

**Towson University
Progress Report on
Institutional Programs of Cultural Diversity
February 2013**

I. Institutional Plan to Improve Cultural Diversity

Towson University's institutional plan to improve cultural diversity contains the following goals: (1) stimulating and maintaining ongoing dialogue about, and goal setting for, diversity in all divisions of the university; (2) developing and promoting a respectful campus climate and providing services that appreciate and celebrate differences; (3) developing programs and initiatives that promote diversity and inclusion in all students/student groups; (4) providing professional development activities that assist staff and faculty members to understand their own and other cultures; (5) enrolling, retaining and graduating culturally diverse students to support the university's mission; and, (6) recruiting, hiring and retaining culturally diverse employees across all levels and areas of the university.

Charged with facilitating the establishment and maintenance of an inclusive campus environment, **TU's Diversity Coordinating Council** consists of high-level administrators (the President, 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, the Assistant Vice President of Student Affairs for Diversity and the Deputy Chief of Staff) and serves as a visible expression of the priority given to the issues of diversity 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 and representatives of the student body. The committee exists to make recommendations for the success of campus-wide diversity initiatives to TU's Diversity Coordinating Council. The committee's six work groups are actively engaged in the following activities:

Campus Climate Work Group: Supporting the establishment and maintenance of a campus environment that is welcoming and inclusive. In 2012, the work group reviewed and revised a campus climate survey document that will be disseminated to all members of TU's faculty & staff in spring 2013.

Education and Scholarship Work Group: Fostering diversity and inclusiveness across the curriculum, in individual courses, and in extra- and co-curricular settings. In 2012, the work group oversaw TU's annual *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.

Hate/Bias Response Team: see information provided in **Progress on Meeting Goals** section on next page of report.

Reflective Process Work Group: Supporting 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 TU's annual *President's Diversity Awards Program*.

Representation Work Group: 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.

Student Work Group: Supporting TU's ability to fully value and appreciate the diverse perspectives of all students, and supporting student development to foster student success. In 2012, continued to support initiatives to bring *Speak Up!* workshops to TU's student population.

Additionally, the **President's Task Force on Bias, Discrimination and Bullying** was established in 2012 to inform and address immediate concerns directly with the president, review data and identify facts related to formal and informal complaints, to share and coordinate information and action with TU's Diversity Coordinating Council and Diversity Action Committee and to incorporate the work of Towson University's Diversity Action Plan: Phase II, including campus-wide education on discrimination and privilege, and to coordinate with the **Student Task Force against Bias, Discrimination and Bullying**.

Progress on Meeting Goals:

Towson University's *Reflective Process for Diversity* (led by Office of Diversity & Equal Opportunity) 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 third annual cycle of assessment and evaluation, the university continues to work with academic colleges and departments to develop plans that will facilitate their ability to identify practical and sustainable diversity goals for their respective units.

TU's Diversity Coordinating Council, with responsibility for monitoring the status of TU's inclusive campus climate, experienced membership turnover of several vice presidents during the 2012 academic year. Early in the spring 2013 semester, all vacant vice president positions have been filled. The members of the Council will begin the work of identifying goals and objectives of **TU's Diversity Action Plan: Phase II**. These goals will align with TU's Strategic Plan goals and will support the advancement of diversity and inclusion at TU. This initiative includes the identification and adoption of a set of standards for monitoring plan outcomes.

Towson University remains committed to achieving excellence by advancing diversity. President Loeschke has charged the Assistant to the President for Diversity with the following responsibilities that support the university's ability to monitor diversity progress: compiling data and information to be brought to the DCC for action in support of the group's mission to establish and maintain an inclusive campus environment; scheduling of four annual DCC meetings; preparing meeting agendas and assisting and advising TU's Provost in leading the DCC's meetings; discussions and identification of action items, and coordinating and monitoring of the advancement of suggested action items; providing leadership to TU's 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, compiling necessary materials for review and assessing the outcomes of the committee's work to ensure that the committee remains on mission to continuously promote awareness and acceptance of diversity at TU; and, securing annual diversity goals and assessments from administrative divisions and departments and providing support to enable TU's academic college to develop college-wide and department specific diversity goals.

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 addresses the results of Towson University's NCAA Certification process. Specific areas that the committee addresses are: employment, social capital, advising and leadership, exit interviews/minority issue surveys, student leaders, peer institutions, Athletic department culture, and assessment.

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. Additional information is available at: http://www.towson.edu/odeo/hate_bias/. TU has experienced continual decreases in the number of bias incidents from twenty-three in calendar year 2010 to eighteen in calendar year 2011 to three in calendar year 2013 (Appendix 1) has been reported. Initiatives are continuously being developed and implemented in support of the reduction of campus bias incidents.

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 progression toward earning a college degree for these populations.

TU 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 2013 minority students comprised 26% (644) of the new first-time, full-time freshmen class, an almost 7% increase since fall 2009 (457). 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 TU. TU continues to perform extremely well in these capacities, achieving and maintaining a second-year retention rate of over well 85% 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 75% in 2010 down to approximately 55% in 2011 and rebounded slowly to 60% in 2012. 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 2012. The anomaly, the up, down, and back up 6-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 fall 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 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 chart below). Consequently, in fall 2006 TU began to offer a segment of **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.

Cohort	Applicants	Enrolled	Average Annual Award	Average GPA	Average SAT (Mathematics + Critical Reading)	2 nd Fall Retention	2 nd Fall Retention Rate	3 rd Fall Retention	3 rd Fall Retention	4 th Fall Retention	4 th Fall Retention Rate	4 Year Graduates	4 Year Graduation Rate
Fall 2012	354	70	\$1,956	3.76	1062								
Fall 2011	352	107	\$1,882	3.63	1012	95	88.8%						
Fall 2010	346	102	\$1,862	3.67	1002	88	86.3%	85	83.3%				
Fall 2009	377	143	\$1,933	3.71	1005	119	83.2%	108	75.5%	98	68.5%		
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%

This intervention was successful as evidenced by TU’s high and increasing second-year retention rate for African-American students. Six-year graduation rates for African-American students from the fall 2007 cohort are not yet available. However, the four-year graduation rate of the fall 2007 cohort of African-American students was 35.5%, compared to the four-year graduation rate of the cohorts from 2005, 2006, and 2007 (25.7, 25.2% and 28.4%, respectively). We are confident that the six-year graduation rates for our African-American students will rebound similarly and will again approach the high 60%’s and low 70%’s as in previous cohorts of African-American students prior to the beginning of the original *Top Ten Percent Admissions Program*.

Another successful program is the Towson Opportunities in STEM (TOPS), created through an NSF-funded STEP grant. Begun in 2007, TOPS addresses the needs of students with an interest in STEM careers who come to Towson from underserved Baltimore Metropolitan area high schools. Each incoming student meets with the TOPS program coordinator weekly during their first year to discuss their experiences and challenges [academic, social, community, financial, etc.] to reveal potential sources of problems before they develop and impact student progress. The program coordinator also develops tutoring sessions for all introductory gateway courses; students are expected to participate in tutoring if they are enrolled in those courses until their academic progress in those courses indicates that they don’t need them. Cohort enrollment in these gateway classes helps to facilitate tutoring since the tutor only needs to work with one member of the faculty.

The incoming class of TOPS students participates in an on-campus summer experience which introduces them to the campus, TOPS staff, several members of the TU STEM faculty, to each other, and most importantly makes them aware of performance expectations of the faculty. The faculty participating in the summer experience continue to interact with the incoming class in more relaxed settings after the semester has started, remaining ‘known’ faces as the students become familiar with their majors.

TOPS students are successfully retained as STEM majors, are often involved in research activities, and are making progress on the path to graduate as STEM majors. The first group of TOPS students was admitted in 2008 and a total of 95 students have come to TU and participated in this program; the first seven graduated spring 2012. TOPS currently provides students with academic, financial, community support and training in the critical life skills and soft skills many students from this population lack entering college. Our STEM retention rate is substantially higher than that of the Fisher College as a whole and also higher than a comparison cohort of students who share the demographics of our TOPS students but who did not participate in the program.

Table 1: Retention in STEM according to the numbers enrolled as STEM majors at the start of the semester indicated. The comparison group consists of STEM students at Towson from the same year class who were invited to join the TOPS program prior the year indicated based on their high school record and demographics but who declined to do so.

Admit Year	Students	Number admitted	3 rd semester [end of 1st year]	5 th semester [end of 2nd year]	7 th semester [end of 3 rd year]	Overall retention rate in STEM
2008	TOPS	15	14	13	11	73.3%
2008	FCSM ¹	334	268	169	133	39.8%
2008	Comparison ²	16	12	6	4	25%
2009	TOPS	20	20	16	n/a	80.0%
2009	FCSM ¹	343	288	196	n/a	57.1%
2009	Comparison ²	18	11	10		56%
2010	TOPS	20	19	17		85%
2010	FCSM ¹	349	289	**		**
2010	Comparison ²	20	15	7		35%
2011 ³	TOPS	21	20			95%
2011 ³	Comparison ²	22	13			59%

¹Fisher College of Science and Mathematics (FCSM) is the home of all STEM majors at Towson University.

²We have been tracking the progress of these students as they continue with their STEM majors.

³Numbers of remaining majors for these year's classes are not yet available for the college as a whole and therefore a comparable retention rate cannot be calculated.

Table 2: The socioeconomic profile of TOPS participants and their racial/ethnic/gender identity.

Cohort Year	Number in cohort	# with EFC under \$5,000*	% non-white students	% female	% From High Schools with ≥50% FRL**	% From High Schools ≥40% FRL**
2008	15	87%	73%	53%	15%	31%
2009	20	74%	63%	42%	50%	72%
2010	20	70%	75%	55%	29%	71%
2011	21	52%	86%	57%	33%	50%
2012	19	74%	79%	53%	26%	47%

*EFC, Expected Family Contribution, is the FAFSA derived indication of a student's family's ability to contribute to the cost of education based upon family income.

**FRL, Free or Reduce Lunch is a general indicator of the economic status of the student body a school serves.

TU's Community Enrichment and Enhancement Partnership Award (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) interaction with faculty and staff, and (d) exploration of graduate and career development options. CEEP award recipients must be U.S. citizens, full-time undergraduates, hold a minimum 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, and 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. 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.

Community Enrichment and Enhancement Partnership 4-Year Summary Data

YEAR	2008- 2009	2009-2010	2010-2011	2011-2012
Recipients	199	168	165	137
Male	53 (27%)	42 (25%)	45 (27%)	34 (25%)
Female	146 (73%)	126 (75%)	120 (73%)	103 (75%)
Other	0	0	0	0
FRESH	24 (12%)	13 (8%)	10 (6%)	14 (10%)
SOPH	41 (21%)	22 (13%)	22 (13%)	27 (20%)
JUN	56 (28%)	55 (33%)	31 (19%)	26 (19%)
SEN	77 (38%)	78 (46%)	99 (60%)	69 ((50%)
WITHDR.	2 (1%)	0	3 (2%)	1 (1%)
AF. AM.	152 (76%)	137 (81%)	130 (79%)	104 (76%)
AS. AM.	12 (6%)	8 (5%)	6 (4%)	5 (4%)
BIRACIAL	2 (1%)	1 (1%)	3 (2%)	4 (3%)
WHITE	14 (7%)	10 (6%)	9 (5%)	10 (7%)
LATINO	18 (%)	10 (6%)	15 (9%)	14 (10%)
NAT. AM.	1 (1%)	2 (1%)	2 (1%)	0
.00 - 1.99	9 (4%)	3 (2%)	1 (1%)	2 (1%)
2.00 – 2.49	23 (11%)	13 (8%)	9 (5%)	11 (8%)
2.50 – 2.99	70 (35%)	65 (39%)	60 (36%)	48 (35%)
3.00 – 3.49	61 (31%)	58 (34%)	64 (39%)	55 (40%)
3.50 – 4.00	31 (15%)	29 (17%)	28 (17%)	19 (14%)
WITHDRAWALS	2 (1%)	0	3 (2%)	1 (1%)
DEAN'S LIST	31 (16%)	58 (34%)	28 (17%)	26 (20%)
GRADUATES	29 (15%)	23 (14%)	41 (25%)	38 (28%)

Analysis of CEEP Award data

- Male student involvement continues to be a challenge. There was a 2% decrease in the number of male recipients this past year. Additional marketing to regional high schools and communication with the high school guidance counselors, as well as 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 (104 or 76%) account for the greatest number of CEEP award recipients. Student participation from other racial groups is considerably smaller and varies annually. Efforts continue to attract a greater number of students from other underrepresented groups.
- Eighty-nine percent (89%) of all CEEP award recipients (in the 2011/12 cohort) earned a cumulative grade point average of 2.50 or greater. Nine percent (9%) of all CEEP award recipients earned less than a 2.50 cumulative grade point average and one (1) recipient withdrew during the academic year. 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 requiring additional employment hours and/or other stressors due to lack of funds. 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. A total of 26 recipients (20%) earned Dean’s List honors for spring 2012 term. Thirty-eight recipients (28%) graduated at the close of the spring 2012 term.
- There has been a reduction in the number of freshmen receiving the CEEP award. Towson University competes against institutions able to offer greater financial incentives. For this reason, a greater number of entering transfer students has been offered the CEEP award due to the limited number of eligible freshmen applicants. The graduation rate of CEEP recipients has also increased due in part to the increased number of transfer students receiving the CEEP award.

TU’s Students Achieve Goals through Education (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 4-Year Summary Data

YEAR	2008 – 2009	2009-2010	2010-2011*	2011-2012
Participants Male Female	148	164	181	241
Other	37 (25%)	32 (20%)	33 (18%)	55 (23%)
	111 (75%)	132 (80%)	148 (82%)	186 (77%)
				0
African American/Asian	94 (64%)	109 (66%)	114 (63%)	154 (64%)
American/Biracial				23 (9%)
Caucasian	6 (4%)	23 (14%)	19 (10.5%)	5 (2%)
				12 (5%)
Latino	0	0	19 (10.5%)	35 (15%)
	30 (20%)	16 (10%)	8 (4%)	5 (2%)
Native American				7 (3%)
	5 (3%)	16 (10%)	21 (12%)	
.00 - 1.99	17 (11%)	15 (9%)	9 (6%)	15 (6%)
2.00 - 2.49	19 (13%)	8 (5%)	16 (10%)	23 (9%)
				60 (25%)
2.50- 2.99	38 (26%)	50 (31%)	35 (23%)	89 (37%)
				43 (18%)
3.00 - 3.49	55 (37%)	61 (37%)	58 (38%)	(3%)
3.50 - 4.00	17 (12%)	25 (15%)	27 (17%)	

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

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 2011: Making Connections (127), Meet TU College Deans (115), Sharing Your Racial Heritage (104), Latino Hispanic Heritage (94), Effective Stress Management (96), Personal Intimacy and Safety (89), Politics: Contributing? (70), An LGBT Community Perspective (86), Registering for Spring 2012 (75), Handling Personal Financial Matters (75), Native North American Heritage (75), Final Exams Ahead (64), Closing Event (105). Spring 2012: Celebrating Academic Success (114), Healthy Relationships (74), African Culture & Heritage (87), African American Heritage (66), Self-Defense: What to do? (77), Wise Decisions: Drugs/Alcohol/Life (71), Celebrating Women (67), Jewish Heritage (47), The World Today (510), Asian Pacific Islander Heritage (63), Burdick Field Event (81), Closing Event (81).

Analysis of SAGE Program Data

SAGE continues working to include more students from underrepresented communities as well as majority students. Mentors phone entering students and invite their participation during summer months prior to matriculation. Some students register but discontinue involvement due to employment, class schedule conflict, or lack of involvement 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 S3 and Top 10% students as opportunity allows.
- The SAGE program saw an increase in male participation during the past year (from 17% to 23%). This is an improvement. However, the SAGE program staff is not satisfied and will work to increase male participation to 30 % over the next few years. Additional outreach to male students by SAGE program mentors will continue to occur during summer months prior to matriculation. Female participation (77%) is consistently strong each year, as in keeping with national trends for mentoring programs.
- The majority of SAGE program participants (219 or 91%) earned 2.0 or greater cumulative grade point averages during the 2011/2012 academic year. Almost 55% (132 participants) earned 3.0 or greater cumulative grade point averages during the 2011/2012 academic year.

TU's Disability Support Services (DSS) supports the mission of Towson University by providing services that afford undergraduate and graduate 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.

During 2011-2012, the office provided services and accommodations to 1,246 students with various disabilities, including learning disabilities, attention-deficit/hyperactivity disorder, 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). During 2011-2012, DSS provided services to 95 students with temporary conditions.

Most DSS-registered students have learning disabilities and attention-deficit/hyperactivity disorder; 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. Services and accommodations provided by DSS include: orientation and help with transition from high school or community college, guidance related to course load and selection, priority registration, testing accommodations and use of TU's Testing Services Center, note-taking assistance, interpreting services, alternate formats for printed materials, organization and study skills assistance, disability consultation and help with disclosure, memos to professors, assistive technology, para-transit registration, internship accommodations, information and referral to resources both on and off campus, and training and consultation with faculty/staff regarding accommodations.

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.

TU's 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.

Faculty and Staff (recruitment and retention): The Assistant to the President for Diversity and Affirmative Action Officer meets with TU'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 ability to identify and, subsequently, address issues of concern.

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.

Note: Appendix 2. 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 3. 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.

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 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.

Over 900 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.

Co-Curricular Program: Students - TU's Center for Student Diversity (CSD) offers programs and services that serve the intellectual, social, personal, and cultural needs of ALL students, while paying particular attention to underrepresented and marginalized groups. The unit also assists the university in the recruitment, retention, and graduation of students from these groups by promoting institutional access and academic success (Appendix 4 and 5).

The CSD is comprised of several units that offer programs and services 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 the several student success programs: Students Achieving Goals through Education (SAGE) and the Community Enrichment and Enhancement Partnership (CEEP). These programs have proved 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	2008-2009	2009-2010	2010-2011	2011-2012
Overall Attendance	14,333	13,009	13,352	11,623
Surveys Completed	1,799	1,209	1,060	2,709
Male	519	351	321	685
Female	1,236	840	726	1,990
Other	44	18	13	34
White	432	694	652	518
African American	699	247	201	1,447
Latino	162	82	51	312
Asian Pacific Islander	150	48	45	103
Other	356	138	111	329

Analysis of data for the CSD

- The number of individuals attending CSD programs this period (11,623) is not reflected in the number of students surveyed (2,709). 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. From the students surveyed, we learned that CSD programs are meeting our overall objectives for our students, including:
 - Exposure to new information and concepts
 - Challenging pre-existing assumptions about issues and other people
 - Increasing self-awareness
 - Encouraging them to consider various perspectives
 - Increasing their capacity for cultural competence
- The 14,122 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.
- There has been a decrease in program attendance this period over last period. In the 2010/11 academic year, 13,352 students attended programs produced by the CSD cluster. This period 11,623 attended programs offered by the cluster. This decrease might have been due to the significant transitions in personnel structure for the CSD during AY 2011/12 (hiring a new Assistant Vice President of Student Affairs for Diversity and a new Associate Director for LGBT Student Development).
- 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. Following this assessment restructuring, the number of surveys increased from 2010/11 to 2011/12 (from 1,060 to 2,709).

- Female students (1,990 surveyed) continue to attend programs at a higher rate than male students (685 surveyed). The cluster continues to explore different types of outreach and programmatic strategies to attract more male participation in its offerings.
- In this period, African American students (1,447) surveyed accounted for the highest student population attending CSD programs, followed by White students (518). This is a change from the last (2010/11) period where White students (652) produced the highest number of those who attended the cluster's programs. In this period, Latino students (312) and API students (103) recorded higher attendance of CSD programs based on those who chose to complete evaluations after attending programs. The snapshot of students identifying as "Other" also increased in this period (329) from (111) last period 2010/11 – students who fall into the *other* category include international/foreign, bi-racial, LGBT, and those individual students who chose not to identify themselves.

Co-Curricular Programs: Faculty and Staff – TU's Office of Diversity and Equal Opportunity

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.

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 2012

Spring 2012

Students

Hate/Bias	Corresponding Crime	Victim	
		Race	Gender
Gender, Race/Ethnicity	Verbal, Physical	B	F
Race/Ethnicity	Verbal	B	M

Total Verified Spring 2012 Incidents: 2

Summer 2012

Faculty/Staff

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

Total Verified Summer 2012 Incidents: 1

Fall 2012

Total Verified Fall 2012 Incidents: 0

Total Verified Incidents (Students, Faculty & Staff) 2012: 3

Appendix 2 - Demographic Data

Students

Race/Ethnicity for Students																
Ethnicity	2009-2010				2010-2011				2011-2012				2012-2013			
	Number	Percentage	Male	Female	Number	Percentage	Male	Female	Number	Percentage	Male	Female	Number	Percentage	Male	Female
African American/Black	2,630	12.4	805	1,825	2,771	12.7	900	1,871	2,883	13.4	960	1,923	3,096	14.1	1,038	2,058
American Indian	100	0.5	35	65	121	0.5	47	74	63	0.3	24	39	53	0.2	21	32
Asian	791	3.7	335	456	890	4.1	378	512	842	3.9	355	487	927	4.2	374	553
Hispanic/Latino	561	2.6	209	352	683	3.1	229	454	812	3.8	294	518	934	4.3	355	579
Native Hawaiian / Pacific Islander	N/A	N/A	N/A	N/A	15	0	6	9	13	0.1	6	7	18	0.1	6	12
White	14,223	67.2	5,330	8,893	14,807	67.8	5,590	9,217	14,658	68.3	5,537	9,121	14,767	67.2	5,555	9,212
Multi-Race	N/A	N/A	N/A	N/A	40	0	14	26	389	1.8	145	244	515	2.3	200	315
Other/Unknown	2,076	9.8	793	1,283	1,709	7.8	677	1,032	1,158	5.4	451	707	1,047	4.8	375	672
Foreign	796	3.8	416	380	804	3.7	430	374	646	3.0	330	316	603	2.7	320	283
Total:	21,177	100.0	7,923	13,254	21,840	100.0	8,271	13,569	21,464	100.0	8,102	13,362	21,960	100.0	8,244	13,716

Prepared By: TU Institutional Research- 2/01/2013

Source: EIS, EDS

Faculty

Race/Ethnicity for Faculty																
Ethnicity	2009-2010				2010-2011				2011-2012				2012-2013			
	Number	Percentage	Male	Female	Number	Percentage	Male	Female	Number	Percentage	Male	Female	Number	Percentage	Male	Female
African American/Black	96	6.2	31	65	99	6.2	31	68	107	6.4	31	76	97	5.9	29	68
American Indian	5	0.3	2	3	7	0.4	2	5	6	0.4	2	4	4	0.2	2	2
Asian	83	5.4	52	31	85	5.4	50	35	95	5.7	56	39	100	6.1	56	44
Hispanic/Latino	26	1.7	8	18	29	1.8	8	21	32	1.9	9	23	33	2.0	12	21
Native Hawaiian / Pacific Islander	N/A	N/A	N/A	N/A	3	0	2	1	2	0.1	2	0	3	0.2	2	1
White	1,270	82.2	597	673	1,322	83.3	621	701	1,361	81.4	638	723	1,362	82.9	625	737
Multi-Race	N/A	N/A	N/A	N/A	1	0	0	1	4	0.2	1	3	4	0.2	2	2
Other/Unknown	42	2.7	20	22	24	1.5	10	14	39	2.3	11	28	29	1.8	11	18
Foreign	23	1.5	11	12	18	1.1	8	10	25	1.5	12	13	11	0.7	6	5
Total:	1,545	100.0	721	824	1,588	100.0	732	856	1,671	100.0	762	909	1,643	100.0	745	898

Prepared By: TU Institutional Research- 2/01/2013
 Source: EIS, EDS

Appendix 2 – Demographic Data

Staff

Race/Ethnicity for Staff																
Ethnicity	2009-2010				2010-2011				2011-2012				2012-2013			
	Number	Percentage	Male	Female	Number	Percentage	Male	Female	Number	Percentage	Male	Female	Number	Percentage	Male	Female
African American/Black	250	17.0	110	140	245	16.7	109	136	248	16.2	111	137	281	18.0	125	156
American Indian	3	0.2	3	0	5	0.3	4	1	3	0.2	3	0	3	0.2	3	0
Asian	32	2.2	11	21	29	2.0	8	21	35	2.3	10	25	39	2.5	11	28
Hispanic/Latino	18	1.2	12	6	19	1.3	13	6	25	1.6	16	9	27	1.7	17	10
Native Hawaiian / Pacific Islander	0	0.0	N/A	N/A	1	0.1	1	0	0	0.0	0	0	0	0.0	0	0
White	1,153	78.4	496	657	1,154	78.7	494	660	1,182	77.3	506	676	1,189	76.0	509	680
Multi-Race	0	0.0	N/A	N/A	0	0.0	0	0	1	0.1	0	1	3	0.2	2	1
Other/Unknown	1	0.1	1	0	11	0.7	3	8	31	2.0	14	17	21	1.3	8	13
Foreign	14	1.0	4	10	3	0.2	0	3	5	0.3	0	5	2	0.1	2	0
Total:	1,471	100.0	637	834	1,467	100.0	632	835	1,530	100.0	660	870	1,565	100.0	677	888

Prepared By: TU Institutional Research- 2/01/2013

Source: EIS, EDS

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

Appendix 3 – 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

CSD CALENDAR OF EVENTS

Spring 2012

SAGE PROGRAM CALENDAR

All Meetings Tuesday 4pm UU Chesapeake III

TU AFTER HOURS: DRAG QUEEN BINGO

Friday, February 3, 9 pm • UU 314 - 316

2012 MARTIN LUTHER KING, JR. CELEBRATION

Tuesday, February 7, 6 pm • UU Potomac

MATURE STUDENTS LUNCH & PEER SUPPORT GROUP

Monday, February 13, 12 pm • UU CSD

**REAL TALK FORUM:
THE TRUTH ABOUT BLACK MALE AND FEMALE RELATIONSHIPS**

Monday, February 13, 7 pm • UU CSD

AND STILL I RISE: WOMEN OF COLOR AND SEXUAL VIOLENCE

Wednesday, February 15, 6 pm • UU Chesapeake 3

BLACK BROADWAY TRIP: STICK FLY

Saturday, February 18, 8 am - 11 pm • UU Lot 11
(Sign-up in the CSD)

LET'S TALK SHIT!

Tuesday, February 21, 6 pm • UU CSD

**HOW HIP HOP MADE ME A BETTER FEMINIST
FEATURING JOAN MORGAN**

Thursday, February 23, 6 pm • WC Ballroom A

BLACK STUDENT LEADERSHIP SYMPOSIUM

Saturday, February 25, 10 am - 5 pm • UU 3rd Floor

WOMEN OF COLOR WEIGH IN

Tuesday, February 28, 6-30 pm • UU Potomac

WOMEN IN SCIENCE FORUM

Saturday, March 3, 8:30 am - 1:30 pm • Smith Hall 356

LGBTQ: BUILDING COMMUNITY TO INSPIRE CHANGE

Tuesday, March 6, 7 pm • WC Ballroom B

VAGINA MONOLOGUES

Thursday, March 8 & Friday, March 9, 7 pm • UU Potomac

INTERNATIONAL WOMEN'S DAY

Thursday, March 8, 11 am • UU Potomac

MATURE STUDENTS LUNCH & PEER SUPPORT GROUP

Monday, March 12, 12 pm • UU CSD

**GAYTINO (GAY & LATINO) SPOKEN WORD
FEATURING EMANUEL XAVIER**

Tuesday, March 13, 7 pm • WC Ballroom B

WOMEN'S HISTORY MONTH KEYNOTE: JAGLYN FRIEDMAN

Wednesday, March 14, 6 pm • UU Potomac

EXPLORING SISTERHOOD

Monday, March 26, 6 pm • UU CSD

ISLAM AWARENESS WEEK

Monday, March 26 - Friday, March 30
(Contact the CSD for detailed information)

WALK A MILE IN HER SHOES

Wednesday, April 4, 12 pm • UU Potomac Patio

DIVERSITY SPEAKER SERIES: MAJORA CARTER

Wednesday, April 4, 7 pm • UU Chesapeakes

MATURE STUDENTS LUNCH & PEER SUPPORT GROUP

Monday, April 9, 12 pm • UU CSD

UNDER THE SURFACE SERIES: WORKING WHILE...

Monday, April 9 - Friday, April 13, 6 pm
(Contact the CSD for detailed information)

**DR. JOHN GISSENDANNER MEMORIAL LECTURE SERIES
KEYNOTE SPEAKER, DR. AVIS JONES DEWEEVER**

Thursday, April 12, 7 pm • WC Ballrooms A & B

WOMEN AND LEADERSHIP CONFERENCE

Saturday, April 14, 10 am - 4 pm • Minnegan

OCCUPY FREEDOM SQUARE

Monday, April 16, 9 am - 5 pm • Freedom Square

**PRIDE MONTH SPEAKER: MIA HINGUS
IDENTITY INTERSECTIONS ON THE ROAD TOWARD LIBERATION**

Tuesday, April 17, 7 pm • UU Potomac

TAKE BACK THE NIGHT

Wednesday, April 18, 6 pm • Freedom Square

**UNTO EVERY PERSON THERE IS A NAME:
NAME READING OF HOLOCAUST VICTIMS**

Thursday, April 19, 9 am - 5 pm • Freedom Square

LAVENDER CELEBRATION

Tuesday, April 24, 6 pm • UU Potomac

HOLI: THE INDIAN FESTIVAL OF COLORS

Thursday, April 26, 1 pm • Speakers Circle

END OF YEAR CELEBRATION

Wednesday, May 9, 12 pm • UU CSD

MATURE STUDENTS LUNCH & PEER SUPPORT GROUP

Monday, May 14, 12 pm • UU CSD

SAGE PROGRAM MENTORS MEET • January 31

CELEBRATING ACADEMIC SUCCESS WITH CEEP & SAGE
February 7

HEALTHY RELATIONSHIPS • February 14

AFRICAN CULTURE AND HERITAGE • February 21

AFRICAN-AMERICAN HERITAGE • February 28

SELF-DEFENSE: WHAT TO DO? • March 6

WISE DECISIONS: DRUGS, ALCOHOL, & LIFE • March 13

SPRING BREAK: ENJOY & BE SAFE • March 20

CELEBRATING WOMEN • March 27

JEWISH HERITAGE • April 3

THE WORLD TODAY: LOCAL, NATIONAL, & GLOBAL • April 10

ASIAN & PACIFIC ISLANDER HERITAGE • April 17

MUSLIM HERITAGE • April 24

THE GAME OF LIFE: YOU AND YOUR FUTURE • May 1

CLOSING EVENT • May 8

CSD CALENDAR OF EVENTS FALL 2012

SAGE PROGRAM CALENDAR

ALL MEETINGS TUESDAY 4PM UU CHESAPEAKE III

CENTER FOR STUDENT DIVERSITY'S COFFEE HOUSE

Saturday, August 25 • 3 pm • UU Susquehanna Terrace

WELCOME TO THE QUEERMUNITY: QUEER DINNER AND A MOVIE

Sunday, August 26 • 6 pm • Olan, Newell and WC Dining

WOMEN'S WELCOME WEEK: WOMEN'S DISH AND DINE

Monday, August 27 • 4 pm • UU 313

WOMEN'S WELCOME WEEK: MIRROR OF MYSELF

Thursday, August 28 • 2 pm • UU 313

SET IT OFF!

Tuesday, August 28 • 4 pm • Burdick Field

WOMEN'S WELCOME WEEK: WOMEN'S SELF-DEFENSE CLASS

Wednesday, August 29 • 6 pm • UU 313

WELCOME TO THE QUEERMUNITY: LGBTQIA COMMUNITY FAIR

Thursday, August 30 • 11 am – 2 pm • Walkway between UU and LA

WOMEN'S WELCOME WEEK: WOMEN'S SELF-DEFENSE CLASS

Thursday, August 30 • 6 pm • UU 313

WOMEN'S WELCOME WEEK: DIVA PARTY!

Friday, August 31 • 7 pm • UU 314 - 316

PROJECT UNITY COOKOUT

Wednesday, September 5 • 2 pm • PAWS Patio
(Rain Location: PAWS Cafe)

MATURE STUDENTS LUNCH AND PEER SUPPORT GROUP

Monday, September 10 • 12 pm • UU 313

WELCOME TO THE QUEERMUNITY: QUEER AFTER HOURS

Tuesday, September 11 • 7 pm • UU 313

LAS KRUDAS: TO BE LESBIAN, FEMINIST, AND HIP-HOP IN CUBA!

Wednesday, September 12 • 12 pm • Freedom Square
(Rain Location: WC Ballrooms B & C)

CHICO Y RITA (SPAIN AND LATIN AMERICA FILM SERIES)

Thursday, September 13 • 4:30 pm • LA 3110

WELCOME TO THE QUEERMUNITY: TU "O" SKATE

Thursday, September 13 • 8 pm • Depart from UU 313

WELCOME JUMMAH PRAYER

Friday, September 14 • 1 pm • UU 314

BALTIMORE BLACK HERITAGE TOUR

Saturday, September 15 • 10 am – 4 pm
(Sign up in the CSD by September 10)

CULTURAL COMPETENCY 101

(CULTURAL COMPETENCY WORKSHOP SERIES)
Wednesday, September 19 • 12 pm • UU 313

EL NIÑO PEZ (SPAIN AND LATIN AMERICA FILM SERIES)

Wednesday, September 19 • 6:30 pm • LA 2310

BLACKACADEMICS: HOW TO SUCCEED AT A PW (AASO REAL TALK FORUM)

Wednesday, September 26 • 5 pm • UU Susquehanna Terrace

WELCOME TO THE QUEERMUNITY: QUEER COMMUTER GIVEAWAY

Thursday, September 27 • 12 pm • UU 2nd Floor

LOPE (SPAIN AND LATIN AMERICA FILM SERIES)

Thursday, September 27 • 6:30 pm • LA 3110

BLESS IT MC

Thursday, September 27 • 7 pm • UU Potomac

LGBTQA HISTORY MONTH DISPLAYS

Monday, October 1 – Wednesday, October 31

Visit www.towson.edu/lgbt or www.facebook.com/LGBT.Towson

ACTUALIZING THE DREAM

Tuesday, October 2 • 7:30 pm • WC Ballroom A

DIVERSITY SPEAKER SERIES: FEATURING NIKKI GIOVANNI

Wednesday, October 3 • 7 pm • WC Ballrooms

CONTRACORRIENTE (SPAIN AND LATIN AMERICA FILM SERIES)

Thursday, October 4 • 6:30 pm • LA 3110

MATURE STUDENTS LUNCH AND PEER SUPPORT GROUP

Monday, October 8 • 12 pm • UU 313

MARRIAGE EQUALITY FOR ALL!

Tuesday, October 9 • 7 pm • WC Ballrooms A & B

LA YUMA (SPAIN AND LATIN AMERICA FILM SERIES)

Thursday, October 11 • 6:30 pm • LA 3110

CELEBRATION OF KOREAN ART AND CULTURE, FEATURING SONAS PROJECT

Friday, October 12 • 11 am – 3 pm • Freedom Square

RETURN: A SOLDIER AND MOTHER RETURNS FROM THE MIDDLE EAST (VETERANS FILM SERIES)

Friday, October 12 • 7 pm • Van Bokkelen 204

KOREAN MUSIC BY SONAS PROJECT

Saturday, October 13 • 8 pm • COFAC Kaplan Concert Hall

LOVE YOUR BODY WEEK

Monday, October 15 – Friday, October 19
(Contact the CSD for detailed information)

GREEN AND BLACK: PERSONAL FINANCE FOR STUDENTS OF COLOR (AASO REAL TALK FORUM)

Monday, October 15 • 4 pm • UU 313

THE GLOBAL STRUGGLE AGAINST DISPLACEMENT

Monday, October 15 • 7 pm • UU Potomac

BEYOND BLACK AND WHITE (CULTURAL COMPETENCY WORKSHOP SERIES)

Wednesday, October 17 • 12 pm • UU 313

THE INVISIBLE WAR: SEXUAL ASSAULT IN THE MILITARY (VETERANS FILM SERIES)

Friday, October 19 • 7 pm • Van Bokkelen 204

THE ALPHABET IN MY HANDS, FEATURING MARJORIE NGOSIN

Friday, October 26 • 4 pm • LA 4310

NOCHE LATINA, FEATURING BOLIVIAN DANCE TROUPE FRATERNIDAD CULTURAL PACHAMAMA

Friday, October 26 • 8 pm • UU Potomac

THE SEXUAL POLITICS OF MEAT, FEATURING CAROL ADAMS

Thursday, November 1 • 7 pm • UU Chesapeakes

CAN I KISS YOU?

Wednesday, November 7 • 7:30 pm • WC Ballrooms

RETREAT FOR SOCIAL JUSTICE

Friday, November 9 – Sunday, November 11
(Application deadline September 28. Contact the CSD for detailed information)

MATURE STUDENTS LUNCH AND PEER SUPPORT GROUP

Monday, November 12 • 12 pm • UU 313

QUEER BATHROOM MONOLOGUES

Monday, November 12 • 7 pm • COFAC Main Stage

DREAM BIG! PLAN NOW! LIVE BY DESIGN (AASO REAL TALK FORUM)

Tuesday, November 13 • 5 pm • UU Potomac

EXAMINING WHITENESS (CULTURAL COMPETENCY WORKSHOP SERIES)

Wednesday, November 14 • 12 pm • UU 313

THE SIXTH BALTIMORE IMMIGRATION SUMMIT: INVESTING IN THE DREAM, BUILDING OUR FUTURE

Wednesday, November 14 • 8 am – 4 pm • WC Ballrooms
(Contact the CSD for registration information)

POWER HOUR: WOMEN'S NETWORKING EVENT

Thursday, November 15 • 6 pm • UU Potomac

WORLD AIDS DAY 2012

Thursday, November 29 • All Day • UU 3rd Floor

CELEBRATING DIVERSITY THROUGH DIGITAL STORYTELLING

Wednesday, December 5 • 6 pm • UU Chesapeakes I & II

MATURE STUDENTS LUNCH AND PEER SUPPORT GROUP

Monday, December 10 • 12 pm • UU 313

MAKING CONNECTIONS • September 4

MEET T U COLLEGE DEANS • September 11

CULTURAL COMPETENCE • September 18

LATINO/A HISPANIC HERITAGE • September 25

EFFECTIVE STRESS MANAGEMENT • October 2

PERSONAL INTIMACY & SAFETY • October 9

POLITICS: CONTRIBUTING OR DESTROYING COMMUNITY
October 16

AN LGBTQ COMMUNITY PERSPECTIVE • October 23

WOMEN'S ISSUES • October 30

PERSONAL FINANCIAL MATTERS • November 6

NATIVE NORTH AMERICAN HERITAGE
November 13

SAGE PROGRAM CLOSED – THANKSGIVING HOLIDAY
November 20

FINAL EXAMS ARE AHEAD. ARE YOU READY?
November 27

CLOSING CELEBRATION • December 4

