

COPPIN STATE UNIVERSITY



REPORT ON DIVERSITY INITIATIVES

February 24, 2012

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Summary

In July of 2008, the Maryland General Assembly passed Senate Bill 438 and House Bill 905 into law. The Bills required each higher education institution to submit a plan for its programs of cultural diversity on or before May 1, 2009. In response to State's request that Universities within the University System of Maryland (USM) develop plans on cultural diversity, Coppin State University designed a plan that outlines key initiatives and activities related to diversity. For the purposes of this report summary, cultural diversity refers to programming related to the inclusion of those racial and ethnic groups and individuals that are or have been underrepresented in higher education. As required by the USM and the Maryland Higher Education Commission (MHEC), Coppin State University will regularly report on the progress of the Plan and its related initiatives.

Cultural Diversity at Coppin

The University embraces cultural diversity on a broader scale than the definition by the State suggests; going beyond its mission as a Historically Black College and University (HBCU). The University hosts a set of strategies, activities and programs that include students, faculty, staff, and administrators of all racial and ethnic groups traditionally underrepresented in public higher education. Unique to its mission, Coppin has also had the opportunity to serve residents in its immediate community of Baltimore City, Baltimore County, and beyond by serving in the community through volunteerism and health-related workshops and clinics.

Our Mission

Coppin State University, an urban, comprehensive, historically Black institution located in Baltimore, Maryland, offers quality undergraduate and graduate programs in teacher education, the liberal arts, mathematics, sciences, technology, and professional disciplines. The University provides educational access and diverse opportunities for students through excellence in teaching, research, and community engagement thus preparing analytical, socially responsible, lifelong learners. Coppin State University builds on a rich legacy of empowering students, promoting community revitalization, and strengthening relationships with local, national, and global partners.

Selected Initiatives and Institutional Progress

Faculty Recruitment

Faculty members find the campus to be a welcoming environment. The geographic location of the University within the Baltimore City limits makes it an attractive environment for faculty to have careers and make commitments to instructional duties at Coppin State. The University makes every effort to advertise in diverse publications to ensure that individuals in the country and worldwide would have access to job opportunities with the University. These publications include, but are not limited to the Chronicle of Higher Education, Diverse Issues in Education, Higher Ed Jobs.com, Academic Keys, and a variety of discipline-specific online and print journals.

Progress to Date:

The University maintains subscriptions to diverse publications in an effort to ensure that when searches are conducted for new faculty, candidates will derive from diverse locations. While the limitations of dollars for advertising continue, the University is able to post positions in print and online journals, many of which may be discipline-specific.

The recession has contributed to the University's inability to be aggressive in its recruitment and hiring of an appropriate number of faculty across all of its disciplines. Most positions that will be filled for faculty slots are replacement rather than new positions.

Costs & Expenditures:

Costs for recruiting and hiring faculty vary by discipline (i.e. the addition of two new faculty within the School of Management Science & Economics could run as much as \$190,000.

Demographic Information (2008/09 – 2011/12)

The following tables show that while overall recruitment of all faculty is slow, the University has had increases in a few areas related to race and ethnicity. The percentage of African American faculty has been sustained at 80% in AY 2008 to 80% in AY 2011. The number of Asian faculty increased from 4% in AY 2008 to 5% in AY 2011.

Overall, the number of faculty decreased from 301 in AY 2008, the baseline year to 293 in AY 2011.

The following table reflects our findings:

Comparison Table: All Faculty																
	<u>Baseline: 2008-2009</u>				<u>2009-2010</u>				<u>2010-2011</u>				<u>2011-2012</u>			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American /Black	241	80	91	150	275	83	110	165	258	83	112	146	235	80	100	135
American Indian or Alaska Native	0	0	0	0	1	0	0	1	0	0	0	0	1	0	0	1
Asian	13	4	10	3	16	5	11	5	16	5	11	5	14	5	10	4
Hispanic/Latino	1	0	0	1	1	0	0	1	0	0	0	0	1	0	0	1
White	37	12	27	10	34	10	27	7	37	12	25	12	41	14	28	13
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	9	3	4	5	5	2	2	3	1	0	1	0	1	0	1	0
Total	301	100	132	169	332	100	150	182	312	100	149	163	293	100	139	154

Source: OIR/VPAA, February 2012

Diversifying the Student Body

Academic Program Offerings

The University has submitted a proposal to offer the College of Health Profession's (School of Nursing) baccalaureate program in **Health Information Management at the University System of Maryland Hagerstown campus**. A team visited the Hagerstown campus last year to establish the program. The degree will be offered pending final approval from the Maryland Higher Education Commission and will extend access to an underserved population of non-black students.

Additionally, the University just received acknowledgement from the Maryland Higher Education Commission to offer its **first bachelor's degree program entirely online**. This program will be housed within the School of Management Science and Economics. Initial students will be those currently enrolled at the institution and those who are in the

surrounding region. However, a central focus will be on providing educational access to our partners in Egypt at the Akbar Elyom Academy, our extended university community in Barbados, and our newest course exchange partners in Korea at Chonnam University.

Recruitment and Enrollment

The student body continues to be diverse. The University recruits from all major countries and counties within the region. Every semester, an enrollment management team from the Admissions Office along with faculty representatives visit area high schools where large numbers of prospective white students and students of other ethnicities are present. The majority of Coppin's students (over 70%) are from Baltimore City and Baltimore County. However, the student body is comprised of students from all major ethnic groups.

Progress to Date:

The University continues to recruit and advertise using diverse forms of media. However, the lack of financial resources prevent large scale advertising. However, the University was able to participate in the following activities and events:

Demographic Information:

- Montgomery County Public Schools/CSU Partnership – 35 attendees; 18 students admits; 13 were offered scholarships;
- Male Targeted Initiatives – Freshmen Male Initiative (FMI) program established;
- STEM Academy Day established at CSU for 9th and 10th graders;
- Inaugural Latino & Af. Am. Leadership Summit – 21 males; 29 females from Anne Arundel and Howard Counties and private career schools;
- International Exchange Programming – Chonnam University – processed 1 student from the University who attended CSU. In the Fall of 2010, 40 students attended from the Akbar Elyom Academy in Egypt;
- Latino College Fair – Yielded 20 admits from 40 admissions applications; and
- Virgin Islands Outreach – Out of 82 applicants – 35 were admitted.

Costs:

Costs have been varied. Admissions materials alone for trips and exchanges have totaled approximately \$45,000 annually. Travel has been in excess of \$20,000. Funds for print publications remain low.

SASA Program

The University's Summer Academic Success Academy (SASA) is relatively new program for Coppin State University. The program is comprised of a comprehensive six-week summer residential program designed for first-time, full-time students designed to help incoming freshmen successfully make the transition from high school to college.

Demographic Information:

During the summer of 2011, 243 students completed the SASA program and enrolled in the fall as first-year students. Out of the students who completed the summer 2011 SASA program, 215 (91 %) matriculated into the fall semester and remained enrolled at the end of the spring 2011 semester.

Community College Transfers and New Student Recruitment

Each year, the University visits over 15 Community Colleges, hosts transfer days, a transfer week and program receptions, and open houses. The Office of Admissions houses a designated transfer coordinator that deals directly with transfer students and their concerns regarding course offerings, counseling referrals and academic advisement. The University will begin to focus additional efforts on the recruitment and graduation of transfer students.

Costs & Expenditures:

Costs vary by trip or activity. The costs of travel for faculty and admissions representatives for a week may run in excess of \$5,000. Activities per year run in excess of \$13,000 - \$15,000.

Division of Student Affairs (DOSA) – International Student Services

The Division of Student Affairs-International Student Services Program provides international students with the resources necessary to successfully navigate through both Coppin State University and the United States. Individual Counseling, support groups, and consultations are specifically geared toward adjusting and acculturating to Coppin as well as the United States and its customs. The International Student Services DSO maintains relationships with federal agencies, providing a support toward attainment of educational goals, assisting with obtaining employment, fostering healthy transitions from their country of origin, and assisting with acculturation and adjustment needs.

Demographic Information:

Currently, the campus has 48 students with active F-1 student visas on campus. Approximately 52% of them are female and 48% are male. The students are represented from 25 countries including the British Virgin Islands, Caribbean Islands, Serbia, Lithuania, Colombia, Germany, South Korea, Spain, South Africa, Nepal and Latvia.

Progress to Date:

1. The International Student Services Program provided orientation sessions at the beginning of the Fall and Spring semesters.
2. The International Student newsletter is posted quarterly to the International Student Services website to provide monthly news, information, updates and resources.
3. Each year the International Student Services Program works collaboratively with the International Student Association in hosting the International Day Festival that exhibits artistic performances and encourages students to share their cultural traditions and learn about others.

	<u>Baseline: 2008-2009</u>				<u>2009-2010</u>				<u>2010-2011</u>				<u>2011-2012</u>			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American /Black	3473	86	722	2751	3353	88	766	2587	3326	88	764	2562	3529	93	860	2669
American Indian or Alaska Native	4	0	2	2	2	0	1	1	5	0	2	3	6	0	1	5
Asian	10	0	0	10	9	0	3	6	9	0	4	5	38	1	18	20
Hispanic/Latino	17	0	8	9	16	0	6	10	26	1	7	19	25	1	6	19
White	90	2	25	65	51	1	19	32	61	2	24	37	63	2	24	39
Native Am./ Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	2
Two or more races	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Did not self identify	457	11	139	318	370	10	109	261	373	10	101	272	150	4	38	112
Total	4051	100	896	3155	3801	100	904	2897	3801	100	902	2898	3813	100	947	2866

Source: OIR/VPAA, February 2012

Diversifying the Staff

The Office of Human Resources offers a variety of workshops that include cultural diversity. These workshops are offered on a regular basis and are available to all members of the campus community at least two times per year. Workshops include such topics as sensitivity training and interacting with persons from other cultural backgrounds and experiences. These workshops are essential since the University has staff from all types of diverse backgrounds.

The following table provides a demographic profile of staff over a four-year period.

	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American /Black	410	92	148	262	409	90	155	254	457	89	178	279	463	87	187	276
American Indian or Alaska Native	0	0	0	0	1	0	0	1	3	1	1	2	3	1	2	1
Asian	13	3	9	4	14	3	10	4	18	4	14	4	14	3	10	4
Hispanic/Latino	2	0	1	1	2	0	1	1	0	0	0	0	5	1	2	3
White	20	4	12	8	27	6	17	10	32	6	21	11	35	7	24	11
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	2	0	0	2	3	1	3	0	4	1	4	0	10	2	5	5
Total	447	100	170	277	456	100	186	270	514	100	218	296	530	100	230	300

Source: OIR/VPAA, February 2012

Other Significant Diversity Initiatives

In general, 100% of Coppin's curriculum provides students with broad exposure to racial and ethnic diversity. The offerings include courses in foreign languages, international studies, humanities, and race relations. Each department through its General Education courses and major core courses offers topics on diversity and race in specific disciplines and professions and diversity is central. As a selected example, the Department of Social Sciences teaches a political science course that deals with special topics in race relations. While the course is limited to

students, discussions and brief lectures that result from the course are open to the entire campus community. Each month, a brown-bag series is held where students, faculty, staff and administrators contribute to conversation and information sharing during this event.

Advisory Council for Office of International Programs

The University has an Advisory Council for the Office of International Programs that manages affairs related to global academic programming and relationships with international partners such as Chonnam National University. The Advisory Council also facilitates study abroad experiences for students, hosts several international education forums for students, and develops policies and guidelines.

Demographic Information:

The council is comprised of four (4) females and three (3) males; five (5) are African Americans/Black, one (1) is Asian, and one (1) is White.

Progress to Date:

Four short-term study abroad programs and a partnership with a South Korean university were forged over the past year. Forums were held on Fulbright, Boren and Rangel programs, study abroad, security in Asia, US Foreign Policy, and an exhibition of international art. A handbook of policies, forms and procedures for study abroad was created to guide international faculty and students and the university's crisis management plans were updated with plans to deal with overseas catastrophic emergencies.

Costs & Expenditures:

AY 10-11. \$60,000

African American History Celebrations

Each year, the University hosts a series of on-campus events in celebration of African American History. One such event was held in recognition of the Reverend Dr. Martin Luther King, Jr. The Coppin Community paid tribute to selected individuals who had made major contributions to the University and surrounding community through teaching, research and service. Invitations to these events are sent to the campus community as well as the surrounding community within the Baltimore region.

Demographic Information:

University family attendees = 450 one week cumulative; community member 110 members. Exact demographics are not usually counted at this event. However, attendance is diverse.

Progress to Date:

The celebrations occur throughout the Month of February. Information on attendance and evaluations of programs are still being collected and reviewed.

Costs & Expenditures:

\$15,000 in programming costs; food, speakers, publications.

Diversity Day

Each year, the campus hosts a Diversity Day celebration where not only are underrepresented populations recognized, but other racial and ethnic groups are celebrated. Attire unique to a particular racial, ethnic and cultural group is worn by campus participants. Also, volunteers prepare special dishes of food and share them on this special day. This is a day that recipes are shared as well as history of select cultures on campus. This event is usually sponsored by our Information Technology Division.

Demographic Information:

Staff from the Information Technology Division and Faculty representing all of the university schools participate in arranging the event. Typically, the composition of the group contains 10 faculty – 4 males and 6 females; students - 80, 62 females and 18 males; of which 52 African American, 7 Hispanic, 1 Caucasian, and 2 were Other. The event is open to the entire campus.

Progress to Date:

This event continues to attract widespread participation across the campus. Participants wear attire and bring original food dishes.

Costs & Expenditures:

\$2,000 in programming costs; food, speakers, publications.

Student Union Marketplace

Annually, vendors from all backgrounds are invited to share their culture through food, clothing, live entertainment and other venues with the campus community. Vendors are comprised of faculty, staff and students from the campus body as well as members of the immediate and surrounding community. The Marketplace is where the campus community celebrates the uniqueness of various cultures and supports one another

Demographic Information:

Invitations are sent out to the Coppin Campus and Community and to surrounding Baltimore businesses. No counts are taken. However, Over 50 vendors from all races/ethnicities participate annually in a cultural marketplace.

Progress to Date:

This is an ongoing event.

Costs & Expenditures:

\$3,000 in public relations; e-mail invitations.

Enhanced Marketing

The Office of Enrollment Management in conjunction with the Division of Academic Affairs enhanced its marketing efforts and strategies in order to recruit and enroll a more diverse student body. New brochures for Admissions, Records and Registration, Financial Aid, Academic Resource Center, and the Center for Counseling and Student Development were also designed and published.

Costs & Expenditures:

Costs for admissions materials, recruitment, applications, brochures and other pamphlets run approximately \$300,000 annually.

This project was concluded last year with the final delivery of brochures, viewbooks, academic department brochures, first step and other related marketing material.

Additionally, between 2010-2011, Enrollment Management in conjunction with Time Printers (Maryland based) Company developed flyers and posters to promote retention and persistence to graduation. The materials were disseminated campus wide and various departments (academic and non-academic) presently request the materials.