

Bowie State University
FY 2014 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

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 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. Cultural diversity goals include: infusing international and diversity awareness in the curriculum (Academic Affairs); expanding co-curricular programs that promote diversity awareness (Student Affairs); recruiting, retaining and graduating a diverse student body (Academic Affairs); and recruiting, hiring and retaining diverse faculty, staff and administrators (Administration and Finance and Executive Vice President and General Counsel).

The University's Institutional Effectiveness indicators inform the leadership and the campus community of numeric progress towards meeting our strategic plan goals and the University's success in adhering to its Core Values. Indicators for Strategic Goal 2 – *Develop and implement programs and services that promote access, affordability and completion for a diverse student body with an emphasis on underserved populations* include improvement in student population ethnic and racial diversity, second year retention rates and six-year graduation

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rates by sub-populations. 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 data indicate that faculty, staff and students agree that the University values diversity.

Underrepresented populations

Students

The 2010-2015 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 beginning 2011 through 2015 as measured by a 1.0 % increase annually. Between fall 2013 and fall 2014, the percentage of non-African-American students increased from 15 percent to 17 percent. The non-African-American undergraduate student population grew from 11 to 13 percent. The non-African-American graduate student population grew from 27 percent to 30 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.

The Department of Nursing, through the continuing MHEC Nursing Accelerated BSN grant, focuses on recruiting second degree and transfer students from culturally diverse backgrounds. The Who Will Care grant, funded by the Maryland Hospital Association, also focused on recruitment and retention of minority nursing students. The Minority Nurse Pipeline Grant promotes interest in nursing to Prince George's County Public Schools (PGCPS) minority students.

The College of Education is aggressively meeting the challenge of producing more teachers and education leaders who are equipped to serve increasingly diverse populations throughout the state. The U.S. Department of Education funded the multi-year Culturally Responsive Leaders in Special Education (CRELSE) project in FY 2014. The CRELSE will prepare 15 leaders with a doctor of education (Ed.D) in education leadership with specific emphasis on special education leadership. Scholars will receive training in order to secure professional employment as university faculty and non-faculty positions. Employment as non-faculty member may include positions such as district-level administrator, school superintendent, and special education curriculum leader. CRELSE scholars will be prepared to respond to the needs of culturally and linguistically diverse (CLD) students in general and special education, students in all disability categories, and in racially/ethnically diverse geographic locations.

The Division of Academic Affairs completed the ground work for Bowie's participation in the HBCUs-China Network during FY 2014. The goal of the program is to promote international awareness to current students. Through the Network, Bowie students interested in exploring international opportunities for academic research and professional study can apply for the China Study Abroad Scholarship. The Chinese Ministry of Education awards scholarships to assist students attending HBCUs with the cost of student in China for periods of three weeks to one year. The HBCUs-China Network responds to the regional and economic development needs of the United States and China and promotes the cultural and educational exchange of students from HBCUs and Chinese universities.

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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. Over the past year, the OHR has aggressively placed job postings with Maryland Workforce Exchange, Department of Rehabilitative Services (DORS), and Maryland Department of Veteran Affairs. Additional advertisement was placed through various media outlets such as HigherEDjobs.com, The Chronicle of Higher Education, The Washington Post, The Nursing Spectrum, The Association of Fundraising Professionals (AFP), The National Collegiate Athletic Association (NCAA), The Baltimore Sun, Inside Higher Ed, National Association of Student Financial Aid Administrators, and Eastern Association of Student Financial Aid Administrators. In fall 2014, 19 percent of full-time staff were non-African-American. This percentage has been fairly consistent since 2008. During FY 2014, the University hired 85 contractual and regular employees. This included 14 (17%) employees of diverse background.

Effective July 1, 2009, the State of Maryland offered benefits to same sex domestic partners and their children. OHR informed the campus community about this change in law by producing a handout, a list of "Frequently Asked Questions," and other written materials about the benefits now offered to eligible members of the campus community.

The University continues its focused efforts to hire and retain veterans and individuals with disabilities by posting job vacancy announcements on the following websites: Maryland Workforce Exchange and the Maryland Department of Rehabilitation Services. The University has made contact with other State agencies to begin recruitment efforts of individuals with disabilities and veterans.

The Office of Human Resources targeted diversity training for the Office of Residential Life in FY 2014. 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 established a new 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 new 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.

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In the area of ADA compliance, the OEEOP submitted a grant application through the Maryland Department of Disabilities' Access Maryland Program to renovate areas of the Thurgood Marshall Library to make the facility more accessible for students, faculty and staff.

The OEEOP continues work to ensure the collection of appropriate demographic (voluntary) tracking for applicants and employees to assist in the careful systematic review of personnel processes and demographic information. This assists in the development of enhanced programs, services and personnel practices to increase awareness, recruitment and retention of highly-qualified individuals from historically underrepresented populations. OEEOP provided a revised EEO/AA equal opportunity statement for inclusion in student brochure materials and employment applications.

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 attention on the employee disability accommodation process and hiring.

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. The percentage of African-American full-time faculty has remained steady between 2013 and 2014 at 72 percent.

The University also sponsors faculty and staff members for H-1B Visas and Permanent Residency (Green Cards). During FY 2014, the University sponsored or was in the process of sponsoring 4 staff members from various countries.

Creating Positive Interactions and Cultural Awareness

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 approaches that BSU employs to create a welcoming campus climate.

Bowie State University offers many courses and academic programs that support cultural diversity. The following are a sample of ongoing programs with significant content related to cultural diversity. 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.

- 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. In **PSYC 311 – Cross-Cultural Psychology**, a required course

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for psychology majors, students examine the historical, theoretical and methodological perspectives from which the study of culture and cultural differences emerge. It explores the impact of culture on the psychological development of humans. Specific topics include how culture influences cognition, personality, social development, and psychopathology. Guest lecturers from various ethnic groups are invited to participate. In past semesters the focus was on Native Americans. (Number of undergraduate Psychology majors fall 2013 – 303)

- The core courses in the Social Work program require students to participate in group projects and present research findings on issues related to diversity. The following are just a few examples of exploring cultural diversity in the Social Work program. In **SOWK 300 – Stages of Development**, students investigate culturally diverse agencies in the community. In **SOWK 303 – Poverty: Myths and Realities**, students, attend homeless shelters to service people of all cultures. In **SOWK 306 – Social Work with Black Families**, students tour the Great Blacks in Wax Museum in Baltimore, Maryland. They discuss diversity within the student population and its impact on relationships among students from different cultural and racial backgrounds. In **SOWK 307 – Social Work in the Health Field**, all students are required to write a paper examining cultural diversity with an emphasis on health disparities. Students review and discuss the National Association for Social Work Standard for Cultural Competence. In **SOWK 308 – Realities of Aging**, students are required to interview people of different races and cultures about issues pertaining to their race. Guest speakers are invited to speak to students from different races and cultures. (Number of undergraduate Social Work majors fall 2013 – 200)
- 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. The nursing curricula prepare professional nurses who demonstrate excellence in understanding and valuing diversity. The Department of Nursing is committed to increasing the number of underrepresented minorities in the nursing profession. This is accomplished through departmental and campus initiatives. **The IDIS 460 - Transcultural Health and Wellness** course focuses on culturally competent care throughout the. Students are evaluated in each course on their ability to provide satisfactory cultural care to clients. Culturally competent care is reviewed for both acute and community care. (Number of undergraduate Nursing majors (pre- and admitted) fall 2013 – 647. Graduate Nursing majors fall 2013 - 132))
- 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 **EDUC 311 - Managing the Diverse Classroom**. Diversity is embedded in other coursework, in the placement of teacher interns in diverse classroom experiences in the Professional Development Schools (PDSs), and in provision of support for professional development of faculty to attend conferences to learn of other efforts to facilitate student success. (Number of undergraduate Elementary Education majors fall 2013 – 110)
- 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. The goal is to improve the education of young children with disabilities by providing coursework leading to dual certification in early childhood education and special education with infused Teaching English to Speakers of Other Languages (TESOL) competencies. Project ECEC will prepare and graduate two cohorts of 20 diverse teachers (40 total) by

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providing a Bachelor's degree in early childhood special education (ECSE). This degree will include a 75-credit program of study focused on getting Head Start teachers who already hold Associate's degrees to become fully qualified to teach with full certification in early childhood and in special education. The project will modify the existing program in order to infuse TESOL competencies to address the growing number of English Language Learners in early intervention settings. In addition to credit hours, students will have the opportunity to participate in professional development seminars, field-based experiences within the greater DC-Baltimore urban area including public school and Head Start classrooms, a mentoring program, an action research project, and a research conference. Participants in ECEC will be able to earn dual certification in early childhood education and special education with training in working with English language learners and their families.

In addition to curricular content, a number of departments support student associations associated with creating a deeper understanding of cultural diversity.

- 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. Moreover, the thrust of the department is to prepare its students to become competent and skilled in counseling, consultation, and evaluation; to understand persons across all cultures within the profession; and to become competent professionals in meeting the needs of a multicultural and diverse population in the 21st century. The Counseling Department's academic programs integrate the theoretical with the practical by combining academic preparation in the area of behavioral sciences as well as related areas of counseling, psychology, and research with practical experiences relevant to a diverse and multicultural population. The Department added a student organization called the **African Psychology Student Association** to help students understand the impact African heritage has on psychological and emotional issues for African American youth and adults. This is accomplished through workshops, seminars and guest speakers provided throughout the year and by having students attend conferences such as Association of Black Psychologists National Conference.
- **Spanish Social Work Club, El Club de la Familia Espanola** – This student association was officially recognized by the University in 2009. Its purpose is to provide 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. The Club has sponsored a number of cultural diversity programs, including “Bridging the Gap between Afro-Latinos and African Americans: The African Presence in Latin America,” Spanish poetry readings by Bowie students, and community focused projects.

A number of BSU faculty focus their scholarly activities on cultural diversity issues and awareness. Faculty from Counseling, Education, Nursing, Psychology and Social Work departments have presented scholarly work related to cultural diversity at national and international conferences. Faculty in these departments have submitted numerous peer-reviewed journal articles on issues related to cultural diversity.

Faculty are also engaged in community service supporting cultural diversity. Faculty have served on the Maryland Alliance to Diversify Health Professions, National Strategy to Increase African-American Nurses, Latino Student Nurse Initiative, at the Catholic University of America.

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Finally, faculty provide cultural diversity training in the greater Bowie community. Faculty in the Department of Social Work conduct continuing education workshops on cultural diversity at Contemporary Services of Prince George's County as well as the Ivy Community Charities of Prince Georges County, Inc. The Department of Behavioral and Human Services has conducted workshops on ethnographic research methods, which capture cultural diversity where other methods may not.

A number of units on campus offer programming to increase cultural awareness. In an effort to continue system-wide support for women and other diverse populations, the **Office of Human Resources** hosted the USM Women's Conference, *Bridging the Gap* at Bowie State University where 230 women were in attendance. The conference included concurrent sessions and President, Dr. Julianne Malvaux as the keynote speaker as well as opportunities for mentoring and networking,

The **Center for Global Engagement (CGE)**, the **Office of International Programs** and the **International Student Office** all support international awareness. The CGE and Office of International Programs organize programs and activities designed to promote awareness of international issues. In FY 2014, the CGE hosted a lecture on comparisons between Dr. Martin Luther King, Jr. and President Nelson R. Mandela as well as "Toward the Communal State in Venezuela: A Look Inside the Bolivarian Revolution." In addition, the CGE continues to host an international week event each year and support faculty development abroad.

The University continued activities focused on making the transition easier for international students. The Student Affairs division, International Student Office serves as the one-stop-shop for these students and to bring international student concerns to the University's attention. These offices played an important role in welcoming a large number of foreign students entering in fall 2013 and fall 2014.

To support sensitivity to Lesbian, Gay, Bisexual & Transgender issues, BSU established the **Gender and Sexual Diversities Resource Center** in 2012. The Center was the first of its kind at a Historically Black Institution. Its mission is to foster an environment that is open, safe and inclusive for people of all sexualities and gender identities. The Center works with faculty, staff and students to increase awareness and affirmation of LGBTQIA individuals to reduce discrimination and harassment based on sexual orientation and gender identity. In addition, the center collaborates with faculty, staff, and students to develop programs to promote knowledge and awareness. The Resource Center collaborates with the Gay-Straight Alliance at BSU and other organizations on campus to develop programs, workshops, and activities to raise campus awareness about LGBT concerns. The Resource Center maintains a collection of LGBTQIA resource materials (books and pamphlets) for use by the University community. The Center provides resources for anyone who is interested in learning about LGBTQIA issues and concerns.

The Thurgood Marshall Library's **Curriculum Laboratory** supports College of Education academic programs. During the FY 2014 added materials to the collection that reflect cultural and ethnic diversity targeted for instruction, education and research of children in grades P-12. The children's magazine, *Faces* was added to the children's periodicals collection. *Faces* is a monthly children's magazine that provides stories of what life is like in other countries for children around the world. Bilingual books, some with an audio CD accompaniment, for languages taught Prince Georges County schools include: Russian, Arabic, French, Chinese and Japanese. These items were collected to support instruction for world languages.

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Annually, the Curriculum Laboratory collects award winning and notable books in ethnic diversity, such as the winners and honor books of American Library Association, Belpre and Coretta Scott King Awards. The Belpre Award is given to writers and illustrators that best portray Latino/a culture. The Coretta Scott King Award is given to authors and illustrators that best demonstrate an appreciation of African American culture. Lastly, non print instructional materials such as puppets were purchased to be used for active play instruction for children. The puppets purchased for the collection include African-American, Asian, Caucasian and Hispanic which reflect world-wide racial and ethnic diversity.

A number of programs in the Student Affairs Division are offered annually to promote cultural diversity. Since 2008, Bowie State University's Department of Psychology and Disabled Student Services office have co-sponsored **Disability Awareness Day**. This program is designed to provide information to the campus community about physical and psychological disabilities, and also to make the community aware of the resources and support services available. This event is held during the spring semester.

The Counseling Services Center offers a student development workshop series. The series provides a forum for creative expression, artistic performance, and educational programs. The philosophy of the Center derives from the belief that every student has basic and unique needs which must be fulfilled in order to function successfully in a learning environment.

Recognized student organizations at Bowie State University reflect the diverse nature of our student body. These organizations include:

- *Cultural Organizations (4)*: African Student Association, United Caribbean Association, La Familia Espagnola, and Muslim Student Association
- *LGBTQ Organizations (1)* Eyes Wide Shut (Lesbian, Gay, Bisexual, Transgender, Queer Questioning Allied Support Organization)
- *Religious Organizations (6)*: Advent Fellowship, Alpha Nu Omega Sorority, Inc., Apostolic Fellowship, Bethel Campus Fellowship, Christ Side Ministries, and Lighthouse Campus Ministries
- *Women's Organizations (14)*: 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.
- *Men's Organizations (9)*: 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.

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, Gospel Extravaganza, Bible Studies, Caribbean Week, Pants Up Hats Off, End of Year Praise Party Sister Fellowship, Christian Variety

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Show, Greek House, Lollipop and Scripture, LGBTQIA Awareness Program, Wake Up Black People, 12 Hour Prayer Room, Documentary on Cultural Issues, Religious Groups Forum, Caribbean Food Fair, Salsa Dancing, Holiday Bazaar, Winter Concert, Morning Prayer, Week of Prayer, Thanksgiving Food Drive, Gospel Explosion, The Black Church, National Coming Out Day Event, Spanish Education Mini Game Night, Christmas Cards for St. Jude's Children, Greek Step Show, My Skin Is In-- Panel Discussion, Native American Heritage, Single Mom Empowerment Program, African Student Association – Let's Go Back to the Motherland, Men of Color Leadership Institute, and Bulldog Worship Service.

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. These activities sustain Bowie as an institution that has a welcoming climate for diversity.

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Demographic Data:

Students

	Baseline: 2008-2009				2012-2013				2013-2014				2014-2015			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	4835	88%	1696	3139	4731	87%	1715	3016	4747	85%	1739	3308	4751	83%	1752	2999
American Indian or Alaska Native	17	0%	4	13	9	0%	5	4	7	0%	4	3	6	<1%	4	2
Asian	91	2%	26	65	93	2%	39	54	92	2%	40	52	81	1%	29	52
Hispanic/Latino	95	2%	34	61	135	2%	47	88	144	3%	46	98	147	3%	53	94
White	266	5%	80	186	198	4%	51	147	201	4%	50	151	201	4%	56	145
Native American or other Pacific Islander	0	0%	0	0	5	>1%	0	5	7	0%	0	7	9	<1%	0	9
Two or more races	0	0%	0	0	100	2%	22	78	141	3%	45	96	168	3%	48	120
Unknown/Foreign	179	3%	70	109	150	3%	61	89	222	4%	102	120	332	6%	168	164
Total	5483	5421		1940	3481		2067	3541	5561		2026	3535	5695		2110	3585

Source: EIS

Full-time Instructional Faculty

	Baseline: 2008-2009				2012-2013				2013-2014				2014-15			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	147	67%	69	78	157	73%	70	87	164	72%	74	90	161	72%	74	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	5%	7	3	10	4%	7	3	13	6%	7	6
Hispanic/Latino	12	5%	9	3	9	4%	5	4	10	4%	6	4	10	4%	6	4
White	45	21%	29	15	34	16%	21	13	36	16%	22	14	35	16%	22	13
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	<1%	0	1	1	0%	0	1	1	<1%	0	1
Unknown/Foreign	7	3%	1	6	5	2%	4	1	6	2%	4	2	5	2%	4	1
Total	219		112	106	216		107	109	228		113	115	225		113	112

Source: EDS

Full-time Staff

	Baseline: 2008-2009				2012-2013				2013-2014				2014-15			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	268	80%	111	157	300	82%	113	187	305	80%	186	186	294	79%	115	179
American Indian or Alaska Native	1	<1%	0	1	0	0%	0	0	0	0%	0	0	0	0%	0	0
Asian	9	3%	8	1	7	2%	3	4	8	2%	3	5	9	2%	3	6
Hispanic/Latino	7	2%	2	5	6	2%	4	2	5	1%	3	2	5	1%	3	2
White	28	8%	11	17	38	10%	12	26	38	10%	11	27	44	12%	17	27
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	0	0%	0	0	1	<1%	0	1	1	<1%	0	1
Unknown/Foreign	23	7%	7	16	14	4%	7	7	23	6%	11	12	17	5%	9	8
Total	336		139	197	365		139	226	380		147	233	370		147	223

Source: EDS