

Bowie State University
Progress Report on Institutional Cultural Diversity
FY 2010 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

While Bowie State has a rich history of engaging in many activities which promote diversity, our efforts toward implementing a formal program of institutional cultural diversity are still ongoing. In the past year we have made important strides towards the goal; however, our efforts were directly impacted by (1) the resignation of our Provost and Vice President of Academic Affairs in November 2010 and (2) our inability to hire staff in certain key positions due to budget reductions and the hiring freeze. Despite these setbacks, however, Bowie State University has been able to move closer to the goal of implementing an institutional cultural diversity program in several important respects. First, we continue to promote diversity as one of our institution's core values. This has largely provided the framework for our past and current efforts in the area of diversity, even in the absence of a formal program. Second, Bowie State University has implemented a number of new programs and initiatives designed to enhance diversity. Third, we have begun to collect data on our diversity-related activities, which will enable us to more effectively evaluate the impact of our efforts going forward.

Diversity as an Institutional Core Value

In 2006, new 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, in relevant part 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,*

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political persuasion, culture, sexual orientation, religion, age, and disability.” As an HBI, we felt it important to adopt a definition that went beyond race and ethnicity to include the numerous other characteristics that bring richness to our campus community.

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 2010 course evaluation data, when available, are listed below. The course evaluation information is the percent of students indicating that the course information *always* furthered the student’s knowledge in the area.

- **ANTH 302 PEOPLES OF THE WORLD** - This course is a cross-cultural description and analysis of cultural and social institutions. The cultures of a representative number of groups will be studied in terms of their implications for present-day society. Biological and cultural facts about living races are reviewed and analyzed (N=44).
- **SOCI 310 RACE/ETHNIC RELATIONS** - This course provides a sociological approach to the understanding of race/ethnic relations in the United States and elsewhere; analyzes various ethnic groups and the problem of assimilation (N=99, 95%).

Initiative 2: Diversity in Student Services and Activities

Below are highlighted programming during FY 2010. These activities are in addition to those previously included in the University’s Cultural Diversity reports.

Black History Month: Every February, the University offers an extensive array of thematic activities to celebrate Black History Month. The History of Black Economic Empowerment” was the theme in 2010. Dr. Joe Leonard Jr., Assistant Secretary for Civil Rights, U.S. Department of Agriculture was the keynote speaker our campus-wide spring convocation. In addition, the University hosted the “Full Truth: U.S. Supreme Court Justice Thurgood Marshall” theatrical tribute featuring judges from Maryland and Washington D.C. Rounding out the celebration are art exhibits, lectures, dance and music events drawing upon expertise of faculty, students and the community.

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Alcohol, Tobacco and Other Drug Prevention (ATOD) Center: During FY 2010, the Bowie State University ATOD center conducted workshops on alcohol, substance use, and HIV/AIDS. ATOD staff conducted presentations in 15 freshman seminars classes, four health classes, three Residential Halls, three presentations in the Wiseman Center. At least 810 students were in attendance throughout the two semesters.

The Wellness Center: During FY 2010, the Wellness Center hosted several community events including the 32nd Annual Health Fair with over 60 vendors from the community, a Women's Wellness Conference on Health Disparities, and a Girl's Wellness Conference. These activities enrolled over 500 participants.

Disability Awareness Day – 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 make the community aware of the resources and support services available. This event is held during the spring semesters. To date, over 400 student, faculty and staff have participated in this event.

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

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.

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C. Status of Institutional Enhancement of Programs of Cultural Diversity

In the past year, we have embarked on several new programs designed, in part, to promote diversity in our community. Two of those programs are highlighted below:

New Criminal Justice Program

The University's new program in Criminal Justice was approved during FY 2010. Formerly a concentration within Sociology, the Criminal Justice major was created to help address regional workforce demands for baccalaureate-level law enforcement and correctional personnel. This major provides students with 30 semester hours of a "core" that emphasizes training in theory and research methodology. Students then focus their studies in forensic science, community based- corrections, and social justice (21 hours). The concentrations provide students with 21 hours, including a practicum or field experience course. All students are required to enroll in CRJU 414 Seminar in Criminal Justice during their senior year. Majors are required to earn at least a "C" grade in all Criminal Justice courses in their major program. Concentrations include: Forensic Science, Community-based Corrections and Social Justice. The Social Justice Concentration provides students with the opportunity to develop a field of knowledge and expertise that will enable them to: (1) critically examine the values that constitute social justice in theory and practice; (2) understand the principles of effective social activism; and formulate and evaluate policies that seek to address issues such as racism, violence, literacy, human rights, gender equity, poverty, hunger, and conservation of the environment.

New Office of International Programs

In August 2009, the University created the Office of International Programs was established as a special initiative of the Office of the Provost. The Office of International Programs strives to make international students feel at home on the campus; provide opportunity, through its programs, to have American students meet and integrate with international students; expose the campus-wide community to current international and global issues through the relevance of the speakers and programs it invites to the campus; and, present opportunities for the community to broaden their horizons, by exposing them to issues and current events beyond the U.S. borders.

Selected accomplishments during its first year include:

- A Symposium on **Alternative Responses to Healthcare Organization**
Speakers featured were - Marcos Garcia – 2nd Secretary , Embassy of Venezuela , & Netfa Freeman, Director, School for Activists (SALSA), Institute for Policy Studies.
125 students and 8 faculty attended .

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- Cooperated with the College of Business in preparation and submission of Grant Proposal on International Business Education – **Strengthening Business Opportunity with Africa** – in collaboration with the Africa Trade Office of P.G. County, Addis Ababa University and the Robert H. Smith School of Business – Project Directors Dr. Granville Sawyer & Prof. Fiseha Eshete. This proposal has been funded - \$180,000
- Joined with Dr. George Acquah – Dean of the College of Arts & Sciences – in welcoming to BSU the Provost of the Kwame Nkrumah University of Science and Technology of Kumasi, Ghana, to the BSU campus on October 2009. This was a follow-up to a visit paid to Ghana in summer 2009 by a three person delegation from BSU – Dr. Acquah, Dr. William Lewis and Prof. Clayton Lang as a pre-trip workshop to a study abroad program that is in the planning stages.
- Supported BSU’s College of Arts and Sciences Initiative – **Center for Global Engagement** and the planning of a study abroad program to Ghana. The Center was officially inaugurated in fall 2010 in a program that filled CLT 102.
- Hosted a Fulbright Scholar, Dr. Rosalie Hall, a professor from the Philippines, who came to Bowie State University on January 2010 and delivered a lecture on the Washington DC leg of her research tour. Her lecture was on conflict-resolution and the integration of former combatant opposition forces into the national armies of the Philippines and E. Timor. She spoke to an audience of about 90 persons (students & faculty).
- Hosted two visiting Cuban medical students in April , 2010. They were on a national tour, invited by a coalition of universities that included Bowie State University. Other participants in this area were University of Maryland, College Park, American University, Howard University, and Howard University Lw School, and the Duke Ellington School of the Arts. The visitors also visited universities in Georgia, New Jersey, New York, MidWest and California. Students were welcomed to BSU by Acting Provost Shaheed and Dean Antoinette Coleman, visited the nursing lab in the Department of Nursing, and spoke to students and faculty in the School of Professional Studies in an open forum in CLT 102. 140 students and 10 faculty attended

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/> .

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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 has advertised job announcement 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 Trainer, Maryland Workforce Exchange AIGA (the Professional Association for Design), the Society for Human Resource Management (SHRM), the National Association of College Auxiliary Services (NACAS), and the Chronicle of Philanthropy. In the past year, the University has hired 31 employees who are ethnically diverse. The composition of the diverse hires is as follows: 23 Caucasians; 3 Hispanics and 5 Asians.

Visa Sponsorship of Diverse Faculty and Staff

The Office of Human Resources has coordinated the University's sponsorship of 4 faculty members and 3 staff members for H-1B Visas. The sponsored employees are from China, India, Jamaica, Japan, Singapore, Trinidad and Nigeria. Also, the University has sponsored 5 for Permanent Residency and is currently in the process of sponsoring one faculty member and one staff member for Permanent Residency.

Training

The Office of Human Resources has conducted two Cultural Diversity Training Briefings during the month of February. In attendance were a total of 42 faculty and staff members. Additional Diversity Training will be scheduled during the year.

Spanish Classes

The Office of Human Resources will be coordinating several conversation Spanish Classes for the Faculty and Staff members throughout this year. Planning is currently underway and we anticipate the first session to take place by the summer 2011.

Department of Nursing

MHEC Nursing Accelerated BSN grant focuses on recruitment of 2nd degree and transfer student from culturally diverse backgrounds. 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 minority students. The Department of Nursing provided outreach to several PGCPs middle schools and implemented nursing clubs at those sites. Bladensburg and Crossland High Schools visited the BSU campus to tour the DON simulation lab. In addition, the Department conducted the Pre-Nursing Academic Boot Camp during summer 2010 to provide math, reading, science, and writing instruction to the high school students interested in nursing. The academy was designed to assist students prepare for success at Bowie State University and enhance the university's mission regarding time-to-degree.

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Department of Social Work

The Department of Social Work enhanced its marketing brochure to incorporate a culturally diverse student body and to encourage the recruitment of students from various backgrounds and cultures. The Department also utilized videos, YouTube/companion online tools, and Rosetta Stone in recruitment activities to diversify the social work student population.

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:

- Adams, Charles B. (February 2010) Examining the role of Gender and Ethnicity in Higher Education in Washington, DC. Paper presented at the annual meeting of the Association of Black Sociologists in New York, NY.
- Barnett, K. (February and March 2011) Culturally-Specific Domestic Violence Training, Birmingham Police Department. The National Organization of Black Law Enforcement Executives (NOBLE). Birmingham, AL
- Barnett, K. (September 2010) Cultural Diversity Training, The Mount Vernon Police Department. The National Organization of Black Law Enforcement Executives (NOBLE). Mount Vernon, NY
- Bishop, C. L. & McKinzie, C. A. (2008). Demographic Differences in the Universal Context of Racism: Implications for Trauma. Paper presented at the annual meeting of The Institute for the Study and Promotion of Race and Culture (ISPRC) at Boston College, Boston, MA, October 3-4, 2008. This paper focused on cultural differences in the awareness of racism.
- Parris, Elliott (October 2010) Paper presentation entitled *The Class Gap needs an Education Bridge: Lessons from the African American Experience* at the Global Education Meltdown: Solutions for Sustainability conference, sponsored by the Ministry of Education of Barbados.
- LaFleur, Verna (July 2010) Acculturation, social support, and self-esteem as predictors of mental health among foreign students: a study of Nigerian nursing students, Walden University, Minneapolis, MN
- Dr. Thelon Byrd Professor "Role of Diagnostic Test Data in Planning Instruction for Students with Disabilities" Bowie State University, Fall, 2009

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- Dr. Barrie Ciliberti Associate Professor *Teaching “Democracy” to a diverse student body* ATE Conference.
- Garin, E. and Somerville, R. (in press). Writing instruction for diverse learners: Who are these students and what do they need? In J. Richards & C. Lasso (Eds.) *Collaborative writing strategies in the primary grades: Scaffolding students’ writing with meaningful mini lessons*. San Francisco: Jossey-Bass.
- Johnson, J. (2010). "The Importance of Becoming a Multicultural Counselor in all Settings" in *Careers in Counseling and Psychology for Masters level Graduate Students*, University Readers, San Diego, CA., pgs.65 - 86.
- Fall Guest Lecture Series: “African Diaspora & Global Cultures Initiatives: Global Cultures & International Communication” with Dwight Ellis, Esq, Adjunct Professor of Communications, Bowie State University. Wednesday, September 24 12:30 p.m. No. of Participants = 32
- Fall Guest Lecture Series “Global Cultures & Race Relations in Trinidad: Religious Tolerance: Trinidad Example.” Guest lecturers with Dr. Gerard Tikasingh, Lecturer of History, Bowie State University and Dr. Ralph Parris, Professor of Geography, Bowie State University, October 1, 1:00 p.m. No. of Participants = 22

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II: Demographic Data

**Cultural Diversity Plan Data – Full-Time Faculty and Staff
 Fall 2009 and 2010**

| | 2009 | | 2010 | | | 2009 | | 2010 | |
|---|------|------------|------|------------|-------------------------------|------|------------|------|------------|
| <u>Full-Time Instructional Faculty</u> | N | % of Total | N | % of Total | <u>Full-Time Staff</u> | N | % of Total | N | % of Total |
| Male | | | | | Male | | | | |
| African-American | 75 | 33% | 74 | 32% | African-American | 110 | 32% | 104 | 31% |
| American Indian | 0 | 0% | 0 | 0% | American Indian | 0 | 0% | 0 | 0% |
| Asian | 4 | 2% | 6 | 3% | Asian | 7 | 2% | 3 | 1% |
| Hispanic/Latino | 9 | 4% | 5 | 2% | Hispanic/Latino | 3 | 1% | 7 | 2% |
| White | 26 | 11% | 23 | 10% | White | 9 | 3% | 8 | 2% |
| 2 or more races | | | 0 | 0% | 2 or more races | | | 0 | 0% |
| Foreign/ Unknown | 3 | 1% | 8 | 3% | Foreign/Unknown | 10 | 3% | 9 | 3% |
| Subtotal | 117 | 51% | 116 | 51% | Subtotal | 139 | 41% | 131 | 39% |
| Female | | | | | Female | | | | |
| African-American | 83 | 36% | 84 | 37% | African-American | 160 | 47% | 165 | 49% |
| American Indian | 0 | 0% | 0 | 0% | American Indian | 1 | 0% | 1 | 0% |
| Asian | 5 | 2% | 4 | 2% | Asian | 1 | 0% | 3 | 1% |
| Hispanic/Latino | 5 | 2% | 5 | 2% | Hispanic/Latino | 4 | 1% | 3 | 1% |
| White | 14 | 6% | 14 | 6% | White | 18 | 5% | 17 | 5% |
| 2 or more races | | | 0 | 0% | 2 or more races | | | 0 | 0% |
| Foreign/ Unknown | 6 | 3% | 6 | 3% | Foreign/Unknown | 19 | 6% | 18 | 5% |
| Subtotal | 113 | 49% | 113 | 49% | Subtotal | 203 | 59% | 207 | 61% |
| Total | | | | | Total | | | | |
| African-American | 158 | 69% | 158 | 69% | African-American | 270 | 79% | 269 | 80% |
| American Indian | 0 | 0% | 0 | 0% | American Indian | 1 | 0% | 1 | 0% |
| Asian | 9 | 4% | 10 | 4% | Asian | 8 | 2% | 6 | 2% |
| Hispanic/Latino | 14 | 6% | 10 | 4% | Hispanic/Latino | 7 | 2% | 10 | 3% |
| White | 40 | 17% | 37 | 16% | White | 27 | 8% | 25 | 7% |
| 2 or more races | | | 0 | 0% | 2 or more races | | | | 0% |
| Foreign /Unknown | 9 | 4% | 14 | 6% | Foreign/ Unknown | 29 | 8% | 27 | 8% |
| Total | 230 | 100% | 229 | 100% | Total | 342 | 100% | 338 | 100% |

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**Cultural Diversity Plan Data – Students
 Fall 2009 and 2010**

| | 2009 | | 2010 | | | 2009 | | 2010 | |
|-------------------------------|------|------------|------|------------|--------------------------|------|------------|------|------------|
| Undergraduate Students | N | % of Total | N | % of Total | Graduate Students | N | % of Total | N | % of Total |
| Male | | | | | Male | | | | |
| African-American | 1478 | 34% | 1510 | 34% | African-American | 256 | 21% | 264 | 22% |
| American Indian | 4 | <1% | 5 | <1% | American Indian | 1 | <1% | 1 | <1% |
| Asian | 17 | <1% | 22 | <1% | Asian | 7 | 1% | 9 | 1% |
| Hispanic/Latino | 26 | 1% | 28 | 1% | Hispanic/Latino | 8 | 1% | 8 | 1% |
| White | 48 | 1% | 40 | 1% | White | 28 | 2% | 28 | 2% |
| 2 or more races | | | 1 | <1% | 2 or more races | | | | |
| Foreign/ Unknown | 53 | 1% | 37 | 1% | Foreign/Unknown | 21 | 3% | 27 | 2% |
| Subtotal | 1626 | 37% | 1643 | 37% | Subtotal | 318 | 26% | 377 | 29% |
| Female | | | | | Female | | | | |
| African-American | 2490 | 57% | 2497 | 57% | African-American | 744 | 61% | 680 | 58% |
| American Indian | 13 | <1% | 11 | <1% | American Indian | 6 | <1% | 3 | <1% |
| Asian | 56 | 1% | 36 | 1% | Asian | 12 | 1% | 13 | 1% |
| Hispanic/Latino | 51 | 1% | 58 | 1% | Hispanic/Latino | 14 | 1% | 9 | 1% |
| White | 75 | 2% | 79 | 2% | White | 86 | 7% | 80 | 7% |
| Native Hawaiian | | | 2 | <1% | Native Hawaiian | | | | |
| 2 or more races | | | 2 | <1% | 2 or more races | | | 2 | <1% |
| Foreign/ Unknown | 89 | 2% | 73 | 2% | Foreign/Unknown | 37 | 3% | 53 | 4% |
| Subtotal | 2774 | 63% | 2758 | 63% | Subtotal | 899 | 74% | 840 | 71% |
| Total | | | | | Total | | | | |
| African-American | 3968 | 90% | 4007 | 91% | African-American | 1000 | 82% | 944 | 80% |
| American Indian | 17 | <1% | 16 | <1% | Asian | 7 | 1% | 4 | <1% |
| Asian | 73 | 2% | 58 | 1% | American Indian | 19 | 2% | 22 | 2% |
| Hispanic/Latino | 77 | 2% | 86 | 2% | Hispanic/Latino | 22 | 2% | 17 | 1% |
| White | 123 | 3% | 119 | 3% | White | 111 | 9% | 108 | 9% |
| Native Hawaiian | | | 2 | <1% | Native Hawaiian | | | | |
| 2 or more races | | | 3 | <1% | 2 or more races | | | 2 | <1% |
| Foreign /Unknown | 142 | 3% | 110 | 3% | Foreign/ Unknown | 58 | 5% | 80 | 7% |
| Total | 4400 | 100% | 4401 | 100% | Total | 1217 | 100% | 1177 | 100% |