

Bowie State University
2016-2017 Cultural Diversity Report

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 students, 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.

Section 1.

Approach to Cultural Diversity

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 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.

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. The overarching goals and metrics for cultural diversity are described in detail in tables that follow.

Implementation

Core Value – Diversity – Overarching Indicators:

Percentage of faculty and staff agreeing that BSU values diversity in the workplace – 82% (2012) TBD (2017)

Noel Levitz Student Satisfaction Inventory Diversity questions (7pt scale) – 4.64 (2012), 4.88 (2015)

Bowie State University
2016-2017 Cultural Diversity Report

| Goal 1: Recruit, retain and graduate a diverse student body (Academic Affairs) | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Timeline for meeting goal within the diversity plan: Continuous | | | |
| Detail all Implementation Initiatives for this goal. | Metrics to measure how progress of each initiative is being evaluated | Data to demonstrate where progress has been achieved / Indicators of Success | Areas where continuous improvement is needed |
| Increase the number of new students from diverse ethnic groups. | Increase new student ethnic diversity by 1 percent annually. | % non-African-American First-time UNG Fall 2015 15%; Fall 2016 11% New Transfer UNG Fall 2015 18%; Fall 2016 13% New Graduate Students Fall 2015 32%, 25% | Royall & Company, a division of EAB was hired in spring 2016 to increase fall 2016 undergraduate applications. The target pool has been adjusted to increase non-African-American applicants. |
| Monitor retention and progression rates of all students as described in the USM Closing the Achievement Gap Report and the MHEC Access and Success Report | Overarching measures: Second year retention rates Six-year graduation rates Progression rates | First-time Students 2 nd Year Ret - Fall 2014/fall 15 – 71%/76% 6 Year Grad - Fall 2009/fall 2010 – 33%/41% Progress to Soph Status in 1 year Fall 14/Fall 15- 16%/23% Transfer Students (Fall) 2 nd Year Ret - Fall 2014/fall 15 – 74%/73% 5 Year Grad - Fall 2010/fall 2011 – 50%/55% Progress rate to Jr status in 1 year Fall 14/Fall 15- 58%/58% | Initiatives outlined in the reports are annually evaluated and adjusted to continue supporting student success. |

| Goal 2: Recruit, hire and retain faculty, staff and administrators from diverse backgrounds (Administration and Finance and Executive Vice President and General Counsel) | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|
| Timeline for meeting goal within the diversity plan: Continuous | | | |
| Detail all Implementation Initiatives for this goal. | Metrics to measure how progress of each initiative is being evaluated | Data to demonstrate where progress has been achieved / Indicators of Success | Areas where continuous improvement is needed |
| Maintain compliance with the university's Affirmative Action Plan | Tracking over time the number of minorities and females by classification. | The May 2016 Affirmative Action Plan stated that the university had 548 employees, including 448 minorities and 306 females. There was no need to set placement goals at this time for any classification. | Not applicable |
| Provide training to new and continuing employees to ensure compliance with EEO, Title IX, ADA and other regulations | Number of employees trained. | The Title IX office administered two online trainings to all full-time employees on sexual harassment and discrimination and sexual violence. The compliance rate exceeded 76 percent for these trainings. In person training was also provided in units. | Continuing regular training programs. |
| Train academic department search committees on recruitment techniques to hire qualified and diverse full-time faculty. | Number of new full-time faculty that are from diverse groups | Of the new faculty reporting race/ethnicity, 100% were African American and 56% were female. | Not applicable |

Bowie State University
2016-2017 Cultural Diversity Report

| Goal 3: Infuse international and diversity awareness in the curriculum (Academic Affairs) | | | |
|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|----------------------------------------------|
| Timeline for meeting goal within the diversity plan: Continuous | | | |
| Detail all Implementation Initiatives for this goal. | Metrics to measure how progress of each initiative is being evaluated | Data to demonstrate where progress has been achieved / Indicators of Success | Areas where continuous improvement is needed |
| Infuse diversity awareness into curriculum of selected programs | Counseling, Education, Nursing, Psychology and Social Work include courses in cultural awareness and diversity | | Not applicable |
| Encourage participation in the China Study Abroad Program | Number of students participating in the China Study Abroad program | Over 30 students have participated in the program to date. | Expansion of study abroad opportunities. |

| Goal 4: Expand co-curricular programs that promote diversity awareness (Student Affairs) | | | |
|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|----------------------------------------------|
| Timeline for meeting goal within the diversity plan: Continuous | | | |
| Detail all Implementation Initiatives for this goal. | Metrics to measure how progress of each initiative is being evaluated | Data to demonstrate where progress has been achieved / Indicators of Success | Areas where continuous improvement is needed |
| Continue Black History Month lectures, performances, and other activities | Participation in activities. | Added Black Arts Matter showcasing talent emphasizing African-American history through fine and performing arts | Not applicable |
| Continue activities related to International Women's Day | Participation in activities | | Not applicable |
| Continue to support student organizations that promote cultural diversity | Student participation in events | Data kept by student group | |
| Continue student leadership development program | Student participation | Evaluation data reviewed annually for continuous improvement | |
| Respond to current events by promoting a welcoming campus environment | Multiple programs to discuss cultural differences between Africans and African-Americans; panel discussions on the HBCU Coalition lawsuit; multiple sessions about Black Lives Matter | | |

Bowie State University
2016-2017 Cultural Diversity Report

| Goal 5: Maintain a campus climate that respects and values diversity (Cabinet) | | | |
|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| Timeline for meeting goal within the diversity plan: Continuous | | | |
| Detail all Implementation Initiatives for this goal. | Metrics to measure how progress of each initiative is being evaluated | Data to demonstrate where progress has been achieved / Indicators of Success | Areas where continuous improvement is needed |
| Clery Act compliance | Reporting of various crimes by category | https://www.bowiestate.edu/files/resources/clery-2015-2016-final-report.pdf | The report is annually evaluated and adjusted to continue a campus climate that respects diversity. |
| Equity Compliance Office | Number and type of investigations | http://www.bowiestate.edu/about/admin-and-governance/adminfin/human-resources/equal-employment-opportunity/ | The report is annually evaluated and adjusted to continue a campus climate that respects diversity. |
| Support units providing programming to support a welcoming campus climate | Programs offered by 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. | | |
| Continue diversity training programs | Employee attendance | HR offered multiple face to face training session as well as highlighted SkillSoft elearning materials focusing on various aspects of workplace diversity | Continuing regular training programs. |

Bowie State University
2016-2017 Cultural Diversity Report

Section II: Demographic Data

Students

| | Baseline: 2008-2009 | | | | 2014-2015 | | | | 2015-2016 | | | | 2016-2017 | | | |
|-------------------------------------------|---------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | # | % | Male | Female | # | % | Male | Female | # | % | Male | Female | # | % | Male | Female |
| African American/Black | 4835 | 88% | 1696 | 3139 | 4751 | 83% | 1752 | 2999 | 4432 | 82% | 1641 | 2791 | 4713 | 83% | 1745 | 2968 |
| American Indian or Alaska Native | 17 | 0% | 4 | 13 | 6 | 0% | 4 | 2 | 5 | 0% | 2 | 3 | 4 | 0% | 1 | 3 |
| Asian | 91 | 2% | 26 | 65 | 81 | 1% | 29 | 52 | 75 | 1% | 30 | 45 | 67 | 1% | 32 | 35 |
| Hispanic/Latino | 95 | 2% | 34 | 61 | 147 | 3% | 53 | 94 | 155 | 3% | 57 | 98 | 177 | 3% | 54 | 123 |
| White | 266 | 5% | 80 | 186 | 201 | 4% | 56 | 145 | 199 | 4% | 50 | 149 | 161 | 3% | 42 | 119 |
| Native American or other Pacific Islander | 0 | 0% | 0 | 0 | 9 | 0% | 0 | 9 | 8 | 0% | 0 | 8 | 7 | 0% | 0 | 7 |
| Two or more races | 0 | 0% | 0 | 0 | 168 | 3% | 48 | 120 | 184 | 3% | 135 | 126 | 227 | 4% | 73 | 154 |
| Unknown/Foreign | 179 | 3% | 70 | 109 | 332 | 6% | 168 | 164 | 372 | 7% | 101 | 194 | 313 | 6% | 146 | 167 |
| Total | 5483 | 100% | 1910 | 3573 | 5695 | 100% | 2110 | 3585 | 5430 | 100% | 2016 | 3414 | 5669 | 100% | 2093 | 3576 |

Source: EIS

Full-time Instructional Faculty

| | Baseline: 2008-2009 | | | | 2014-2015 | | | | 2015-2016 | | | | 2015-2016 | | | |
|-------------------------------------------|---------------------|-------------|------------|------------|------------|-------------|------------|------------|------------|-------------|------------|------------|------------|-------------|------------|------------|
| | # | % | Male | Female | # | % | Male | Female | # | % | Male | Female | # | % | Male | Female |
| African American/Black | 147 | 67% | 69 | 78 | 161 | 72% | 74 | 87 | 154 | 70% | 67 | 87 | 141 | 64% | 58 | 83 |
| 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 | 13 | 6% | 7 | 6 | 13 | 6% | 9 | 4 | 11 | 5% | 6 | 5 |
| Hispanic/Latino | 12 | 5% | 9 | 3 | 10 | 4% | 6 | 4 | 10 | 5% | 6 | 4 | 12 | 5% | 6 | 6 |
| White | 45 | 21% | 29 | 15 | 35 | 16% | 22 | 13 | 34 | 15% | 22 | 12 | 33 | 15% | 21 | 12 |
| Native American or other Pacific Islander | 0 | 0% | 0 | 0 | 0 | 0% | 0 | 0 | 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 | 5 | 2% | 4 | 1 | 8 | 4% | 4 | 4 | 22 | 10% | 10 | 12 |
| Total | 219 | 100% | 112 | 106 | 225 | 100% | 113 | 112 | 220 | 100% | 108 | 112 | 220 | 100% | 101 | 119 |

Source: EDS

Full-time Staff

| | Baseline: 2008-2009 | | | | 2014-2015 | | | | 2015-2016 | | | | 2015-2016 | | | |
|-------------------------------------------|---------------------|-------------|------------|------------|------------|-------------|------------|------------|------------|-------------|------------|------------|------------|-------------|------------|------------|
| | # | % | Male | Female | # | % | Male | Female | # | % | Male | Female | # | % | Male | Female |
| African American/Black | 268 | 80% | 111 | 157 | 294 | 79% | 115 | 179 | 296 | 79% | 114 | 182 | 280 | 75% | 104 | 176 |
| 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 | 9 | 2% | 3 | 6 | 9 | 2% | 2 | 7 | 7 | 2% | 2 | 5 |
| Hispanic/Latino | 7 | 2% | 2 | 5 | 5 | 1% | 3 | 2 | 6 | 2% | 3 | 3 | 4 | 1% | 3 | 1 |
| White | 28 | 8% | 11 | 17 | 44 | 12% | 17 | 27 | 44 | 12% | 18 | 26 | 34 | 9% | 12 | 22 |
| Native American or other Pacific Islander | 0 | 0% | 0 | 0 | 0 | 0% | 0 | 0 | 1 | 0% | 0 | 1 | 0 | 0% | 0 | 0 |
| Two or more races | 0 | 0% | 0 | 0 | 1 | 0% | 0 | 1 | 3 | 1% | 0 | 3 | 3 | 1% | 0 | 3 |
| Unknown/Foreign | 23 | 7% | 7 | 16 | 17 | 5% | 9 | 8 | 15 | 4% | 8 | 7 | 44 | 12% | 21 | 23 |
| Total | 336 | 100% | 139 | 197 | 370 | 100% | 147 | 223 | 374 | 100% | 145 | 229 | 372 | 100% | 142 | 230 |

Source: EDS