

Bowie State University  
Progress Report on Institutional Cultural Diversity  
FY 2011 Report to the University System of Maryland

## **I: Institutional Progress Report**

### **Introduction**

Established in 1865, Bowie State University is the oldest Historically Black Institution (HBI) in Maryland and one of the oldest in the nation. Bowie State University's commitment to diversity has been inextricably linked to our history and mission, and we have carried that commitment forward from our founding to the present. Today, our commitment to diversity is evidenced through our academic programs and curriculum, our student support programs, activities, and our Human Resources functions.

### **A. Status of Implementation Efforts/Progress toward Goals**

Bowie State University has a rich history of engaging in many activities which promote diversity. The University's cultural diversity programs and activities span across academic and non-academic divisions and focus on increasing cultural diversity awareness and appreciation. Bowie State University's cultural diversity activities are directly linked to the University's core value of diversity. New programs and initiatives are added as funding becomes available. Assessment of cultural diversity efforts is part of the University's institutional effectiveness strategy.

#### **Diversity as an Institutional Core Value**

In 2006, University President, Dr. Mickey Burnim, charged the University's Strategic Planning Committee with identifying and defining core values for the University. Specifically the committee was charged with: *Identifying and articulating the core values and ensuring that they serve as the foundation for fostering a collegiate community spirit, ethical behavior, strong standards, and academic excellence.* After receiving input from the campus community, our Strategic Planning Committee recommended the university adopt five core values:

- Excellence
- Civility
- Integrity
- Diversity
- Accountability

Subsequently, the Strategic Planning Committee defined our core value of Diversity 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 University 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.

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**B. How We Have Addressed Cultural Diversity**

As was mentioned earlier, we have used our University's core value of Diversity as the foundation for many of our ongoing initiatives on campus. Below we have highlighted several of our ongoing initiatives. A comprehensive list of ongoing activities was presented previously in the 2009 report.

**Initiative 1: Diversity as a part of the Curriculum**

Bowie State University currently delivers many courses that support cultural diversity. A sample of these courses, along with general enrollment and FY 2011 course evaluation data, when available, are listed below. The course evaluation information reports the percent of students indicating that the course information *always* furthered the student's knowledge in the area.

- **PSYC 311 CROSS-CULTURAL PSYCHOLOGY** - This course examines various cultures and their impact on the social and psychological development of individuals. Cultural similarities and differences are explored to determine their influence on today's society. Guest lecturers from various ethnic groups are invited to participate. During the fall semester the focus was on Native Americans (49 students 94% satisfaction).
- 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 (118 students). In **SOWK 303 – Poverty: Myths and Realities**, students attend homeless shelters to service all cultures (12 students). In **SOWK 306 – Social Work with Black Families**, students toured 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 (64students). 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 (30 students). (Number of Social Work Majors – 177)
- 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 embedded in other coursework, the placement of teacher interns in diverse classroom experiences in the Professional Development Schools (PDSs), and provision of support for professional development of faculty to attend conferences (i.e. HBCU Summit on Retention) to learn of other efforts to facilitate student success.

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- 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 prepares 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 continues to be offered each semester. This is an interdisciplinary course that focuses on transcultural health and wellness at the baccalaureate level. Culturally competent care is threaded throughout the curriculum and each course integrates appropriate concepts. 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.

Initiative 2: Diversity in Student Services and Activities

Below are highlighted programs offered during FY 2011. These activities are in addition to those previously included in previous Bowie State University Cultural Diversity reports.

**Study Abroad** - The Department of Behavioral Science and Human Services is preparing students for a study abroad experience in India through a special seminar course in the Criminal Justice (CRJU) major. This is a component of the activities stemming from a grant acquired as part of a consortium – The Mid-Atlantic Consortium – Centers of Academic Excellence - a partnership that includes Morgan State, Elizabeth City State, Virginia State, and Norfolk State, along with Bowie State University – preparing students for careers in the intelligence community.

**International Awareness** - The Office of International Programs sponsors events on campus that reflect interest in diversity, including: hosting of visiting Cuban medical students, hosting of a Fulbright scholar who presented a lecture to the campus community, and hosting of a symposium on international alternative structuring of healthcare systems

**Community Support** - The Chi Eta Phi Sorority, Inc. participated in the BSU health fair and Race for the Cure. The organization assisted in the skills lab by mentoring high school students interested in nursing.

**Mental Health and Disability Awareness Day** – Since 2008, the Department of Psychology and the Disabled Student Services Office have co-sponsored Mental Health and Disability Awareness Day. This program is designed to provide information to the campus community about physical and psychological disabilities, and also make the community aware of resources and support services available. This event is held during the spring semester. To date, over 400 students, faculty, and staff have participated in this event.

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**The Spanish Club - La Familia Espanola**, sponsored a special cultural diversity program, titled, “Bridging the Gap between Afro-Latinos and African Americans: The African Presence in Latin America,” in the Wiseman Center. There was a lively panel discussion and guest speaker, Mr. Omari Musa of the Socialist Workers Party. The panelists included Professor Kala Richardson and Dr. James Maur of the Department of English and Modern Languages, a partner with the Department of Social Work in the development and operationalization of the Spanish Language Program for social work majors and the Club, La Familia Espanola. There were refreshments, music, and a piñata to be enjoyed by all. Bowie students read poetry in Spanish. The program was taped by the Bowie Television, and was planned and executed entirely by students under the guidance of the club’s president, Ms. Kelly-Ann James, and faculty advisor, Velva Taylor Spriggs. There were approximately 84 people in attendance.

**The Social Work Club and Phi Alpha Honor Society** have been engaged in a number of outreach initiatives that provide service to culturally diverse communities. The clubs have visited the Ronald McDonald house on numerous occasions, providing food and other in-kind support to children and families from varied backgrounds who are seeking medical attention. Additionally, the clubs have sponsored and/or co-sponsored numerous awareness campaigns, including breast cancer awareness and domestic violence awareness. Ribbon Campaigns were held on campus so that students who comprise the university’s diverse population could be exposed to information on the topics. Additionally, the clubs continued to provide support via on-campus mentoring and tutoring initiatives. These initiatives were established to support social work students who may have difficulty in classes due to a variety of barriers including cultural, language and learning. Finally, members of the social work club and phi alpha have continued the tradition of providing food and clothes for those in need. One family received food during the Thanksgiving timeframe, and approximately 30 children and families received coats, gloves, books and toys during the Christmas holiday timeframe. Finally, members of the social work club and phi alpha have continued the tradition of providing food and clothes for those in need. Two families received food during the Thanksgiving timeframe, and approximately 20 children and families received coats, gloves and books during the Christmas holiday timeframe. These families were from underrepresented and underserved populations, and many were in shelter care during the time that the donations were made. Over the course of 4 years, approximately 200 members of the community have received tangible or in-kind services from the Social Work Club and Phi Alpha Honor Society.

**Student Organizations** - Bowie State University currently recognizes 35 student organizations designed to support diverse student populations on campus:

*Cultural Organizations (4):* African Student Association, United Caribbean Association, La Familia Espanola, and Muslim Student Association

*LGBTQ Organizations (1)* Eyes Wide Shut (Lesbian, Gay, Bisexual, Transgender, Queer Questioning Allied Support Organization)

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*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** were held on campus in FY 2011 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.

### **C. Status of Institutional Enhancement of Programs of Cultural Diversity**

In the past year, the University has started a new student organization and developed an Affirmative Action Plan, in part, to promote diversity in our community. A brief description of each follows.

The Department of Counseling added a student organization called the **African Psychology Student Association**. This student association strives to help students understand the impact of African heritage has on psychological and emotional issues for African American youth and adults. This is accomplished through workshops, seminars and guest speakers presented throughout the year and by having students attend conferences such as Association of Black Psychologists National Conference.

Bowie State University implemented an **Affirmative Action Plan** in 2011 which articulates the University's continued commitment to providing equal access, equity and fairness to its employees, applicants for employment and applicants for admission.

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The University has increased its efforts to hire and retain individuals with disabilities and veterans 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 University's Office of Equal Employment Opportunity Programs has conducted training sessions to increase awareness of such issues as sexual harassment, reasonable accommodations for individuals with disabilities, structured interviewing techniques, Title IX of the Education Amendment Act of 1972, and discrimination.

The University's Office of Equal Employment Opportunity Programs developed a Reasonable Accommodations Procedures and Plan for University employees and employment applicants, to assist in fulfilling reasonable accommodation requests. This document is available on the University's Equal Employment Opportunity website.

#### **D. Status Report on Hate Crimes**

Since 2007, Bowie State University reported zero (0) hate crimes and zero (0) bias related incidents on campus. A copy of our Crime Statistics Data is available at <http://www.bowiestate.edu/CampusLife/police/>.

#### **E. Summary of Resources Used and Needed to Effectively Recruit and Retain a Culturally Diverse Student Body, Faculty and Staff**

##### *Recruitment*

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 Office of Human Resources advertised job announcements through diverse media outlets such as The Chronicle of Higher Education, The Washington Post, The Nursing Spectrum, The Association of Fundraising Professionals (AFP), The National Collegiate Athletic Association (NCAA), National Athletic Trainers Association, Maryland Workforce Exchange, AIGA (the Professional Association for Design), the Society for Human Resource Management (SHRM), the National Association of College Auxiliary Services (NACAS), the Chronicle of Philanthropy, HigherEdjobs, The Baltimore Sun, and the Division of Rehabilitation Services (DORS). In the past year, the University hired 27 employees who are ethnically diverse. The composition of the diverse hires is as follows: 16 Caucasians; 2 Hispanics and 2 Asians; 2 hires identified themselves as having veteran status.

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*Visa Sponsorship of Diverse Faculty and Staff*

The Office of Human Resources has coordinated the University's sponsorship of 4 faculty members and 2 staff members for H-1B Visas. In addition, we are sponsoring 3 faculty members and 1 staff member for Permanent Residency. The sponsored employees are from China, India, Japan, Singapore, Trinidad and Nigeria.

*Training*

The Office of Human Resources conducted 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.

*Department of Nursing*

The *MHEC Nursing Accelerated BSN grant* focuses on recruitment of second degree and transfer student from culturally diverse backgrounds. The *Who Will Care grant*, funded by the Maryland Hospital Association, is 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 DON simulation lab.

**F. Status of Instruction and Training Efforts**

During this past year many of the University's faculty, staff and students have participated in instruction, training, and professional development which raised awareness about issues related to diversity. In addition to the academic courses mentioned elsewhere in this document, faculty and staff have participated in the following professional development and training:

- Keith Plowden presented "Increasing the pipeline of minority nurses" at the Maryland Department of Health and Mental Hygiene conference .
- Keith Plowden participated in a summit by the Human Resource and Service Agency (HRSA) on increase funding for HBCU students.
- Keith Plowden presented in a panel discussion at Morgan State University entitled "Bridging the Gap: Empowering Minority and nontraditional nurses."
- Sabita Persaud- presented at the Prince George's County School Nurse meeting on cultural diversity.

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- Andre P. Stevenson (June 2011) *Collaboration among Social Work Educators in an Emerging Profession in Rwanda*. (In Kigali, Rwanda) The training was sponsored by the Tulane University Payson Center for International Development. Sixteen faculty members were in attendance from three universities: Catholic University of Rwanda, National University of Rwanda, and Kigali Independent University.
- The Department of Social Work implemented a Lyceum Speaker's series in August 2011. Three speakers will be invited per academic year. The purpose of this series is to introduce students to researchers from diverse backgrounds, both professional and ethnic. Social work draws from various educational backgrounds. Students have the opportunity to listen to lectures and engage professionals in an effort to make linkages across diverse disciplines.
- Kesslyn Brade Stennis presented at a number of conferences that embrace cultural diversity. In the summer of 2010, she presented at one local conference sponsored by The Pennsylvania Avenue Baptist Church, and two regional summits sponsored by the Religion Coalition for Reproductive Choice. All three presentations addressed the issues of domestic violence that impact communities of color.
- Kesslyn Brade Stennis presented at the National American Association of Christians in Social Work's Convention on the experiences of African American clergy surrounding domestic violence. Summer 2010
- Kesslyn Brade Stennis presented at the National Council for Black Studies Annual Conference in March 2011 on the issue of Domestic Violence in Faith Communities
- Kesslyn Brade Stennis presented at the National Council for Black Studies Annual Conference in March 2011 on the issue of Domestic Violence in Faith Communities of Color.
- Kesslyn Brade Stennis sponsored three forums for PhD students and candidates from cross-disciplines who have an interest in conducting research in culturally diverse communities. Mentoring of 10 emerging scholars continues.
- Emory Perkins presented at The Twenty Third National Conference on Social Work and HIV/AIDS 2011: Best Practices in HIV/AIDS Social Work, Atlanta, GA. The presentation title was "Best Practices in working with HIV Positive African-American Women and their Risk-Taking Behaviors," May 2011.
- Joy Banks submitted a refereed journals manuscripts: "A Critical Approach to Multicultural Development in an Evidence-Based Reading Course "

## **II. Demographic Data**

The University's student, faculty and staff demographic data are on the following page.



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**Students**

	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012			
	#	%	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
American Indian or Alaska Native	17	0%	4	13	24	0%	5	19	20	0%	6	14	18	0%	7	11
Asian	91	2%	26	65	92	2%	24	68	80	1%	31	49	79	1%	34	45
Hispanic/Latino	95	2%	34	61	99	2%	34	65	103	2%	36	67	131	2%	48	83
White	266	5%	80	186	234	4%	73	161	227	4%	68	159	214	4%	65	149
Native American or other Pacific Islander	0	0%	0	0	0	0%	0	0	2	0%	0	2	2	0%	0	2
Two or more races	0	0%	0	0	0	0%	0	0	5	0%	1	4	48	1%	13	35
Did not self identify/Foreign	179	3%	70	109	200	4%	74	126	190	3%	64	126	161	3%	66	95
<b>Total</b>	<b>5483</b>	<b>100%</b>	<b>1910</b>	<b>3573</b>	<b>5617</b>	<b>100%</b>	<b>1944</b>	<b>3673</b>	<b>5578</b>	<b>100%</b>	<b>1980</b>	<b>3598</b>	<b>5608</b>	<b>100%</b>	<b>2067</b>	<b>3541</b>

Source: EIS

**Full-time Instructional Faculty**

	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012			
	#	%	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
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	9	4%	4	5	10	4%	6	4	11	5%	7	4
Hispanic/Latino	12	5%	9	3	14	6%	9	5	10	4%	5	5	10	4%	5	5
White	45	21%	29	15	40	17%	26	14	37	16%	23	14	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
Two or more races	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0
Did not self identify/Foreign	7	3%	1	6	9	4%	3	6	14	6%	8	6	5	2%	5	0
<b>Total</b>	<b>219</b>	<b>100%</b>	<b>112</b>	<b>106</b>	<b>230</b>	<b>100%</b>	<b>117</b>	<b>113</b>	<b>229</b>	<b>100%</b>	<b>116</b>	<b>113</b>	<b>226</b>	<b>100%</b>	<b>111</b>	<b>115</b>

Source: EDS

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**Full-time Staff**

	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012			
	#	%	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
American Indian or Alaska Native	1	0%	0	1	1	0%	0	1	1	0%	0	1	0	0%	0	0
Asian	9	3%	8	1	8	2%	7	1	6	2%	3	3	6	2%	3	3
Hispanic/Latino	7	2%	2	5	7	2%	3	4	10	3%	7	3	8	2%	5	3
White	28	8%	11	17	27	8%	9	18	25	7%	8	17	31	9%	10	21
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	0	0%	0	0	0	0%	0	0
Did not self identify/Foreign	23	7%	7	16	29	8%	10	19	27	8%	9	18	33	9%	10	23
<b>Total</b>	<b>336</b>	<b>100%</b>	<b>139</b>	<b>197</b>	<b>342</b>	<b>100%</b>	<b>139</b>	<b>203</b>	<b>338</b>	<b>100%</b>	<b>131</b>	<b>207</b>	<b>355</b>	<b>100%</b>	<b>138</b>	<b>217</b>

Source: EDS