Ten Scholars" program, offering admission and scholarships, regardless of SAT scores, to Baltimore City and Baltimore County public high school students whose high school GPA's placed them at the 90th percentile or higher in their graduating classes. Most Top Ten students are first-generation/low-income and many have family income far below the poverty level. While many Top Ten Scholars do very well academically at Towson, some struggle. The majority of those students having difficulties are deficient in basic skills, as evidenced by their SAT and ACUPLACER scores.

Towson University has identified the following risk factors as negatively related to graduation: low high school grades (below 30th percentile of the entire applicant pool – 3.11 in fall 2005), low family income (at or below 150% of federal poverty level), first-generation status or probable first-generation

status (student indicates on FASFA that neither parent graduated college, or one parent did not graduate college and other unknown), first-generation/low-income status, low SAT Reading score (SAT Reading score below 400), low SAT Math score (SAT Math score below 400), and high school in very low income community (high school with 50%+ students eligible for free or reduced priced lunch).

As a result of its efforts to improve access for first generation and low income students, the university enrolled more at-risk students in fall 2005. While first-time, full-time students increased by 235 (11%), those with at least one of the identified risk factors increased by 20% from 817 in fall 2004 to 983 in fall 2005. Students with multiple (3 or more) of these risk factors increased from 46 to 142, an increase of over 200%.

The university successfully adapted its support programs for new students to match the needs of these more at-risk students. Top Ten 2nd year retention rates have steadily improved from 75.7% (fall 2005 cohort) to 86.3% (fall 2010) cohort. As reported in the Towson University Achievement Gap follow-up, submitted in November 2011, Top Ten 3rd year retention rates improved from 66.7% (fall 2005 cohort) to 75.5% (fall 2009 cohort). Second year retention rates for all first-generation/low-income students rose from 75.5 (fall 2005 cohort) to 85.7 (fall 2010 cohort).

Towson University offers additional support programs to high risk students. An important intervention employed with FGLI students is the Strategies for Student Success (S3) course offering an early intervention for students. Students are assigned to the S3 course based on a risk assessment that includes the incidence and level of the factors cited above. The course continues to be modified in response to student assessment outcomes.

Towson University also provides institutional need-based financial aid to maintain affordability for low-income students. In FY 2011, \$12.8 million was spent in institutional need-based aid. The percent need-based of all institutional aid has remained above 53% since FY 2008. The university reduces student debt accumulation each year by replacing loans with grant awards for Pell grant recipients, our neediest students.

Center for Student Diversity (CSD): The CSD strives to create a campus community where everyone understands and values diverse cultures, experiences, and perspectives. To achieve our goal, we provide programs and services that serve the intellectual, social, personal, and cultural needs of ALL students, while paying particular attention to underrepresented and marginalized groups. We also assist the university in the recruitment, retention, and graduation of students from these groups by promoting institutional access and academic success.

The CSD is comprised of several units that offered programs and services covered in this report including: (a) African American Student Development, (b) Asian Pacific Islander/Latino Student Development, (c) Lesbian Gay Bisexual and Transgender Student Development, (d) Women’s Resources, (e) Campus Ministries, and (f) Student Success Programs (SAGE & CEEP). Following is a compilation of three years of data:

Center for Student Diversity 3-Year Summary Data

YEAR	2008-2009	2009-2010	2010-2011
Overall Attendance	14,333	13,009	13,352
Surveys Completed	1,799	1,209	1,060
Male	519	351	321
Female	1,236	840	726
Other	44	18	13
White	432	694	652
African American	699	247	201
Latino	162	82	51
Asian Pacific Islander	150	48	45
Other	356	138	111

Analysis of data for the CSD

- The number of individuals utilizing the services of the CSD this period (13,352) is not reflected in the number of students surveyed (1,060). Those surveyed are a snapshot of students who attended CSD events that were either randomly selected or chose to complete evaluations. Not all events and programs were evaluated during this period. The 13,352 participants attending programs and services include walk-ins to the various program offices within the cluster, appointments with cluster staff, and presentations or class visits done by staff members. See table below for a breakdown of visits and appointments and program attendance:

SEMESTER & YEAR	Fall 2010	Spring 2011	Total
Visits & Appointments	1,682	1,336	3,018
Program Attendance	4,803	5,531	10,334
Total	6,485	6,867	13,352

- There has been a 2.65% increase in student participation this period over last period. In the 2009/10 academic year, 13,009 students participated in programs and services produced by the CSD cluster. This period, 13,352 attended programs or sought out services offered by the cluster. This small increase might have been even more significant if a full year of programming had been done by Women's Resources. No full time employee filled that vacant position from early spring 2010 until late June 2011. The decrease in overall attendance from 2008/09 to 2009/10 is also attributed to the Women's Resources position being vacant.
- The number of surveys completed decreased from 2008/09 to 2009/10 (from 1,799 to 1,209) and again from 2009/10 to 2010/11 (from 1,209 to 1,060) due to assessment restructuring to focus on more intentional surveying of programs.
- Female students (726 surveyed) continue to be the heavier users of programs and services, while male participation accounted for 321 surveyed. The cluster continues to find ways to attract more male participation in its offerings. Specific programs will be targeted to male students next period.
- White students (652) polled accounted for the highest student population using the services/programs of the department, followed by African American students (201). This is a slight change over the 2008/09 period where African American students produced the highest numbers of those who attended cluster's programs. Latino students (51) and API students (45) recorded lower attendance and utilization of CSD's services and programs based on those who chose to complete evaluations after attending programs. The snapshots of Latino and API student participation do not accurately reflect attendance and were impacted by assessment restructuring. There was a higher amount recorded for students (111) who fall into the *other* category - consisting of international/foreign, bi-racial, LGBT students, and those individual students who chose not to identify themselves.

Community Enrichment and Enhancement Partnership Award (CEEP): CEEP is a grant/scholarship program designed to increase access and success of culturally diverse and traditionally underrepresented undergraduate students. CEEP is aimed at retaining students through (a) exposure to academic success strategies and resources, (b) exposure to diverse cultural communities, (c) encouraging interaction with faculty and staff, and (d) exploring graduate and career development options. CEEP award recipients must be U.S. citizens, full-time undergraduates, with at least a 2.50 GPA, live in a single parent household, and demonstrate financial need per FAFSA guidelines or meet at least three of the following criteria:

- First generation college student
- From an environment or academic setting that may have hindered educational pursuits
- From a single parent household
- Member of underrepresented or under-served group
- Must have overcome personal, social, and/or physical obstacles in pursuit of an education

Additionally, CEEP award recipients complete an annual assessment and student satisfaction survey (these surveys are available upon request) and must meet the with CEEP Program Director or designee at least once each semester. The CEEP requirements for students differ according to their university status/classification; students must adhere to all requirements. CEEP award recipients may renegotiate their CEEP contract, if necessary. The CEEP award may be rescinded if a recipient does not complete semester or GPA requirements.

Community Enrichment and Enhancement Partnership 3-Year Summary Data

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

Analysis of CEEP Award data

- Male student involvement continues to be a challenge. There has been a 2% increase in male recipients in the past year. Additional marketing to regional high schools and communication with the guidance counselors will continue. Hopefully, this strategy will yield a greater pool of male and other underrepresented groups, thus increasing the yield and diversity of CEEP award recipients.
- 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 is required for all who earn a semester or cumulative grade point average less than 2.50.
- African-American students (130 or 79%) account for the greatest number of CEEP award recipients. The participation of students from other racial groups varies annually. Efforts continue to attract a greater number of students from other underrepresented groups.
- Ninety-two percent (92%) of all CEEP award recipients (in the 2010/11 cohort) have earned a cumulative grade point average of 2.50 or greater. 6% of all CEEP award recipients have earned less than a 2.50 cumulative grade point average and 2% of the recipients withdrew during the academic year. Feedback from recipients earning low grade point averages indicate they are (a.) underprepared for the academic rigor of undergraduate study, (b.) have not committed adequate time to their studies, (c.) experience difficulty in family and other personal matters, or (d.) experience difficulty adjusting to social and cultural aspects of college life at TU. CEEP recipients earning low cumulative grade point averages must participate in mandatory advising sessions, seek tutorial support as needed, and maintain communication

with faculty regarding their classroom performance throughout the semester. Students who do not comply with this directive may lose their CEEP award.

- A total of 28 recipients (17%) earned Dean’s List honors for spring 2011 term. Forty-one recipients (25%) graduated at the close of the spring 2011 term.
- There has been a reduction in the number of freshmen receiving the CEEP award. National competition for the academically strongest underrepresented students is keen. Towson University competes against institutions able to offer greater financial incentives. For this reason, a greater number of entering transfer students have been offered the CEEP award. The graduation rate of CEEP recipients has also increased due in part to the increased number of transfer students receiving the CEEP award.

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

SAGE Program 3 Year Summary Data

YEAR	2008 – 2009	2009-2010*	2010-2011
Participants	148	164	155
Male	37 (25%)	32 (20%)	26 (17%)
Female	111 (75%)	132 (80%)	129 (83%)
Other	0	0	0
African American	94 (64%)	109 (66%)	98 (63%)
Asian American	6 (4%)	23 (14%)	17 (11%)
Biracial	0	0	18 (12%)
Caucasian	30 (20%)	16 (10%)	4 (3%)
Latino	5 (3%)	16 (10%)	18 (11%)
Native American	1 (1%)	0	0
Not Listed	12 (8%)	0	0
.00 - 1.99	17 (11%)	15 (9%)	9 (6%)
2.00 - 2.49	19 (13%)	8 (5%)	16 (10%)
2.50- 2.99	38 (26%)	50 (31%)	35 (23%)
3.00 - 3.49	55 (37%)	61 (37%)	58 (38%)
3.50 - 4.00	17 (12%)	25 (15%)	27 (17%)
Withdrawals	2 (1%)	4 (2%)	10 (6%)

*One student did not receive grades for spring 2010.

The following events were sponsored by the SAGE program during this period. The number of students attending each event is listed in parentheses.

FALL	SPRING
SAGE Program Connections (83)	Academic Success & Student Leadership (77)
Meet T U College Deans (76)	Relationships: Making Them Last (55)
Latino/a Hispanic Heritage Celebration (72)	African Heritage (65)
Professional Career Development (67)	African American Heritage Celebration (50)
Effective Stress Management (72)	Muslim Heritage Celebration (54)
Personal Intimacy & Safety (72)	Making Wise Decisions (54)
How Will You Vote (71)	Celebrating Women (52)
The LGBT Community (70)	Jewish Heritage (42)
What Classes Are You Taking Spring 2011 (67)	The Game of Life (54)
Handling Personal Financial Matters (59)	Asian Pacific Islander Heritage (54)
Native Indian Heritage (60)	Self-Defense: What to do? (47)
Preparing for Final Exams (56)/Closing (88)	Closing Event (83)

Analysis of SAGE program data

- SAGE continues working to include more students from underrepresented communities as well as majority students.

- The SAGE program continues to hire students from diverse racial and cultural communities in an effort to encourage greater student engagement from diverse communities. SAGE program staff will continue to maintain contact and personal relationships with students from various campus multicultural groups and promote the SAGE program to S3 students.
- The SAGE program saw a drop in male participation during the past year (from 20% to 17%). This level of participation may, in part, be attributed to the fact that communities of underrepresented males are reluctant to participate in voluntary mentoring programs. Additional outreach to male students by SAGE program mentors will occur during summer months prior to the start of the fall semester. Female participation (83%) is consistently strong each year, as in keeping with national trends for mentoring programs.
- The majority of SAGE program participants (136 or 88%) earned a 2.0 or greater cumulative grade point averages for the 2010/2011 academic year.

Equal Opportunity and Access - Compliance: Towson University remains fully committed to the concept and practice of equal opportunity and affirmative action. The Office of Diversity and Equal Opportunity that reports directly to the President, is responsible for promoting equal treatment, access, and opportunity in all educational activities and employment decisions at Towson University. The university's Assistant to the President for Diversity also serves as the university's Affirmative Action Officer. The Affirmative Action Officer is responsible for the development of policy statements, affirmative action methods, and internal and external communication in support of Towson University's equal employment opportunity policy and affirmative action plan. The incumbent serves as a member of the President's Council and meets regularly with managers, supervisors, and employees to ensure that the university's EEO policies are enforced.

Equal Opportunity and Access - Athletics: Minority and Gender Equity: The Assistant to the President for Diversity serves as the university's Title IX Officer, as well as a member of the Gender and Minority Equity Committee that is a subcommittee of the university's Intercollegiate Athletic Committee (IAC). The Gender and Minority Equity committee will address the results of Towson University's NCAA Certification process. Specific areas that the committee will address are: employment, social capital, advising and leadership, exit interviews/minority issue surveys, student leaders, peer institutions, Athletic department culture, and assessment. The committee will meet regularly and examine numerous data sources, including external and internal reports and will make recommendations.

Disability Support Services. Disability Support Services (DSS) supports the mission of Towson University by providing services that afford students with disabilities an equal opportunity to participate in all aspects of the educational environment. The office collaborates with students, faculty, and staff to create a welcoming campus that meets the needs of students with disabilities, fosters student independence, and recognizes students on the basis of their abilities rather than their disabilities. Currently the office provides services and accommodations to approximately 1,200 students. Most DSS-registered students have attention deficit disorder and learning disabilities; however, the office is increasingly serving more non-traditional populations as well, such as students with mental health disabilities, students on the autism spectrum and disabled veterans. Some of the services and accommodations provided include: 1) pre-admission counseling and new student orientation; 2) help with course load and selection; 3) priority registration; 4) testing accommodations and use of the Testing Services Center; 5) note-taking assistance; 6) interpreting services; 7) alternate formats for printed materials; 8) learning and study skills assistance; 9) disability consultation and advocacy assistance; 10) assistive technology; 11) para-transit registration; 12) campus orientation and mobility services; and 13) information and referral. The office also provides consultation and technical assistance to faculty and staff regarding working with students with disabilities and implementing their accommodations.

International Students and Scholars Office (ISSO). International students and scholars comprise approximately four percent of the total student enrollment at Towson University. The number of international students at Towson is 1,132 from 106 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. The major purpose of the ISSO

is to contribute to the retention and success of international students. The ISSO supports a population of more than 1,000 non-immigrant students in degree-seeking, exchange, English language, and non-degree or enrichment programs. The department provides services for about 100 foreign faculty, exchange scholars, and visiting faculty each year.

The Pathways Program. The Pathways Program provides an opportunity for parents with low-incomes (no more than 200% of the poverty level) and those receiving Temporary Cash Assistance, many of whom are African American single mothers, to receive an education that offers them a chance for a more economically successful and secure future. For the first four years of the program, student participants came from Baltimore City Community College. Currently, students from the Community Colleges of Baltimore County are also participating in the program. Towson University awards Pathways students, who must have an AA degree from a community college, a \$4,000 scholarship for two years for a total of \$8,000. This is in addition to Pell Grants and other forms of financial assistance for which they may qualify. The program also offers students a personalized system of academic and social support, including specialized advising sessions, social gatherings where they can share concerns and resources, and referrals to counseling and other services as needed.

Progress on Meeting Goals:

Towson University remains committed to achieving excellence by advancing diversity. During the spring and fall 2011 academic semesters, the Diversity Action Committee (DAC), which supports the work of the Diversity Coordinating Council, established the work groups identified below in order to strengthen and advance the success of TU's diversity goals:

Campus Climate Work Group: Supports the establishment and maintenance of a campus environment that is welcoming and inclusive. Prepared report and recommendations for accommodating TU's transgender students.

Education and Scholarship Work Group: Fosters increased diversity and inclusiveness across the curriculum, in individual courses, and in extra- and co-curricular settings. Oversees annual TU's Multicultural Conference in support of faculty development, as well as the annual *Tools for Inclusion* series of diversity programs and workshops hosted by TU's academic colleges.

Reflective Process Work Group: Supports the continued advancement of TU's *Reflective Process for Diversity* and the sustainability of the university's cultural transformation to an institutionalized model for diversity and annual President's Diversity Awards Program.

Representation Work Group: Supports the university's ability to seek and maintain fully representative populations within the student body and faculty and staff bodies.

Student Work Group: Supports Towson University's ability to fully value and appreciate the diverse perspectives of all students, and support student development to foster student success. Supports initiatives to bring *Speak Up!* to TU's student population.

How TU Addresses Cultural Diversity Among Students, Faculty, and Staff:

Cultural Diversity Programming for Faculty and Staff: Towson University continues to approach cultural diversity education using a three tiered approach. Cultural diversity education includes: 1) training programs for faculty and staff; 2) academic course offerings (both general education and program offerings) for undergraduate and graduate students; and 3) co-curricular programming.

Cultural Diversity Programs: Faculty & Staff Educational Programming: The university continues to provide various training offerings for faculty and staff.

Affirmative Action/Equal Employment Opportunity: The university'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. In particular, the achievement of *TU 2016* (the university's strategic plan) diversity initiatives and goals is highlighted.

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

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

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

Sexual Harassment Prevention Training: Mandatory participation is required of all faculty and staff members.

Speak Up!: This educational program provides participants with the tools necessary to *Speak Up!* against everyday bigotry.

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.

Cultural Diversity Programs - 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 2. 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 20th 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.

Academic Programs and Majors related to Cultural Diversity. 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.

Cultural Diversity Programs: Co-Curricular Programs: CSD supports the access and academic success of historically under-represented groups through programs and services that enhance the student experience. The CSD supports student success by providing 1) support for multicultural student organizations; 2) financial assistance to underrepresented undergraduate and graduate students; 3) diversity awareness seminars, workshops, and presentations (Appendix 4); 4) a competency course in cultural diversity; 5) a weekend Diversity Retreat; 6) nationally celebrated heritage programs; 7) diversity educational and resource materials; 8) advocacy, consultation, and referrals; 9) leadership and mentorship programs; and 10) assistance to the institution in creating policies that represent the interests of underserved students.

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. Acts of destruction or violence which are racially, ethnically, religiously, and/or otherwise motivated against the person or property of others and which infringe on the rights and freedom of others will not be tolerated at Towson University. 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. Additional information is available at: http://www.towson.edu/odeo/hate_bias/.

A decrease in the number of bias incidents from twenty-three in calendar year 2010 to eighteen in calendar year 2011 has been reported. Initiatives are continuously being developed and implemented in support of the reduction of campus bias incidents (Appendix 5).

Resources Used to Recruit and Retain a Culturally Diverse Student Body, Faculty & Staff:

Towson University's Diversity Structure: TU continues to support two key administrators whose primary responsibilities focus on diversity. Incumbents leading these organizational structures work collaboratively with President Loeschke, vice presidents, deans, and faculty and staff to continuously enhance and support programs and initiatives to recruit and retain culturally diverse students, faculty, and staff.

Assistant to the President for Diversity, in the Executive Division, reports directly to the president and supports the president and vice presidents to develop, maintain, and implement institution-wide strategic planning for diversity, affirmative action, equal employment opportunity and Title IX.

Assistant Vice President of Student Affairs for Diversity oversees the Center for Student Diversity, and supports the access and academic success of historically under-represented groups through programs and services that enhance the student experience.

Resources Needed to Recruit and Retain a Culturally Diverse Student Body, Faculty & Staff:

Towson University's Reflective Process for Diversity and Speak Up! Program: Our existing cultural diversity programming is comprehensive in nature and continues to be intentionally linked to the university's Strategic Plan. In particular, recent efforts to support and sustain TU's culture shift have led to heightened awareness across the entire campus community. In order to sustain this movement toward an institutionalized model for diversity, the following additional resources are needed:

Increased Budgetary Support for Existing Diversity Offices: Because the implementation team for the *Reflective Process for Diversity* as well as the *Speak Up! Program* include the two main diversity offices (Office for Diversity & Equal Opportunity, Center for Student Diversity), as well as the oversight and operation of the Diversity Action Committee, additional resources are needed to offset the cost for materials and human resources.

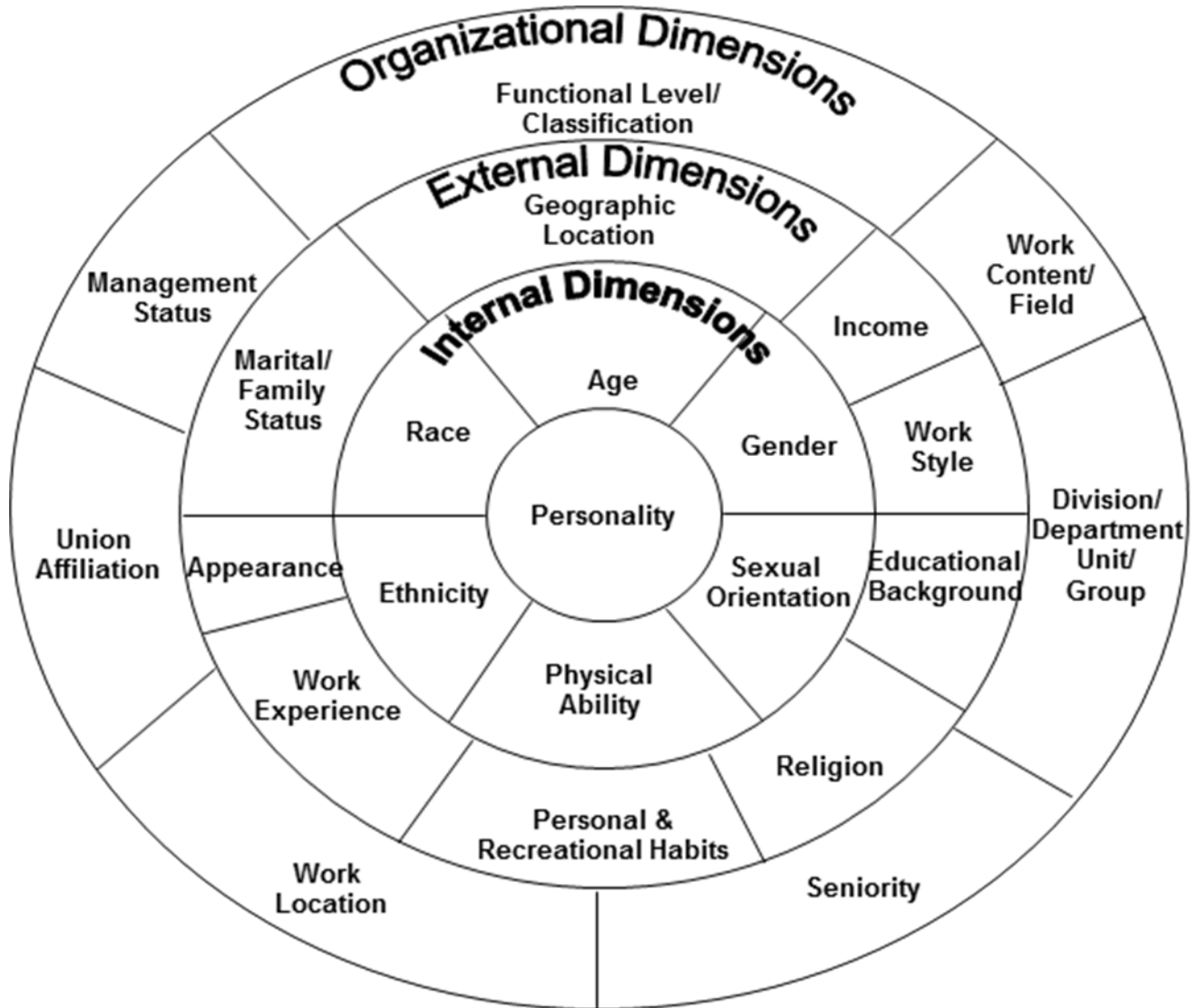
Staff Support for Diversity Offices: In addition to increasing the budgetary support for the two key diversity offices on campus, it is necessary to support these offices with additional staff positions in

order to effectively recruit and retain a culturally diverse student body and to ensure a level of cultural competency among faculty and staff, who in turn will be better equipped to meet the needs of students.

Coordinator of Diversity Outreach (Center for Student Diversity): The intent of this position is to provide diversity outreach and support for majority student communities to include fraternity and sorority groups (Greek organizations), and other underserved communities on campus to include Native Americans, Irish Americans, and other growing communities. The aforementioned students tend to support diversity initiatives that show representation of themselves. This position will allow us to provide quality educational programs and activities that will increase student engagement and involvement, while they are being prepared for the global market place upon graduation. The thrust of this initiative is to attract and encourage majority students to celebrate themselves while they grow to appreciate and understand the similarities and differences of others.

Director (Office of Diversity and Equal Opportunity): Currently, the Office of Diversity and Equal Opportunity is staffed with a full-time professional staff member and one administrative support person. Towson University is in the process of implementing a long-term institution-wide culture shift to an institutionalized model for diversity. Because this office is responsible for oversight of institution-wide affirmative action, equal opportunity and Title IX compliance, as well as the institution-wide culture change process initiated by the university's *Reflective Process for Diversity* and other initiatives in support of the culture shift, additional support in this office would help to ensure the success and sustainability of this long-term initiative for institutional transformation.

Diversity Wheel



Sources:

Gardenswartz, L. & Rowe, A. (1994). *Diverse Teams at Work*. Burr Ridge, Ill.: Irwin Professional Publishing

Loden, M. & Rosener, J. (1991) *Workforce America!* X. Irwin, CA: Business One

-Appendix 2 – Core Curriculum Requirements These course offerings explore race, class, gender, religious or ethnic traditions, or minority issues and investigate how Western prejudgments, systems or traditions contribute to issues in diversity or focus specifically or comparatively (among non-Western civilizations or between non- Western/Western civilizations) on helping students understand multiple modes of human expression and experience.

AFST 201	Main Themes in African and African American Studies
ANTH 207	Cultural Anthropology
ANTH 208	Human Evolution and Prehistory
ANTH 210	Honors Cultural Anthropology
ARAB 101	Arabic Elements I
ARAB 102	Arabic Elements II
ARAB 201	Arabic Intermediate I
ARAB 202	Arabic Intermediate II
ARAB 301	Arabic Composition and Conversation I
ARAB 302	Arabic Composition and Conversation II
ARTH 105	Art in Culture
ARTH 207	Honors Art History
ARTH 208	Honors Seminar in Non-Western Art History
ARTH 221	Survey of Western Art I
ARTH 222	Survey of Western Art II
CHNS 101	Elementary Chinese I
CHNS 201	Intermediate Chinese I
CHNS 301	Chinese Composition and Conversation
COSC 418	Ethical and Societal Concerns for Computer Scientists
CLST 311	Science, Technology and Culture
DANC 123	Introduction to Dance: European Court
DANC 130	Dance and Myth
DFST 101	Introduction to Deaf Studies
DFST 104	American Sign Language
EDUC 203	Teaching and Learning in a Diverse Society
EMF 205	Women and Gender in Film
ENGL 233	Survey of African-American Literature
ENGL 234	Major Writers in African-American Literature
ENGL 235	Ethnic-American Literature
ENGL 239	Modern Jewish Literature
ENGL 244	World Folklore
FMST 101	Introduction to Family Studies
FMST 102	Honors Introduction to Family Studies
FREN 101	French Elements I
FREN 102	French Elements II
FREN 201	French Intermediate I
FREN 202	French Intermediate II
FREN 301	Advanced Conversation
FREN 302	Advanced Composition
GEOG 103	World Regional Geography
GEOG 105	Geography of International Affairs
GEOG 109	Introduction to Human Geography
GEOG 110	Honors Introduction to Human Geography
GEOG 112	Honor World Regional Geography
GERM 101	German Elements I
GERM 102	German Elements II
GERM 201	German Intermediate I
GERM 202	German Intermediate II

GERM 301	German Composition and Conversation I
GERM 302	German Composition and Conversation II
GERO 101	Introduction to Gerontology
HEBR 101	Elements of Hebrew
HEBR 102	Elements of Hebrew II
HEBR 103	Biblical Hebrew I
HEBR 104	Biblical Hebrew
HEBR 201	Hebrew Intermediate I
HEBR 202	Hebrew Intermediate II
HEBR 203	Biblical Hebrew III
HEBR 204	Biblical Hebrew IV
HEBR 301	Hebrew Composition and Conversation
HEBR 302	Hebrew Composition and Conversation
HIST 101	Introduction to Ancient Civilization
HIST 102	History of European Civilization through the 17th Century
HIST 103	History of European Civilization from the 17th Century
HIST 110	East Asian Civilization to the 19th Century
HIST 111	Modern East Asia Since the 19th Century
HIST 117	Islamic History: From the Rise of Islam to the Rise of the Ottomans
HIST 121	Latin America: Colonial Period
HIST 122	Latin America: National Period
HIST 160	World History before 1300
HIST 161	World History Since 1300
HIST 235	Honors Seminar in Western Heritage Arts and Humanities
HLTH 220	Sexuality in Diverse Society
HONR 237	Honors Seminar in Western Heritage Social and Behavioral Studies
HONR 240	Honors Seminar in Western Heritage Plurality and Diversity
HONR 243	Honors Seminar in Non-Western Cultures, Languages, and Traditions
ITAL 101	Italian Elements I
ITAL 102	Italian Elements II
ITAL 201	Italian Intermediate I
ITAL 202	Italian Intermediate II
ITAL 301	Italian Composition and Conversation I
ITAL 302	Italian Composition and Conversation II
JPNS 101	Japanese Elements I
JPNS 102	Japanese Elements II
JPNS 201	Japanese Intermediate I
JPNS 202	Japanese Intermediate II
JPNS 301	Japanese Composition and Conversation I
JPNS 302	Japanese Composition and Conversation II
KNES 285	Sport: Cross-Cultural Perspective
LATN 101	Latin Elements I
LATN 102	Latin Elements II
LATN 201	Latin Intermediate I
LATN 202	Latin Intermediate II
LATN 301	Advanced Readings in Latin
LATN 302	Advanced Readings in Latin II
MUSC 101	Introduction to Music of the Western Heritage
MUSC 112	World/Americas, Africa
MUSC 113	World/E. Euro, Asia
MUSC 127	Elements of the History of Rock Music
MUSC 205	Women in Western Music
NURS 416	Cultural Diversity in Health Care
OCTH 205	Alternative and Complimentary Health Care
PHIL 101	Introduction to Philosophy

PHIL 111	Introduction to Logic
PHIL 204	Race, Class and Gender
PHIL 219	Introduction to Asian Philosophy
PHIL 221	Ancient Greek Philosophy
PORT 101	Port Elements I
PORT 201	Port Intermediate I
PORT 202	Port Intermediate II
PORT 301	Composition and Conversation in Portuguese
PORT 219	Port Elements II
POSC 101	Introduction to Political Science
POSC 102	Honors Introduction to Political Science
POSC 105	Governments of the World
POSC 107	Introduction to International Relations
POSC 108	Honors Intro to International Relations
PSYC 101	Introduction to Psychology
PSYC 102	Honors Introduction to Psychology
RLST 105	Introduction to the Study of Religion
RLST 201	Introduction to the Hebrew Bible
RLST 202	Introduction to Christianity
RLST 203	Introduction to Islam
RLST 205	Women in World Religions
RLST 206	Judaism, Christianity and Islam
RLST 207	Introduction to Buddhism
RLST 208	Introduction to Hinduism
RLST 209	Religious Traditions in Asia
RLST 210	Introduction to Judaism
RLST 211	Introduction to Jewish Thought
RLST 305	Faith Perspective in Medical Ethics
RUSS 101	Russian Elements I
RUSS 102	Russian Elements II
RUSS 201	Russian Intermediate I
RUSS 202	Russian Intermediate II
SCED 304	Education, Ethics and Change
SOCI 101	Introduction to Sociology
SOCI 102	Honors Introduction to Sociology
SOCI 241	Blacks in America: Myths and Reality
SOCI 243	Sociology of Race, Class and Gender
SPAN 101	Spanish Elements I
SPAN 102	Spanish Elements II
SPAN 201	Spanish Intermediate I
SPAN 202	Spanish Intermediate II
SPAN 203	Honors Spanish Intermediate I
SPAN 204	Honors Spanish Intermediate II
SPAN 301	Composition and Conversation I
SPAN 302	Composition and Conversation II
THEA 100	Introduction to Theatre
THEA 303	Cultural Diversity in Contemporary Theatre
THEA 304	Honors Culture and Diversity in Contemporary Theatre
THEA 310	Theatre for Social Change
THEA 316	Theatre of Crossing Cultures
THEA 380	Topics in Diversity
WMST 231	Women in Perspective
WMST 232	Honors Seminar: Women in Perspective
WMST 233	International Perspectives of Women

Appendix 3

Center for Student Diversity Programming Fall 2011



The image is a promotional poster for the Center for Student Diversity (CSD) Fall 2011 calendar of events. The top section features a corkboard background with a photo of a group of diverse students, the text 'CSD CALENDAR OF EVENTS' in large letters, and a red circular badge that says 'FALL 2011'. To the right, a red vertical banner reads 'SAGE PROGRAM CALENDAR' and 'All Meetings are Tuesdays at 4pm in Chesapeake II, UU'. The main body of the poster is a dark grey/black area containing a grid of event listings. Each listing includes the event title, date, time, and location. The events are organized chronologically from August to December. The right side of the poster features a light-colored vertical banner with a list of 'SAGE PROGRAM' events, which are held on Tuesdays at 4pm in Chesapeake II, UU.

WELCOME TO TOWSON COFFEE HOUSE
Saturday, August 27, 4am • Center for Student Diversity, UU 313

QUEER DINNER & A MOVIE
Sunday, August 28, 6pm • Glen & Nowell

SET IT OFF!
Tuesday, August 30, 4pm • Burdick Field

WOMEN'S SELF-DEFENSE CLASS
Tuesday, August 30, 7pm
Center for Student Diversity, UU 313

QUEER COMMUTER GIVEAWAY
Wednesday, August 31, Noon • 2nd Floor, UU

WOMEN'S SELF-DEFENSE CLASS
Wednesday, August 31, 7pm • Prettymain Hall, Basement
Thursday, September 1, 7pm • Paca House, Multipurpose Room

PROJECT UNITY: BSU AND BFSU COOKOUT
Thursday, September 8, 4pm • Paws Patio, UU

CSD OPEN MIC NITE
Saturday, September 10, 7pm • West Commons Ballroom

MATURE STUDENTS LUNCH & SUPPORT GROUP
Monday, September 12, Noon
Center for Student Diversity, UU 313

STREET HARASSMENT 101: LEARN TO HOLLABACK!
Tuesday, September 13, Noon • UU 314

QUEER AFTER HOURS
Tuesday, September 13, 7pm • Center for Student Diversity, UU 313

MY JOURNEY TO ACTIVISM
Thursday, September 15, 6pm • West Commons Ballroom

THE DEPARTMENT OF DANCE PRESENTS: AILEY II
Friday, September 16, 7:30pm • Stephens Hall Theater

TRIP TO MLK NATIONAL MEMORIAL
Saturday, September 17, 9am - 8pm
Center for Student Diversity, UU 313

WOMEN'S GYM NIGHT: BY AND FOR WOMEN
Thursday, September 22, 7pm • Towson Center 214

UNVEILING ISLAM DISCUSSION SERIES PART I: AN OVERVIEW
Tuesday, September 27, 6pm • Potomac Lounge, UU

ADVANCING LGBT RIGHTS IN LATIN AMERICA: DR. JAVIER CORRALES, LGBT RIGHTS SCHOLAR
Wednesday, September 28, 8:30pm
Chesapeakes I & II, UU

BLESS THE MIC: WILD N' OUT STYLE
Thursday, September 29, 8pm • Paws, UU

SMORE PROUD GAY SKATE
Thursday, September 29, 8:30pm • Mt. Pleasant Ice Arena \$8

JUST DANCE!
Saturday, October 1, 8pm • West Commons Ballroom

ADVANCING LGBT RIGHTS IN IRAN: ARSHAM PARSİ, LGBT RIGHTS ACTIVIST
Monday, October 3, 7pm • Potomac Lounge, UU

ORDINARY PEOPLE CHANGING THE WORLD
Tuesday, October 4, 6:30pm • Potomac Lounge, UU

DIVERSITY SPEAKER SERIES
Dr. Rigoberta Menchú Tum, Nobel Peace Prize Recipient
Wednesday, October 5, 7pm
Chesapeake Rooms, UU

"I CAN FIX RACISM!" FEATURING DAMALI AYO
Thursday, October 6, 7pm
Chesapeake Rooms I & II, UU

VOICES OF SURVIVORS: SEXUAL ASSAULT PANEL
Monday, October 10, 6pm • Chesapeake II, UU

FLAVA FAIR
Saturday, October 15, 8pm • Potomac Lounge & Patio, UU

REAL WOMEN HAVE CURVES: MOVIE SCREENING AND DISCUSSION
Monday, October 17, 7:30pm
Center for Student Diversity, UU 313

MY BODY, MY STORY: POETRY JAM
Wednesday, October 19, 7pm • Potomac Lounge, UU

UNVEILING ISLAM DISCUSSION SERIES PART II: TOUGH QUESTIONS
Thursday, October 20, 6pm • Loch Raven Room, UU

RELATIONSHIP CHECK IN
Monday, October 24, 11am
Tuesday, October 25, 11am
Loch Raven Room, UU

WOMEN & RELIGION
Wednesday, November 2, 6pm
Loch Raven Room, UU

RETREAT FOR SOCIAL JUSTICE
Friday, November 4 - Sunday, November 6
Capital Camps and Retreat Center, Waynesboro, PA

WOMEN IN COMBAT DISCUSSION
Tuesday, November 8, 8pm
Chesapeake Rooms, UU

TRANSGENDER 101: AN INTRODUCTION TO GENDER VARIANT IDENTITY
Wednesday, November 16, 7pm
Loch Raven Room, UU

WOMEN & POLITICS
Thursday, November 17, 4pm • Chesapeakes I & II, UU

TRANSGENDER DAY OF REMEMBRANCE VIGIL
Friday, November 18, Noon • Speakers Circle

WORLD AIDS DAY
Thursday, December 1, All Day • 3rd Floor, UU

END OF SEMESTER CELEBRATION
Tuesday, December 13, Noon
Center for Student Diversity, UU 313

MAKING CONNECTIONS MEETING
Tuesday, September 6

MEET TU COLLEGE DEANS
Tuesday, September 13

SHARING YOUR RACIAL HERITAGE
Tuesday, September 20

LATINO/A HISPANIC HERITAGE
Tuesday, September 27

EFFECTIVE STRESS MANAGEMENT
Tuesday, October 4

PERSONAL INTIMACY & SAFETY
Tuesday, October 11

POLITICS: CONTRIBUTING OR DESTROYING COMMUNITY
Tuesday, October 18

AN LGBT COMMUNITY PERSPECTIVE
Tuesday, October 25

ARE YOU READY? REGISTERING FOR SPRING '12 CLASSES
Tuesday, November 1

PERSONAL FINANCIAL MATTERS
Tuesday, November 8

NATIVE NORTH AMERICAN HERITAGE
Tuesday, November 15

THANKSGIVING HOLIDAY! SAGE PROGRAM CLOSED. ENJOY!
Tuesday, November 22

FINAL EXAMS AHEAD. ARE YOU READY?
Tuesday, November 29

SAGE PROGRAM'S CLOSING CELEBRATION
Tuesday, December 6

Appendix 4

**Hate Crimes/Bias Incidents
Fall and Spring 2011**

STUDENTS
Spring 2011

Hate/Bias	Corresponding Crime	Victim	
		Race	Gender
Race/Ethnicity	Verbal	W	F
Religion	Written	W	M

Fall 2011

Hate/Bias	Corresponding Crime	Victim	
		Race	Gender
Sexual Orientation	Graffiti	U	M
Sexual Orientation	Graffiti	U	U
Sexual Orientation	Graffiti	2 W	2 M
Religion	Graffiti	U	M
Sexual Orientation	Graffiti	U	U
Religion	Graffiti	U	U
Sexual Orientation	Graffiti	U	U
Sexual Orientation	Graffiti	U	U
Religion	Verbal	U	F
Sexual Orientation	Graffiti	W	M
Sexual Orientation	Verbal	U	U
Sexual Orientation	Verbal	U	M
Sexual Orientation	Graffiti	U	U
Race/Ethnicity	Graffiti	U	U
Other	Graffiti	W	F

Total Spring & Fall 2011 Student Incidents: 17

FACULTY/STAFF
Spring 2011

None Reported

Fall 2011

Hate/Bias	Corresponding Crime	Victim	
		Race	Gender
Race/Ethnicity	Verbal	U	M

Total Spring & Fall 2011 Faculty/Staff Incidents: 1

Total Spring & Fall 2011 (Students, Faculty & Staff) Incidents: 18

Appendix 5

Race/Ethnicity for Students																
Ethnicity	2008-2009				2009-2010				2010-2011				2011-2012			
	Number	Percentage	Male	Female	Number	Percentage	Male	Female	Number	Percentage	Male	Female	Number	Percentage	Male	Female
African American/Black	2,450	11.6	731	1,719	2,630	12.4	805	1,825	2,720	12.7	884	1,836	2,883	13.4	960	1,923
American Indian	78	0.4	30	48	100	0.5	35	65	91	0.5	37	54	63	0.3	24	39
Asian	841	4.0	365	476	791	3.7	335	456	830	4.1	356	474	842	3.9	355	487
Hispanic/Latino	514	2.4	197	317	561	2.6	209	352	683	3.1	229	454	812	3.8	294	518
Native Hawaiian / Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	10	0.1	4	6	13	0.1	6	7
White	14,316	67.8	5,405	8,911	14,223	67.2	5,330	8,893	14,807	67.8	5,590	9,217	14,658	68.3	5,537	9,121
Multi-Race	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	186	0.2	64	122	389	1.8	145	244
Other/Unknown	2,193	10.4	834	1,359	2,076	9.8	793	1,283	1,709	7.8	677	1,032	1,158	5.4	451	707
Foreign	719	3.4	362	357	796	3.8	416	380	804	3.7	430	374	646	3.0	330	316
Total:	21,111	100.0	7,924	13,187	21,177	100.0	7,923	13,254	21,840	100.0	8,271	13,569	21,464	100.0	8,102	13,362

Race/Ethnicity for Faculty																
Ethnicity	2008-2009				2009-2010				2010-2011				2011-2012			
	Number	Percentage	Male	Female	Number	Percentage	Male	Female	Number	Percentage	Male	Female	Number	Percentage	Male	Female
African American/Black	75	5.0	23	52	96	6.2	31	65	99	6.2	31	68	107	6.4	31	76
American Indian	5	0.3	2	3	5	0.3	2	3	7	0.4	2	5	6	0.4	2	4
Asian	87	5.8	54	33	83	5.4	52	31	85	5.4	50	35	95	5.7	56	39
Hispanic/Latino	29	1.9	9	20	26	1.7	8	18	29	1.8	8	21	32	1.9	9	23
Native Hawaiian / Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	3	0.2	2	1	2	0.1	2	0
White	1,260	84.5	600	660	1,270	82.2	597	673	1,322	83.2	621	701	1,361	81.4	638	723
Multi-Race	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1	0.1	0	1	4	0.2	1	3
Other/Unknown	22	1.5	8	14	42	2.7	20	22	24	1.5	10	14	39	2.3	11	28
Foreign	14	0.9	8	6	23	1.5	11	12	18	1.1	8	10	25	1.5	12	13
Total:	1,492	100.0	704	788	1,545	100.0	721	824	1,588	100.0	732	856	1,671	100.0	762	909

Race/Ethnicity for Staff																
Ethnicity	2008-2009				2009-2010				2010-2011				2011-2012			
	Number	Percentage	Male	Female	Number	Percentage	Male	Female	Number	Percentage	Male	Female	Number	Percentage	Male	Female
African American/Black	247	16.8	107	140	250	17.0	110	140	245	16.7	109	136	248	16.2	111	137
American Indian	3	0.2	2	1	3	0.2	3	0	5	0.3	4	1	3	0.2	3	0
Asian	28	1.9	7	21	32	2.2	11	21	29	2.0	8	21	35	2.3	10	25
Hispanic/Latino	17	1.2	11	6	18	1.2	12	6	19	1.3	13	6	25	1.6	16	9
Native Hawaiian / Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1	0.1	1	0	0	0.0	0	0
White	1,161	78.8	485	676	1,153	78.4	496	657	1,154	78.7	494	660	1,182	77.3	506	676
Multi-Race	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	0.0	0	0	1	0.1	0	1
Other/Unknown	16	1.1	4	12	1	0.1	1	0	11	0.7	3	8	31	2.0	14	17
Foreign	1	0.1	0	1	14	1.0	4	10	3	0.2	0	3	5	0.3	0	5
Total:	1,473	100.0	616	857	1,471	100.0	637	834	1,467	100.0	632	835	1,530	100.0	660	870

Prepared By: TU Institutional Research 12/2011

Source: EDS

Note: Staff numbers do not include faculty or student/teaching assistants

Effective Fall 2010, revised race/ethnic categories are reported per MHEC Guidelines.