

**Towson University
Progress Report on
Institutional Programs of Cultural Diversity
February 2011**

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 (see 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. This broad model for diversity is consistent with the Attorney General of Maryland's recommendation that institutional diversity plans should extend beyond race and ethnicity (as per letter to Governor O'Malley dated May 15, 2008, the Attorney General of Maryland, Office of Counsel to the General Assembly).

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

Status of Implementation Efforts

Presidential Diversity Initiatives: President Robert L. Caret established a Diversity Coordinating Council (DCC) in 2004. Membership of the Council consists of the Provost and Vice President for Academic Affairs, the Vice President for Student Affairs, and the Vice President for Administration and Finance, the Assistant to the President for Diversity, and the Assistant Vice President of Student Affairs for Diversity. Charged with facilitating the establishment and maintenance of an inclusive campus environment, consisting of high-level administrators, the DCC serves as a visible expression of the priority given to the issues of diversity on Towson's campus.

Phase I of TU's Diversity Action Plan has been completed. Phase II of TU's Diversity Action Plan is currently under development. Goals that are being identified for Phase II will support the implementation of TU's recently adopted strategic plan, TU 2016: *Building Within – Reaching Out*.

Towson University's Reflective Process for Diversity: Towson University's *Reflective Process* 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 is in Phase II of the *Reflective Process* 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. The College of Fine Arts and Communication has identified a series of college-wide diversity goals as well as diversity goals by academic department. TU's College of Health Professions has developed a college-wide document that identifies diversity objectives, action steps, and measures for the entire college. The remainder of TU's academic colleges and Cook Library recently developed strategic plans and are advancing toward the development of documents in support of diversity.

Access and Support Services - First Generation, Low Income Students: TU is committed to providing access for first-generation college; low income¹ students, and helping them succeed.

Towson is proud of its increasingly diverse student body. The percent minority among undergraduates increases each year and the achievement gap between races has been 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 is actually 5.1% higher than that of the total population.

But a daunting challenge still exists. National research indicates that first-generation² 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.

Seventy-six first-generation, low income students enrolled as entering first-time, full-time students in fall 2010. The number was smaller in the years before 2005, when the university initiated its “Top Ten Scholars³” program, which attracted more students from Baltimore City public schools. While many Top Ten Scholars do very well academically at Towson, some struggle. The overwhelming majority of those having difficulty are deficient in basic skills, as evidenced by their SAT and ACUPLACER scores. As documented in Towson’s “Closing the Achievement Gap” reports of October 1, 2009 and November 15, 2010, our first-generation, low income students graduate at significantly lower rates than their more affluent classmates.

Initiatives and activities are in place or planned to improve the success rate of educationally and financially disadvantaged students. Programs at Towson designed to support first-generation, low income students including a “Strategies for Student Success” course, block scheduling, the “SAGE” mentoring program, the “CEEP” program, and increasing need-based institutional financial aid seem to be working. The gap in 6-year graduation rates between first-generation, low income students and the total population has decreased in each of the last three years.

¹ TRIO low-income definition is defined on the web site, (<http://www.ed.gov/about/offices/list/ope/trio/incomelevels.html>) and is equivalent to 150% of the poverty level as defined by the United States Department of Health and Human Services (<http://aspe.hhs.gov/poverty/figures-fed-reg.shtml>).

² First-generation defined as students who completed the FAFSA and reported on one or both parents’ education levels as either “unknown” or as not having completed college.

³ Through this program the university offers admission and scholarships to students in Baltimore City and Baltimore County whose high school grade point average rank at or above the 90th percentile of their graduating classes.

Center for Student Diversity (CSD): 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 under-represented 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.

CSD is made up of the following units that produced programs and services covered in this report: African American Student Development, Asian Pacific Islander/Latino Student Development, LGBT Student Development, The Women’s Center, Campus Ministries, and Student Success Programs (SAGE & CEEP). Immediately following is a compilation of three years of data:

Center for Student Diversity 3-Year Summary Data

YEAR	2007- 2008	2008- 2009	2009- 2010
Overall Attendance	11,229	14,333	13,009
Surveys Completed	995	1,799	1209
Male		519	351
Female		1,236	840
Other		44	18
White		432	694
African Am		699	247
Latino		162	82
Asian Pacific Is.		150	48
Other		356	138

Analysis of data for CSD

- The number of individuals utilizing the services of CSD (13,009) is not reflected in the number of students surveyed (1,209). Those surveyed reveal a snapshot of students who attended CSD events and chose to complete evaluations. Not all programs were evaluated during this period. The 13,009 students making up overall attendance comprise those who attended programs and events, walk-ins to the various program units within the cluster, appointments made with staff members, and presentations or class visits done by staff, as indicated in the below chart:

	Fall 2009	Spring 2010	Total
Visits & Appointments	2,647	1,745	4,392
Program Attendance	4,502	4,115	8,617
Total	7,149	5,860	13,009

- Overall attendance at CSD programs has slightly decreased over the last period due to change in programming efforts. In 2008/09, 14,333 students participated in programs and services offered by the cluster. This period, 13,009 took part – a decrease of approximately 10% due in part to decrease in program offerings in the Women’s Center.
- Female students (840 survey respondents) continue to be the heavier users of programs and services, while male participation accounted for 351. CSD should continue to target programs that attract greater male student participation.
- White students (694 survey respondents) accounted for the highest student population using the services/programs of the department, followed by African American students (247 survey respondents). This is a change over last period where African American students produced the highest numbers of those who attended cluster’s programs. Latino students (82 survey respondents) and API students (48 survey respondents) recorded lower attendance and utilization of CSD’s services and programs. The snapshots of Latino and API student participation do not accurately reflect attendance. There was a higher amount recorded for students (138 survey respondents) 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 designed to increase access and success of culturally diverse and traditionally under-served undergraduate students. CEEP is a grant/scholarship program aimed at retaining students toward graduation. Student participants must meet at least three of the following criteria:

- U.S. citizens, full-time undergraduates, with at least a 2.50 GPA
- 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 with the 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 - 4 Year Summary Data

YEAR	2006 - 2007	2007 – 2008	2008- 2009	2009-2010
Recipients	158	169	199	168
Male	42 (27%)	46 (27%)	53 (27%)	42 (25%)
Female	116 (73%)	123 (73%)	146 (73%)	126 (75%)
Other	0	0	0	0
FROSH	33 (21%)	23 (14%)	24 (12%)	13 (8%)
SOPH	40 (25%)	38 (22%)	41 (21%)	22 (13%)
JUN	33 (21%)	43 (25%)	56 (28%)	55 (33%)
SEN	52 (33%)	62 (37%)	77 (38%)	78 (46%)
WITHDR.	0	3 (2%)	2 (1%)	0
AF. AM.	122 (77%)	136 (80%)	152 (76%)	137 (81%)
AS. AM.	8 (5%)	8 (5%)	12 (6%)	8 (5%)
BIRACIAL	5 (3%)	3 (2%)	2 (1%)	1 (1%)
WHITE	13 (8%)	10 (6%)	14 (7%)	10 (6%)
LATINO	10 (7%)	11 (6%)	18 (%)	10 (6%)
NAT. AM.	0	1 (1%)	1 (1%)	2 (1%)
.00 - 1.99	7 (5%)	5 (3%)	9 (4%)	3 (2%)
2.00 - 2.49	19 (12%)	26 (15%)	23 (11%)	13 (8%)
2.50 - 2.99	52 (34%)	58 (34%)	70 (35%)	65 (39%)
3.00 - 3.49	50 (32%)	49 (30%)	61 (31%)	58 (34%)
3.50 - 4.00	24 (15%)	28 (16%)	31 (15%)	29 (17%)
WITHDRAWALS*	3 (2%)	3 (2%)	2 (1%)	0
DEAN'S LIST	24 (15%)	28 (17%)	31 (16%)	58 (34%)
GRADUATES	34 (21%)	20 (12%)	29 (15%)	23 (14%)

* Withdrawals may include Study Abroad & Internship

Analysis of data for CEEP

- Male student involvement continues to be a challenge. Additional marketing to local high schools and communication with guidance counselors will continue. Hopefully, this strategy will yield a greater pool of male applicants and an increased number of male CEEP award recipients.
- The percentage of participants, based upon 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 (137 or 81%) account for the greatest number of CEEP Award recipients. The participation of students from other racial groups varies annually. Efforts continue to be made to attract a greater number of students from other under-represented groups.
- Ninety percent of present CEEP Award recipients have earned a cumulative grade point average of 2.50 or greater. Ten percent of present CEEP Award recipients have earned less than a 2.50 cumulative grade point average. Eight percent of those have earned cumulative grade point averages between 2.0 and 2.49. Three

CEEP recipients or 2% earned less than a 2.00 cumulative grade point average this period. Feedback from recipients earning low grade point averages indicate recipients are underprepared for the academic rigor, have not committed adequate time to their studies, or they experienced 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 will lose their CEEP Award.

- A total of 58 recipients (34%) earned Dean's List honors for the spring 2010 term. Twenty-three recipients (14%) graduated at the close of the spring 2010 term.

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 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 continues to address the results of Towson University's NCAA Certification process. Specific areas addressed by the committee are: employment, social capital, advising and leadership, exit interviews/minority issue surveys, student leaders, peer institutions, Athletic department culture, and assessment. The committee meets regularly and examines numerous data sources, including external and internal reports and makes recommendations for improvement to the IAC.

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. DSS promotes a broad definition of diversity that appreciates disability as an integral part of the human experience. 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 learning disabilities and AD/HD; however, the office is increasingly serving non-traditional populations as well, such as disabled veterans, students with psychological disabilities and students on the autism spectrum. 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; 13) information and referral. The office also provides technical assistance to faculty and staff in implementing student 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 916 students and these students come from 105 different nations. While international students are a relatively small part of the TU student body, they are valued members of the TU community and we provide 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 supports, including specialized advising sessions, social gatherings where they can share concerns and resources, and referrals to counseling and other services as needed.

Students Achieve Goals Through Education (SAGE). The SAGE Program of the Center for Student Diversity is one component of Towson University's cultural diversity and student retention plan. Program resources are used to foster academic achievement, personal development, and campus wide involvement among entering students from diverse backgrounds. SAGE is a retention program which utilizes peer mentoring. The program pairs first-year students with upper-class students who serve as peer mentors or guides by helping new students transition to TU. The program helps freshmen or transfer students attain their academic goals through participation in a wide array of co-curricular offerings. A series of weekly activities and events are offered that address academic success strategies, career development planning, interpersonal issues, and exposure to various student organizations and cultural groups.

SAGE Program - 4 Year Summary Data

YEAR	2006 - 2007	2007 - 2008	2008 - 2009	2009-2010*
Participants	148	121	148	164
Male	34 (23%)	28 (45%)	37 (25%)	32(20%)
Female	114 (77%)	93 (77%)	111 (75%)	132(80%)
Other	0	0	0	0
African American	114 (76%)	75 (62%)	94 (64%)	109 (66%)
Asian-American	18 (12%)	16 (13%)	6 (4%)	23 (14%)
Biracial	0	0	0	0
Caucasian	1 (1%)	17 (14%)	30 (20%)	16 (10%)
Latino	7 (5%)	8 (7%)	5 (3%)	16 (10%)
Native American	0	1 (1%)	1 (1%)	0
Not Listed	8 5%)	4 (3%)	12 (8%)	0
.00 - 1.99	14 (9%)	13 (11%)	17 (11%)	15 (9%)
2.00 - 2.49	23 (16%)	18 (15%)	19 (13%)	8 (5%)
2.50- 2.99	44 (30%)	39 (32%)	38 (26%)	50 (31%)
3.00 - 3.49	34 (23%)	27 (22%)	55 (37%)	61 (37%)
3.50 - 4.00	19 (13%)	23 (19%)	17 (12%)	25 (15%)
Withdrawals	14 (9%)	1 (1%)	2 (1%)	4 (2%)

*One student did not receive grades for spring 2010.

The following is a snapshot of programs/events sponsored by the SAGE Program during 2009/10 academic year. The number of students attending each event is listed in parentheses:

Academic Success and Student Leadership (50), Relationships: Making Them Last (58), Update: Democratic Republic of the Congo (48), African-American Heritage Celebration (30), Muslim Heritage Celebration (34), Reaching Your High: Drugs, Alcohol, and Life (46), Celebrating Women (42), Jewish Heritage (34), The Game of Life (32), Asian Pacific Islander Heritage (37), Self-Defense: What to do? (41), Closing Event (54)

Analysis of data for SAGE program

- There has been an increase in the ethnic diversity of SAGE program participants due in part to an increase in the ethnic diversity of SAGE mentors. At the beginning of the academic year 09/10, the program hired, selected and trained 25 peer mentors from African-American, Asian, Bi-racial, Caucasian, and Latino backgrounds. SAGE program staff achieved this goal by maintaining contact and personal relationships with students from various campus multicultural groups, promotion of SAGE to S3 students, as well as marketing and support from multicultural student groups.
- Male participants made up 20% of the SAGE program cohort this year. This low percentage may be attributed to the fact that male students appear reluctant to participate in voluntary mentoring programs traditionally. Additional outreach to male students by SAGE program male mentors will continue to occur during summer months preceding the fall semester. Female participation (80%) is consistently strong each year, as in keeping with national trends for mentoring programs.
- The majority of SAGE program participants (144 or 88%) earned a 2.0 or greater cumulative grade point averages for the 2009/2010 academic year.
- There has been an increase in the participation levels of Asian (from 4% to 14%) and Latino (from 3% to 10%) students. Though some Caucasian students participate early in the academic year, many discontinue their involvement once they realize participation is voluntary. No Native American or Bi-racial freshmen participated this year. SAGE program staff will continue to encourage student participation through emails and telephone contact with entering students during the summer prior to the start of the new academic year.

Progress on Meeting Goals:

Towson University remains committed to achieving excellence by advancing diversity. During the spring and fall 2010 academic semesters, the following actions were taken in order to strengthen and advance the success of TU's diversity goals:

Committee Structure Supporting Diversity: In 2010, The Diversity Action Committee (DAC), formerly the Diversity Advancement Committee, received an enhanced and broader charge in order to enable the committee to support the work of the Diversity Coordinating Council in a more effective manner. The DAC has established the work groups identified below:

Campus Climate Work Group: Supports the establishment and maintenance of a campus environment that is welcoming and inclusive.

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 Multicultural Conference for faculty development.

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.

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.

Diversity Action Plan: Phase I of TU's Diversity Action Plan has been completed. As stated above, the development of the university's Diversity Action Plan: Phase II has begun.

Reflective Process for Diversity (RP): In April 2010, the newly established Reflective Process subcommittee of the Diversity Action Committee began its work related to supporting the advancement of TU's *Reflective Process*. The group's charge includes advancement of the RP in academic colleges by encouraging academic departments to identify diversity goals, working to identify a model to be utilized for the purpose of bringing the RP to new faculty and academic staff members, working to identify and support the implementation of methods to increase diversity-related scholarship, working to identify and support the implementation of a plan to bring the RP to students, and recommending the format for the annual reporting of RP accomplishments. In addition, this work group has established the President's Diversity Awards Program. Awards will be distributed to individuals: (1) staff member, (1) student, (2) faculty members (research/general) and departments: (1) academic and (1) administrative. Awards will be distributed at TU's Multicultural Conference on March 3, 2011.

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. The need to establish and maintain a welcoming campus climate that is grounded in respect and inclusion is emphasized as well as the crucial role that members of the campus community play in the success of this goal.

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.

Safe Space: This educational program provides participants with a broad overview of the numerous resources that are available on campus for the purpose of supporting members of Towson University's LGBT community. Participants receive a sticker that can be placed upon their office door to identify their area as a safe space that is available to provide assistance to members of the university's LGBT community.

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 General Education Requirements and by offering specific academic programs and majors related to cultural diversity.

General Education Requirements. Two general education requirements specifically address cultural diversity. Courses included in category *Gen Ed II.C.3. Western Heritage: Cultural Plurality and Diversity* (See Appendix 2) explore race, class, gender, religious or ethnic traditions, or minority issues and investigate how Western prejudices, systems of traditions contribute to issues of diversity. Courses in category *Gen Ed II.D. Global Awareness: Non-Western Cultures, Traditions, Issues* (See Appendix 3) 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. These general education requirements ensure that all students, regardless of major or academic focus receive an educational background that fosters cultural diversity. Note: TU's General Education requirements were recently revised and will begin in fall 2011. Two additional courses have been added: *Diversity and Difference* and *Ethical Issues and Perspectives* for the purpose of strengthening diversity.

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 so choose. 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. CSD supports student success by providing 1) support for multicultural student organizations; 2) financial assistance to under-represented undergraduate and graduate students; 3) diversity awareness seminars, workshops, and presentations (see 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 tolerance and understanding 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/.

An increase in the number of reported bias incidents from 19 in calendar year 2009 to 23 in calendar year 2010 has been noted by the university. Initiatives are planned to foster a reduction in campus bias incidents.

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

Towson University's Diversity Structure: Towson University continues to support two key administrators whose primary responsibilities focus on diversity. Incumbents leading these two organizational structures work collaboratively with President Caret, 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.

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 Diversity Student Body, Faculty & Staff:

Towson University's Reflective Process for Diversity: Our existing cultural diversity programming is comprehensive in nature and was intentionally linked to the university's Strategic Plan. In particular our recent efforts in implementing the *Reflective Process for Diversity* have led to the development of department level goals across the university structure. In order to sustain this institutionalized model for diversity, the following additional resources tied specifically to the *Reflective Process for Diversity* are needed:

Supporting Department-Level Goals for Diversity: The Reflective Process has been successful in shifting the accountability for diversity across divisions and departments by facilitating the development of department based goals for diversity. Additional funds are necessary to implement processes to achieve these goals.

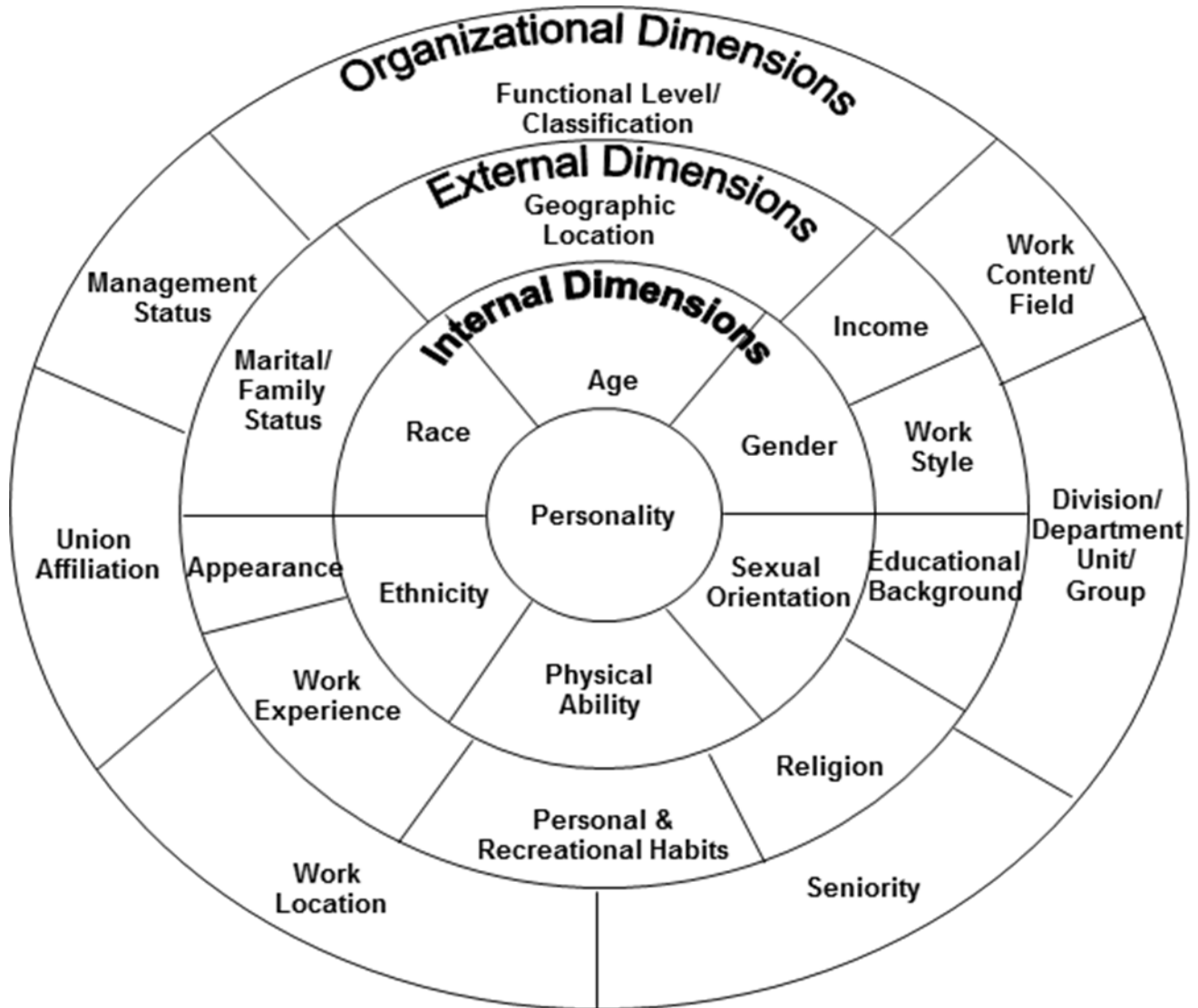
Increased Budgetary Support for Existing Diversity Offices: Because the implementation team for the *Reflective Process* includes the two main diversity offices (Office for Diversity & Equal Opportunity, Center for Student Diversity, as well as the Diversity Action Committee, additional resources are needed to offset the cost for materials and human resources necessary to support the *Reflective Process*.

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 top-notch 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.

Assistant 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 and equal opportunity 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

Gen Ed II.C.3. Western Heritage: Cultural Plurality and Diversity

These courses explore race, class, gender, religious or ethnic traditions, or minority issues and investigate how Western prejudices, systems or traditions contribute to issues in diversity.

AFST 201	Main Themes in African American Studies
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	19th and 20th Century Jewish Literature
ENGL 249	Honors 19th & 20th Century Jewish Literature
ENGL 253	The Bible and Literature
FREN 201	French Intermediate I
FREN 202	French Intermediate II
FREN 301	French Composition and Conversation I
FREN 302	French Composition and Conversation 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
HLTH 220	Sexuality in Diverse Societies
HONR 240	Honors Seminar in Cultural Plurality and Diversity
ITAL 201	Italian Intermediate I
ITAL 202	Italian Intermediate II
ITAL 301	Italian Composition and Conversation I
ITAL 302	Italian Composition and Conversation II
LGST 101	Introduction to Lesbian and Gay Studies
MUSC 205	Women in Western Music
NURS 416	Multicultural Health Care
PHIL 204	Race, Class and Gender
PHIL 251	African-American Philosophy
RLST 206	Judaism, Christianity and Islam
RUSS 201	Russian Intermediate I
RUSS 202	Russian Intermediate II
SOCI 241	Blacks in America: Myths and Reality
SOCI 243	Sociology of Race, Class and Gender
SPAN 201	Spanish Intermediate I
SPAN 202	Spanish Intermediate II
SPAN 203	<i>Honors Spanish Intermediate I</i>
SPAN 301	Composition and Conversation I
SPAN 302	Composition and Conversation II
THEA 303	Cultural Diversity in Contemporary Theatre
THEA 304	Honors Culture and Diversity in Contemporary Theatre
THEA 316	Theatre of Crossing Cultures
THEA 380	Topics in Diversity
WMST 231	Women in Perspective
WMST 232	Honors Seminar: Women in Perspective

Appendix 3

Gen Ed II.D. Global Awareness: Non-Western Cultures, Traditions, Issues

These courses 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

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
ARTH 105	Art in the Culture
ARTH 107	Art: Themes, Dreams, and Visions
ARTH 108	Introduction to Non-Western Art
ARTH 208	Honors: Seminar In Non-Western Art History
CHNS 101	Elementary Modern Chinese I
CHNS 102	Elementary Modern Chinese II
CHNS 201	Chinese Intermediate I
CHNS 202	Chinese Intermediate II
CHNS 301	Chinese Composition and Conversation I
CHNS 302	Chinese Composition and Conversation II
COMM 378	Intercultural Communication
ENGL 244	World Folklore
ENGL 248	Literature of Global Experience
GEOG 102	World Regional Geography
GEOG 112	Honors World Regional Geography
GEOG 105	Geography of International Affairs
HEBR 101	Elements of Hebrew I
HEBR102	Elements of Hebrew II
HEBR 201	Hebrew Intermediate I
HEBR 202	Hebrew intermediate II
HEBR 301	Hebrew Composition and Conversation I
HEBR 302	Hebrew Composition and Conversation II
HIST 107	Introduction to History of Islamic Civilization
HIST 109	Introduction to the Civilization of India
HIST110	East Asian Civilization to the 17th Century
HIST 111	East Asian Civilization since the 17th Century
HIST 117	Islamic History
HIST 121	Latin America: Colonial Period
HIST 122	Latin America: National Period
HIST 135	African History and Culture
HIST 150	Europe and the Non-European World
HIST 151	The World since 1945
HLTH 201	International Health
HONR 243	Honors Seminar in Global Awareness
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	Sports: A Cross-Cultural Perspective
MUSC 110	Honors World Music
MUSC 112	World Music: Americas, Africa and West Europe
MUSC 113	World Music: East Europe, Asia and the Middle East
OCTH 205	Alternative and Complementary Health Care
PHIL 219	Introduction to Asian Philosophy
POSC105	Governments of the World
POSC 107	Introduction to International Relations
POSC 108	Honors International Relations
RLST 105	Introduction to the Study of Religion
RLST 205	Women in World Religions
WMST 233	International Perspectives of Women
WMST 234	Honors: International Perspectives of Women

Appendix 4

Center for Student Diversity Programming Fall 2010

<u>August</u>		Tuesday 21 4pm	SAGE: Professional Career Development	Tuesday 26 6pm	LGBT History month: Coming Out Monologues
Tuesday 25 4pm	CSD: <i>Set it Off!</i>	Saturday 25 10am	Latinos in the Water: Kayaking Trip	<u>November</u>	
Wednesday 26 6:30pm	Homo Away From Home Game Night	Friday 24 - Sunday 26	Towson is Family! Queer Camping Trip	Tuesday 2 4pm	SAGE: Handling Personal Financial Matters
Thursday 27 7pm	L Word Marathon	Tuesday 28	SAGE: Effective Stress Management	Saturday 6 10am	Trip to Washington, D.C.: Contemporary Argentine Masterworks Exhibit
Friday 28 6pm	Gays in the Glen	<u>October</u>		Tuesday 9 4pm	SAGA: Native Indian Heritage
Saturday 29 1pm	What Up, Beaches!	Tuesday 5 4pm	SAGE: Personal Intimacy and Safety	Friday 12 – Sunday 14	Retreat for Social justice
Tuesday 31 4pm	SAGE Program Connections	Thursday 7 6pm	Latina@ Monologues: Telling Our Truths	Monday 15 7pm	Transgender Awareness Week Kick Off
<u>September</u>		Friday 8 12pm	Fall LGBT Safe Space Training	Tuesday 16 4pm	SAGE: Preparing for Final Exams
Thursday 2 4:30pm	Project Unity	Monday 11 7pm	LGBT History Month: Don't Ask Don't Tell Panel	Friday 19 Noon	Transgender Day of Remembrance Vigil
Saturday 4 8:30am	Maryland Latin@ Summit: Turning Obstacles into Opportunities	Tuesday 12 4pm	SAGE: How Will You Vote?	Tuesday 30 4pm	SAGE: Closing Celebration
Tuesday 7 4pm	SAGE: Meet TU College Deans	Thursday 14 6pm	Students Making a Difference: Guest Speaker Shin Fujiyama	<u>December</u>	
Tuesday 7 7pm	Queer After Hours	Thursday 14 7pm	Harriet Washington: Medical Apartheid	Wednesday 1 All day	World Aids Day
Wednesday 8 7pm	Bless the Mic featuring Fly Gypsy	Monday 18 7pm	Diversity Speaker Series: Cleve Jones	Friday 3 8pm	Noche Latina: Pura Vida, Pura Sabor!!!
Tuesday 14 4pm	SAGE: Latino/a Hispanic Heritage Celebration	Tuesday 19 4pm	SAGE: The LGBT Community	Tuesday 7 6pm	Queer Finals Week Stressbusters Night
Wednesday 15 6pm	Si, Se Puede!!! Building on a Legacy: Christine Chavez	Tuesday 26 4pm	SAGE: What Classes are You Taking Spring 2011	Wednesday 8 Noon	End of Semester Celebration

Appendix 5

**Hate Crimes/Bias Incidents
Fall and Spring 2010**

STUDENTS

Spring 2010:

None reported

Fall 2010:

Hate/Bias	Corresponding Crime	Victim	
		Race	Gender
Religious Beliefs	Graffiti	3 W	F
Sexual Orientation	Graffiti	4 W 2 W	F M
Sexual Orientation	Graffiti	W	F
Sexual Orientation	Graffiti	W	M
Sexual Orientation	Graffiti	B	F
Sexual Orientation	Graffiti	W	M
Sexual Orientation	Graffiti	W	F
Sexual Orientation	Graffiti	2 W	F
Sexual Orientation	Graffiti	W	M
Sexual Orientation	Graffiti	1 B 5 W 2 W	F F M
Sexual Orientation	Graffiti	3 W 1 B	M
Sexual Orientation	Graffiti	2 W	M
Sexual Orientation	Graffiti	W	M
Sexual Orientation	Graffiti	W	M
Sexual Orientation	Graffiti	W	M
National Origin	Graffiti	A	F
Sexual Orientation	Verbal	W	M
Sexual Orientation	Graffiti	W	M
Sexual Orientation	Graffiti	3 W	M
Sexual Orientation	Graffiti	1 B 3 W	M
Race	Graffiti	2 W	M
Sexual Orientation	Graffiti	B	F
Sexual Orientation	Verbal	2 W	M

Total Spring & Fall 2010 Student Incidents: 23

FACULTY/STAFF

Spring 2010:

None reported

Fall 2010:

None reported

Total Spring & Fall 2010 Faculty/Staff Incidents: 0

Total Spring & Fall 2010 (Students, Faculty & Staff) Incidents: 23

Appendix 6

Race/Ethnicity for Students								
Ethnicity	2009-2010				2010-2011			
	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
American Indian	100	0.5	35	65	121	0.5	47	74
Asian	791	3.7	335	456	890	4.1	378	512
Hispanic/Latino	561	2.6	209	352	683	3.1	229	454
Native Hawaiian / Pacific Isl	N/A	N/A	N/A	N/A	15	0.1	6	9
White	14,223	67.2	5,330	8,893	14,807	67.8	5,590	9,217
Multi-Race	N/A	N/A	N/A	N/A	40	0.2	14	26
Other/Unknown	2,076	9.8	793	1,283	1,709	7.8	677	1,032
Foreign	796	3.8	416	380	804	3.7	430	374
Total:	21,177	100.0	7,923	13,254	21,840	100.0	8,271	13,569

Race/Ethnicity for Faculty								
Ethnicity	2009-2010				2010-2011			
	Number	Percentage	Male	Female	Number	Percentage	Male	Female
African American/Black	96	6.2	31	65	99	6.2	31	68
American Indian	5	0.3	2	3	7	0.4	2	5
Asian	83	5.4	52	31	85	5.4	50	35
Hispanic/Latino	26	1.7	8	18	29	1.8	8	21
Native Hawaiian / Pacific Isl	N/A	N/A	N/A	N/A	3	0.2	2	1
White	1,270	82.2	597	673	1,322	83.3	621	701
Multi-Race	N/A	N/A	N/A	N/A	1	0.1	0	1
Other/Unknown	42	2.7	20	22	24	1.5	10	14
Foreign	23	1.5	11	12	18	1.1	8	10
Total:	1,545	100.0	721	824	1,588	100.0	732	856

Race/Ethnicity for Staff								
Ethnicity	2009-2010				2010-2011			
	Number	Percentage	Male	Female	Number	Percentage	Male	Female
African American/Black	250	17.0	110	140	245	16.7	109	136
American Indian	3	0.2	3	0	5	0.3	4	1
Asian	31	2.1	10	21	29	2.0	8	21
Hispanic/Latino	18	1.2	12	6	19	1.3	13	6
Native Hawaiian / Pacific Isl	N/A	N/A	N/A	N/A	1	0.1	1	0
White	1,153	78.4	496	657	1,154	78.7	494	660
Multi-Race	N/A	N/A	N/A	N/A	0	0.0	0	0
Other/Unknown	12	0.8	5	7	11	0.7	3	8
Foreign	4	0.3	1	3	3	0.2	0	3
Total:	1,471	100.0	637	834	1,467	100.0	632	835