

Bowie State University
FY 2013 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

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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 - *Support growth by enhancing recruitment, access and retention efforts university-wide* include improvement in student population ethnic and racial diversity, second year retention rates and six-year graduation 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 2012 and fall 2013, the percentage of non-African-American students increased from 13 percent to 15 percent. The non-African-American undergraduate student population remained steady at 11 percent. The non-African-American graduate student population grew from 21 percent to 27 percent due to an increase in students from foreign countries, most notably Saudi Arabia. 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 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 Department of Nursing provided outreach to several PGCPS middle schools and implemented nursing clubs at those sites. Students from Bladensburg and Crossland High Schools visited the BSU campus to tour the nursing simulation lab.

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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 2013, one fifth of full-time staff were non-African-American. This percentage has been fairly consistent since 2008. During FY 2013, the University hired 118 contractual and regular employees. This included 9 (7.6%) 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 has increased its 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 conducts diversity training for faculty and staff members. 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) began several new diversity initiatives in FY 2013. The OEEOP is charged with University compliance regarding the BSU Affirmative Action Plan, including established objectives and implementation; oversight for Title IX, 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 aforementioned areas of equal opportunity compliance support and promote the University's efforts to recruit and retain a diverse employee and student population across protected and historically underrepresented populations.

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Several dynamic initiatives have been undertaken in the area of Affirmative Action Compliance. Pursuant to the University's Affirmative Action Plan, the OEEOP increased efforts to attract diverse applicant pools for historically underrepresented groups in the workforce, as defined by law: minorities, women, veterans and individuals with disabilities. The OEEOP began periodic review of positive outreach efforts for veteran and individuals with disability recruitment. Since FY 2012, The OEEOP identified two additional state agencies and through coordination with the Human Resources Department, job announcements are posted with the following agencies: *Maryland Department of Veteran Affairs* and the Prince George's County *One Stop Career Center*.

The OEEOP has worked 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 began onsite 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.

The OEEOP submits articles to the quarterly Human Resources Newsletter for dissemination of EEO topics and related substantive information to employees. In addition, the Office chaired the Title IX Sexual Misconduct Board to discuss and further implement University policies and protocols regarding employee and student protections against sex discrimination in accordance with state and federal law. The Sexual Misconduct Board began draft of the Sexual Misconduct Policy.

The OEEOP actively participated in the Campus Community Response Team which is a University led community forum providing educational tools, intervention technique and the development of appropriate response to campus sexual violence.

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, the Chronicle of Higher Education and discipline specific sites. The percentage of African-American full-time faculty has remained steady between 2012 and 2013 at 72 percent.

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The University also sponsors faculty and staff members for H-1B Visas. During FY 2013, the University sponsored 4 faculty and staff members from countries that included India, Japan, Nigeria, and Singapore. In addition, two of the faculty members were also sponsored for Permanent Residency (Green Card).

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 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 2012 – 323)
- 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

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speakers are invited to speak to students from different races and cultures. (Number of undergraduate Social Work majors fall 2012 – 207)

- 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 2012 – 563. Graduate Nursing majors fall 2012 - 115))
- 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 2012 – 106)

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

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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.

Finally, faculty provide cultural diversity training in the larger 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.

The Center for Global Engagement (CGE), the Office of International Programs and the International Student Office all support international awareness. The CGE organizes programs and activities designed to promote awareness of international issues. In FY 2013, the CGE inaugurated the Martin Luther King Conference and Lecture Series and the Kwame Nkrumah Conference and Lecture Series. In addition, the CGE hosts an international week event each year. The Office of International Programs has been expanding study abroad opportunities. The University is also focusing on making the transition easier for international students. The Student Affairs division created an International Student office four years ago to serve 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.

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To support sensitivity to Lesbian, Gay, Bisexual & Transgender issues, BSU established the Lesbian, Gay, Bisexual, and Transgender, Queer, Intersex and Allies (LGBTQIA) Resource Center in 2012. The LGBTQIA is the first of its kind at a Historically Black Institution. The Center's mission is to foster an environment that is open, safe and inclusive for people of all sexualities and gender identities. The Center provides resources for anyone who is interested in learning about LGBTQIA issues and concerns.

The Resource 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 LGBT 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 LGBTQIA Resource Center is a safe space for LGBTIQ students, faculty, staff and their allies.

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

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- *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 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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Students

	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012				2012-2013				2013-2014			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	4835	88%	1696	3139	4968	88%	1734	3234	4951	89%	1774	3177	4955	88%	1834	3121	4731	87%	1715	3016	4747	85%	1739	3308
American Indian or Alaska Native	17	0%	4	13	24	0%	5	19	20	0%	6	14	18	0%	7	11	9	0%	5	4	7	0%	4	3
Asian	91	2%	26	65	92	2%	24	68	80	1%	31	49	79	1%	34	45	93	2%	39	54	92	2%	40	52
Hispanic/Latino	95	2%	34	61	99	2%	34	65	103	2%	36	67	131	2%	48	83	135	2%	47	88	144	3%	46	98
White	266	5%	80	186	234	4%	73	161	227	4%	68	159	214	4%	65	149	198	4%	51	147	201	4%	50	151
Native American or other Pacific Islander	0	0%	0	0	0	0%	0	0	2	0%	0	2	2	0%	0	2	5	0%	0	5	7	0%	0	7
Two or more races	0	0%	0	0	0	0%	0	0	5	0%	1	4	48	1%	13	35	100	2%	22	78	141	3%	45	96
Unknown/Foreign	179	3%	70	109	200	4%	74	126	190	3%	64	126	161	3%	66	95	150	3%	61	89	222	4%	102	120
Total	5483		1910	3573	5617		1944	3673	5578		1980	3598	5608		2067	3541	5421		1940	3481	5561		2026	3535

Source: EIS

Full-time Instructional Faculty

	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012				2012-2013				2013-2014			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	147	67%	69	78	158	69%	75	83	158	69%	74	84	164	73%	72	92	157	73%	70	87	164	72%	74	90
American Indian or Alaska Native	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0
Asian	8	4%	4	4	9	4%	4	5	10	4%	6	4	11	5%	7	4	10	5%	7	3	10	4%	7	3
Hispanic/Latino	12	5%	9	3	14	6%	9	5	10	4%	5	5	10	4%	5	5	9	4%	5	4	10	4%	6	4
White	45	21%	29	15	40	17%	26	14	37	16%	23	14	36	16%	22	14	34	16%	21	13	36	16%	22	14
Native American or other Pacific Islander	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0	1	0%	0	1
Two or more races	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0	1	0%	0	1	1	0%	0	1
Unknown/Foreign	7	3%	1	6	9	4%	3	6	14	6%	8	6	5	2%	5	0	5	2%	4	1	6	2%	4	2
Total	219		112	106	230		117	113	229		116	113	226		111	115	216		107	109	228		113	115

Source: EDS

Full-time Staff

	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012				2012-2013				2013-2014			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	268	80%	111	157	270	79%	110	160	269	80%	104	165	277	78%	110	167	300	82%	113	187	305	80%	186	186
American Indian or Alaska Native	1	0%	0	1	1	0%	0	1	1	0%	0	1	0	0%	0	0	0	0%	0	0	0	0%	0	0
Asian	9	3%	8	1	8	2%	7	1	6	2%	3	3	6	2%	3	3	7	2%	3	4	8	2%	3	5
Hispanic/Latino	7	2%	2	5	7	2%	3	4	10	3%	7	3	8	2%	5	3	6	2%	4	2	5	1%	3	2
White	28	8%	11	17	27	8%	9	18	25	7%	8	17	31	9%	10	21	38	10%	12	26	38	10%	11	27
Native American or other Pacific Islander	0	0%	0	0	0	0%	0	0	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	0	0%	0	0	0	0%	0	0	0	0%	0	0	1	0%	0	1
Unknown/Foreign	23	7%	7	16	29	8%	10	19	27	8%	9	18	33	9%	10	23	14	4%	7	7	23	6%	11	12
Total	336		139	197	342		139	203	338		131	207	355		138	217	365		139	226	380		147	233

Source: EDS