

Bowie State University
FY 2015 Cultural Diversity Report
Prepared for the University System of Maryland and
The Maryland Higher Education Commission

Introduction

This report was prepared in accordance with the Cultural Diversity Report guidelines prepared by the Maryland Higher Education Commission (MHEC). The report meets the requirements for Education §11-406 (Plan for Cultural Diversity) and contains four sections: a summary of Bowie State University's Cultural Diversity Plan; efforts to increase the numbers of traditionally underrepresented student, faculty and staff populations; a description of initiatives designed to create positive interactions and cultural awareness across the campus; and student, faculty and staff race/ethnicity data.

Bowie State University has a long-standing commitment to diversity; it values and celebrates diversity in all of its forms. The University community believes that its educational environment is enriched by the diversity of individuals, groups and cultures that come together in a spirit of learning. As the University aspires to even greater racial diversity, it fully embraces the global definition of diversity that acknowledges and recognizes differences and advances knowledge about race, gender, ethnicity, national origin, political persuasion, culture, sexual orientation, religion, age, and disability.

Bowie State University's Approach to Cultural Diversity (Table 1)

The University's Strategic Plan and the annual planning process provide the framework for promoting cultural diversity across the campus. Strategic Plan, Goal 2 focuses on student recruitment, access and retention. In addition, the Strategic Plan articulates the core values of the University: Excellence, Civility, Integrity, Diversity, and Accountability. Our core value of Diversity is defined as *"an awareness of and sensitivity to differences, including race, gender, ethnicity, national origin, political persuasion, culture, sexual orientation, religion, age, and disability."* As an HBI, the Bowie State community believed it was important to adopt a definition that went beyond race and ethnicity to include the numerous other characteristics that bring richness to our campus community.

The University's Cabinet is responsible for establishing annual objectives that align with the Strategic Plan and the President's annual goals. Once Cabinet objectives are set, Cabinet members work with divisional departments to develop annual action plans. Cabinet members monitor departmental action plans at least twice each fiscal year. The Cabinet also provides the President a mid-year and final report on divisional objectives.

The University takes a decentralized approach to support cultural diversity. Annual objectives relating to cultural diversity flow through the offices of the Provost and Vice President for Academic Affairs, the Executive Vice President and General Counsel, the Vice President of Administration and Finance and the Vice President for Student Affairs. Below are the overarching goals for cultural diversity. Metrics for each are described in detail in Table 1.

1. Infuse international and diversity awareness in the curriculum (Academic Affairs)
2. Expand co-curricular programs that promote diversity awareness (Student Affairs)
3. Recruit, retain and graduate a diverse student body (Academic Affairs)
4. Recruit, hire and retain faculty, staff and administrators from diverse backgrounds (Administration and Finance and Executive Vice President and General Counsel)
5. Maintain a campus climate that respects and values diversity (Cabinet)

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The Core Value of Diversity is measured through faculty and staff surveys and the Noel Levitz Student Satisfaction Inventory survey. Each survey is administered every three years. Baseline and subsequent surveys indicate that faculty, staff and students agree that the University values diversity.

Approaches to Addressing Cultural Diversity Among its Students, Faculty, and Staff (Table 2)

Students

The Enrollment Management Plan sets goals and objectives related to student recruitment and marketing strategies. The specific marketing and recruitment goal related to diversity is to increase new student ethnic and geographic diversity each year by a 1.0% annually. Between fall 2014 and fall 2015, the percentage of non-African-American students increased from 17 percent to 18 percent. The non-African-American undergraduate student population grew from 13 to 14 percent. The non-African-American graduate student population grew from 30 percent to 34 percent due to an increase in students from foreign countries, most notably Saudi Arabia, India, Nigeria, Cameroon, Pakistan and Turkey, often in the STEM disciplines. Evidence of BSU's commitment to cultural diversity is seen in all of the critical recruiting documents emanating from the University. Current faculty, students and alumni from diverse backgrounds are highlighted in marketing collateral.

Administrative Staff

Bowie State University's workforce consists of a diverse group of dedicated professionals who are committed to implementing the mission of the University. The objective of the Bowie State University Office of Human Resources (OHR) is to attract a qualified pool of diverse candidates to staff positions at the University. In fall 2014, 20 percent of full-time staff were non-African-American. This percentage has been fairly consistent since 2008. During FY 2015, the University hired 38 contractual and regular employees. This percentage included 29% of employees from diverse backgrounds.

The Office of Human Resources continued diversity training for the Office of Residential Life. The workshop provided a review of definitions, discussion of terms and history of diversity, description and discussion of stereotypes and biases, and a discussion of strategies for removing barriers to enhance diversity in the workplace.

The Office of Equal Employment Opportunity Programs (OEEOP) is charged with ensuring compliance with the University's Affirmative Action Plan; Title IX of the Education Amendments of 1972, including implementation of sexual misconduct policy and procedures for employees and students; EEO complaint processing and training for employees and students; as well as ADA accommodation requests and accessibility initiatives. These areas of compliance support and promote the University's efforts to recruit and retain a diverse employee and student population across protected and historically underrepresented populations.

In the area of Title IX compliance, the university implemented its policy on Sexual Misconduct which reaffirms the university's commitment to maintaining an academic and work environment free from discrimination on the basis of sex. The policy on Sexual Misconduct consolidates and clarifies previous misconduct policies and sets forth procedures for the prompt and fair investigation of complaints. The University's EEO Officer serves as Title IX Coordinator and received extensive training in Title IX. In addition, members of the Student Conduct Board received specific training in conducting hearings in sexual assault cases. To ensure affirmative action and equal opportunity compliance, the OEEOP continued interview training for staff and faculty search committees regarding the purpose and process for structured interviewing. The OEEOP increased comprehensive EEO Compliance Course training for supervisors and other employees, addressing harassment, discrimination and retaliation as well as employee disability accommodation process and hiring.

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Faculty

The full-time faculty distinguishes itself through excellence in teaching, scholarship/research, and service. The recruitment of faculty is typically a departmental responsibility. In addition to posting faculty positions on the BSU website, departments usually advertise in HigherEdJobs.com, Maryland Workforce Exchange, Department of Rehabilitative Services, Maryland Department of Veteran Affairs, the Chronicle of Higher Education and discipline specific sites. The Office of Equity and Compliance and the Office of Human Resources worked collaboratively to provide an EEO briefing to the Faculty Search Committees. Seventy percent of the fall 2015 full-time faculty were African-American.

Efforts to Create Positive Interactions and Awareness Among Students Faculty and Staff (Table 3)

The University goals of infusing international and diversity awareness in the curriculum and expanding co-curricular programs that promote diversity awareness are the two primary efforts BSU employs to create a welcoming campus climate. Bowie State University offers many courses and academic programs that support cultural diversity. These courses and programs were described in detail in Table 3. Course and program student learning outcomes are assessed on a schedule developed by the department. Student learning assessment findings are reported annually at the programmatic level.

In addition to curricular content, a number of departments support student associations whose missions are to create and promote a deeper understanding of cultural diversity. Table 3 provides a few examples of international awareness.

A number of units on campus offer programming to increase cultural awareness including the Center for Global Engagement, the Office of International Programs, the International Student Office, the Gender and Sexual Diversities Resource Center, the Counseling Services Center and Disabled Student Services office.

A number of programs in the Student Affairs Division are offered annually to promote cultural diversity. Recognized student organizations at Bowie State University reflect the diverse nature of our student body. These organizations include: cultural organizations, LGBTQ organizations, religious organizations, women's organizations and men's organizations. Additionally, a number of student-focused events are held on campus to promote cultural diversity.

Process for Reporting Campus-Based Hate Crimes (Table 4)

Bowie State's campus police investigate the potential criminal aspect of hate crimes. The Cleary Act report describes in detail campus police processes for hate crime and other related activities.

<http://www.bowiestate.edu/files/resources/clery-2014-2015-final-report-3.pdf>

The Equity Compliance Office (EEO and Title IX) investigates potential internal policy violations. Further detail can be found at <http://www.bowiestate.edu/about/admin-and-governance/adminfin/human-resources/equal-employment-opportunity/>.

In conclusion, Bowie State University has committed institutional resources and employees to expand cultural diversity awareness. Students from diverse backgrounds attend BSU. The Affirmative Action Plan sets targets for employee diversity. The curricula in social services programs heighten student cultural awareness. Student Affairs staff offer new programming to meet changing campus community needs. The combination of these activities uphold Bowie State University as an institution that has a welcoming climate for diversity.

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Demographic Data:

Students

	Baseline: 2008-2009				2013-2014				2014-2015				2015-2016			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	4835	88%	1696	3139	4747	85%	1739	3308	4751	83%	1752	2999	4432	82%	1641	2791
American Indian or Alaska Native	17	0%	4	13	7	0%	4	3	6	0%	4	2	5	0%	2	3
Asian	91	2%	26	65	92	2%	40	52	81	1%	29	52	75	1%	30	45
Hispanic/Latino	95	2%	34	61	144	3%	46	98	147	3%	53	94	155	3%	57	98
White	266	5%	80	186	201	4%	50	151	201	4%	56	145	199	4%	50	149
Native American or other Pacific Islander	0	0%	0	0	7	0%	0	7	9	0%	0	9	8	0%	0	8
Two or more races	0	0%	0	0	141	3%	45	96	168	3%	48	120	184	3%	135	126
Unknown/Foreign	179	3%	70	109	222	4%	102	120	332	6%	168	164	372	7%	101	194
Total	5483	100%	1910	3573	5561	100%	2026	3835	5695	100%	2110	3585	5430	100%	2016	3414

Source: EIS

Full-time Instructional Faculty

	Baseline: 2008-2009				2013-2014				2014-2015				2015-2016			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	147	67%	69	78	164	72%	74	90	161	72%	74	87	154	70%	67	87
American Indian or Alaska Native	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0
Asian	8	4%	4	4	10	4%	7	3	13	6%	7	6	13	6%	9	4
Hispanic/Latino	12	5%	9	3	10	4%	6	4	10	4%	6	4	10	5%	6	4
White	45	21%	29	15	36	16%	22	14	35	16%	22	13	34	15%	22	12
Native American or other Pacific Islander	0	0%	0	0	1	0%	0	1	0	0%	0	0	0	0%	0	0
Two or more races	0	0%	0	0	1	0%	0	1	1	0%	0	1	1	0%	0	1
Unknown/Foreign	7	3%	1	6	6	3%	4	2	5	2%	4	1	8	4%	4	4
Total	219	100%	112	106	228	100%	113	115	225	100%	113	112	220	100%	108	112

Source: EDS

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Full-time Staff

	Baseline: 2008-2009				2013-2014				2014-2015				2015-2016			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	268	80%	111	157	305	80%	119	186	294	79%	115	179	296	79%	114	182
American Indian or Alaska Native	1	0%	0	1	0	0%	0	0	0	0%	0	0	0	0%	0	0
Asian	9	3%	8	1	8	2%	3	5	9	2%	3	6	9	2%	2	7
Hispanic/Latino	7	2%	2	5	5	1%	3	2	5	1%	3	2	6	2%	3	3
White	28	8%	11	17	38	10%	11	27	44	12%	17	27	44	12%	18	26
Native American or other Pacific Islander	0	0%	0	0	0	0%	0	0	0	0%	0	0	1	0%	0	1
Two or more races	0	0%	0	0	1	0%	0	1	1	0%	0	1	3	1%	0	3
Unknown/Foreign	23	7%	7	16	23	6%	11	12	17	5%	9	8	15	4%	8	7
Total	336	100%	139	197	380	100%	147	233	370	100%	147	223	374	100%	145	229

Source: EDS

Table 1

2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity						
Cultural Diversity Plan, Implementation Strategy, and Timeline for Meeting Goals within Plan						
<i>Bowie State University</i>						
A	B	C	D	E	F	G
Diversity Plan	Goals and Timeline	Implementation Strategies	Areas of Emphasis/Targeted Services for Specific Populations	Evaluation of Program	Goal Progress Compared to Base Year: 2009-2010	Areas of Needed Improvements
<i>Y=Yes/N=No</i>	<i>A. Cite # of goals (inclusive year(s)) B. Cite goals that are the focus of this report</i>	<i>Cite relevant strategies used for students, faculty, and staff</i>	<i>State specific area institution uses for each targeted population</i>	<i>Y or N (annual/biennial)</i>	<i>Improved Goal # by % or Static</i>	<i>Name specific areas in need of improvement</i>
Not a formal plan	A. 5 Goals 2010 - 2018					
	Goal 1: Infuse international and diversity awareness in the curriculum	Provide faculty professional development activities to encourage incorporation of international and diversity awareness into the curriculum.	Incorporate international and diversity awareness across disciplines.	Y (annual)	Have at least 2 sessions per faculty institute focused on incorporating international and diversity awareness into teaching.	Goal being sustained
	Goal 2: Expand co-curricular programs that promote diversity awareness	Provide students with a variety of co-curricular experiences focused on embracing the broadest definition of diversity.	Expand the types of student groups to address inclusion. Provide opportunities for external speakers from diverse backgrounds to share various points of view.	Y (annual)	Add student groups as necessary. Have at least one speaker per semester.	Goal being sustained
	Goal 3: Recruit, retain and graduate a diverse student body	Expand the scope of recruitment activities to include under represented (race/ethnic) student populations at the undergraduate level.	Recruit, retain and graduate a more diverse undergraduate student body.	Y (annual)	Increase the proportion of non-African American students by 1 percentage point annually.	On track to meet goal
	Goal 4: Recruit, hire and retain faculty, staff and administrators from diverse backgrounds	Expand the scope of recruitment activities for faculty, staff and administrators to include resources linked to the discipline and/or the profession.	Recruitment and retention of a more diverse employee population.	Y (annual)	Increase the proportion of non-African-American employees by 2 percentage points by 2018.	On track to meet goal
	Goal 5: Maintain a campus climate that respects and values diversity	Periodically evaluate the campus climate to assess that the core value of diversity is being maintained.	Ensure a welcoming and respectful work and learning environment.	Y (Biennial)	Maintain student levels of satisfaction on the core value of diversity (Noel Levitz every 3 years) Other targets surveys as necessary.	Goal being sustained

Table 3

2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity		
Efforts to Create Positive Interactions and Awareness Among Students Faculty and Staff		
<i>Bowie State University</i>		
A	B	C
Provides Cultural Diversity Instruction & Training of Students Faculty and Staff	Provides Curricular Initiatives that Promote Cultural Diversity in Classroom	Provides Co-Curricular Programs and Events for Students
<i>State the nature and type of instruction and training for students, faculty, and staff</i>	<i>State the nature and type of curricular initiatives used to promote cultural diversity in the classroom within the institution</i>	<i>List institution-wide (IW) and targeted (T) co-curricular programs for students</i>
Office of Human Resources Diversity training is available for specific units as well as for faculty and staff as a whole. The Office of Equal Employment Opportunity Programs (OEEOP) is charged with ensuring compliance with the University's Affirmative Action Plan; Title IX of the Education Amendments of 1972, including implementation of sexual misconduct policy and procedures for employees and students; EEO complaint processing and training for employees and students; as well as ADA accommodation requests and accessibility initiatives.	The Psychology department prepares students for leadership in a global community through the development of their knowledge and skills in the history and theories of psychology, human development, and understanding of individual differences. Research and field experiences prepare students for graduate education and professions in psychology.	<i>Cultural Organizations (4)</i> : African Student Association, United Caribbean Association, La Familia Espanola, and Muslim Student Association
Instructional strategies for infusing cultural diversity in the curriculum are presented at fall and spring Faculty Institutes.	The core courses in the Social Work program require students to participate in group projects and present research findings on issues related to diversity.	<i>LGBTQ Organizations (1)</i> Eyes Wide Shut (Lesbian, Gay, Bisexual, Transgender, Queer Questioning Allied Support Organization)
	The nursing curricula at the undergraduate and graduate level were developed and implemented based on the belief that cultural competent care is essential to providing excellent nursing care.	<i>Religious Organizations (6)</i> : Advent Fellowship, Alpha Nu Omega Sorority, Inc., Apostolic Fellowship, Bethel Campus Fellowship, Christ Side Ministries, and Lighthouse Campus Ministries
	Programs in the College of Education have developed diversity plans related to NCATE standards. The Department of Teaching, Learning and Professional Development Diversity Plan includes a required course for undergraduate Elementary Education majors	<i>Women's Organizations (14)</i> : Alpha Kappa Alpha Sorority, Inc., Alpha Nu Omega Sorority, Inc., Chi Eta Phi Sorority (Nursing), Delta Sigma Theta Sorority, Inc., Golden Girls Cheerleading, Mom Phi Mom, National Council of Negro Women, Sigma Gamma Rho Sorority, Inc., Sisters of Nia, Society of Sophisticated Ladies, Swing Phi Swing Social Fellowship, Tau Beta Sigma National Band Sorority, Virtuous Women, and Zeta Phi Beta Sorority, Inc.
	The College of Education was awarded grant support for the Early Childhood Engagement Center (ECEC) in FY 2014. The Center provides support for new special education teachers to enable them to serve culturally and linguistically diverse young students with disabilities.	<i>Men's Organizations (9)</i> : Alpha Phi Alpha Fraternity, Inc., Black Male Agenda, Groove Phi Groove Social Fellowship, Iota Phi Theta Fraternity, Inc., Kappa Alpha Psi Fraternity, Inc., Kappa Kappa Psi National Band Fraternity, League of Extraordinary Gentlemen, Omega Psi Phi Fraternity, Inc., and Phi Beta Sigma Fraternity, Inc.
	The Department of Counseling is committed to providing education, training, and leadership to its students to assist them in developing into the most highly skilled, knowledgeable, and competent professionals and practitioners through the integration of theory and practice.	A number of student focused events are held on campus to promote cultural diversity including: Latin Afro Cuban Dominican Awareness/Dialogue, Around the World Culture, Diversity and Stereotypes, Caribbean Week, Pants Up Hats Off, Christian Variety Show, Greek House, LGBTQIA Awareness Program, Wake Up Black People, 12 Hour Prayer Room, Documentary on Cultural Issues, Religious Groups Forum, Caribbean Food Fair, Salsa Dancing, National Coming Out Day Event, Spanish Education Mini Game Night, Native American Heritage, Single Mom Empowerment Program, and Men of Color Leadership Institute
		The Division of Academic Affairs coordinates Bowie's participation in the HBCUs-China Network.
		The Department of Counseling's African Psychology Student Association helps students understand the impact African heritage has on psychological and emotional issues for African American youth and adults.
		Spanish Social Work Club, El Club de la Familia Espanola provides a vehicle for social work majors, and other interested students, to create a milieu in which students are able to practice speaking the Spanish language and to be exposed to various aspects of Hispanic cultures through opportunities to serve local Hispanic communities.

