

Reflective Process for Diversity
Faculty Questions

Note: The terms underserved and diverse are used interchangeably and refer to a broad and inclusive category of students, faculty or staff. Our diversity tenets include sex, sexual orientation, race and ethnicity, color, nationality, gender identity and expression, mental/physical ability, religious affiliation, and age.

When reflecting upon the questions below, remember to think broadly. Many of the inquiries mention students specifically; you may also include comments regarding faculty and staff in your responses. Some of the questions may require that you look beyond your workplace setting. Feel free to include information about casual contacts you make outside of the University.

Campus Climate

- Is the environment that I control warm and welcoming to all students?
- Do I speak up when hurtful or disrespectful words are spoken by those with whom I interact?
- Do I notice when under-served students are not included in decisions that directly impact them?
- Have I reached out to include diverse colleagues and students in all my activities?
- Does Towson's campus promote diverse programming in which students/faculty/staff interact and learn about each other? Do I attend and/or participate in these programs?
- Are there institutional structures that limit or discourage under-served students from being successful on campus?
- Do I notice when decisions are made that do not consider the diversity of the student body?

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Professional Development

- Do I participate in conversations that challenge my bias and/or stereotypes?
- Have I reflected on my practice and policies to examine where I may be exclusive to some individuals?
- What discussions have I participated in at my professional meetings which raise issues about diversity in our profession?
- How have I educated myself about diversity as it relates to my discipline? How is this education reflected in my own course syllabi?
- Have I examined the content of the curriculum to assure that it is inclusive of all?
- Are the educational practices of my institution sensitive to the learning needs of all individuals?
- Do I know the efforts on campus to enhance the teaching and learning environments and do I participate in or promote those efforts?
- Have I voiced my concerns about increasing the numbers of diverse higher education leaders/faculty/staff through support and encouragement by all areas of campus? Have I actively supported institutional efforts to increase faculty and staff diversity?

Partnerships

- How could my activities with my professional organizations and off campus partners support Towson's commitment to diversity on campus?
- Do the professional, business, and community organizations with whom I work have diversity programs that could attract diverse students to Towson's campus? Could I serve as a mentor/friend in one of these programs?
- Are there scholarships available from my partners that could assist in removing financial barriers to college? Are there funds for work study/assistantships?
- Are there role models in my partnerships who could assist students in navigating career opportunities/internships while they are completing their degree?

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Retention

- How do I create an environment that encourages students to remain committed to completing their college education?
- What have I done to create a warm and welcoming environment for all students? Have I volunteered to mentor a student, participate in diversity committees or programming?
- Do I reach out to students who seem isolated or struggling with Towson's campus? What keeps me from engaging in meaningful conversations about the campus experience of Towson's students?
- Do I know the depth of services offered by our campus to assist students who need assistance that I am not qualified to provide?
- In what ways have I supported my colleagues' career development and advancement at TU? Have I volunteered to formally or informally mentor a colleague?

Recruitment

- What outreach programs do I participate in to engage students in the possibility of going to college? How can I be engaged in these programs?
- What partnerships exist with K-12 public and private schools? What might I contribute to these partnerships?
- How can I develop ways to meet diverse students and share with them the benefits of attending college? What stereotypes keep me from knowing more about diverse students and keep diverse students from knowing more about me?
- Do I communicate with my admissions office about ways to connect my interest/research/expertise/travels with their goals of increasing diversity on campus?
- What are the financial barriers for diverse students? What ways can I work to remove these barriers?
- What can I do to improve our departmental process of reaching out to diverse individuals for faculty positions?

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Assessment

- Do I know what the access and enrollment issues are for students on my campus?
- Am I aware of how financial aid, including college scholarships, is awarded?
- Have I conducted any research to examine university data on diversity?
- Does Towson University's government affairs office monitor legislative support for diversity?
- Have I examined the diversity data/reports about my campus? Do they provide me with an accurate and thorough assessment?
- Have I read the reports of the educational contributions that Towson's students receive when they learn in a diverse environment?
- Do I understand the economic impact of diversity?