COPPIN STATE UNIVERSITY

REPORT ON CULTURAL DIVERSITY INITIATIVES

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Summary of Cultural Diversity at Coppin

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.

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.

The University's Mission

Coppin State University is an urban, comprehensive, and Historically Black Institution. Building on a legacy of excellence in teacher preparation in the metropolitan community, the university offers quality undergraduate and graduate programs in teacher education, liberal arts, health professions, technology and STEM disciplines.

Coppin as an anchor institution, is committed to providing educational access and diverse opportunities for all students while emphasizing its unique role in educating residents of Metropolitan Baltimore and first-generation college students. Coppin is committed to community engagement and partnering with businesses, governmental and non-governmental agencies to meet workforce demands; preparing globally competent students; strengthening the economic development of Baltimore, Maryland and developing stronger strategic partnerships.

As a constituent institution of the USM, Coppin will continue to adopt and support USM's strategic goals.

<u>Goals Related to the Mission</u>

CSU is uniquely capable of addressing the preparation of students from the State of Maryland, Baltimore City and County, and particularly, the citizens of West Baltimore. Given the economic and social conditions of West Baltimore, the institution extends its preparations beyond the traditional classroom by providing experiential and authentic learning experiences. These experiences are also expanded to a growing number of students in surrounding such areas as Montgomery, Prince Georges, and Howard Counties, many of which are non-traditional and transfer students.

The institution is primarily a teaching institution and has integrated best teaching practices throughout its curriculum and in support of its charter school affiliations. For example, the emphasis on teaching and learning is highlighted through its relationships with two charter schools in West Baltimore. Through the support of the School of Education and the School of Arts & Sciences, the charter schools continuously perform within the top 10 % of its counterparts in Baltimore City Schools. In the past, Coppin Academy (the secondary high school) ranked 2nd within the State on end-of-grade assessments at every content level. These students are given the opportunity to matriculate into the University, increasing the diversity of the profile and educational opportunities.

The University is committed to meeting the educational needs of its urban population which includes the traditional student and the adult learner. Coppin State University is the first higher education institution in the State to assume responsibility for restructuring and administering a public elementary/middle school and high school in Baltimore City. The University is the only higher education institution in the State to locate a public high school on its campus while serving as the operator.

To address the goals in the University System of Maryland's (USM) Strategic Plan, *Powering Maryland Forward*, the university has aligned its strategic plan to the systems five themes and key goals/strategies. Based on our vision and mission, Coppin State University adopted the following overarching goals for 2013 to 2020. The objectives and priorities are highlighted for this document.

Goal 1: Increase College Completion Rates.

This goal focuses on Recruitment, Retention and College Completion. The University will contribute to the goal of increasing college completion rates.

Goal 2: Ensure that Coppin's Graduates are Competitively Prepared for Entry into the Workforce and First-Time Graduate & Professional Schools.

Coppin will continue to prepare students for Maryland's workforce, particularly in such critical areas as nursing, education, and information technology. Deeply rooted in Coppin's history is a belief that education is the primary means by which individuals and communities advance economically, socially, morally and intellectually.

Goal 3: Transform Coppin's Instructional Modalities to Improve Teaching and Learning. Increase Coppin's Engagement in the Community.

Coppin is committed to improving its delivery of instruction and enhancing program offerings. The institution will focus on transforming the academic model to improve teaching and learning and will increase university engagement in the community through service learning and faculty scholarly   activities.

Goal 4: Improve Stewardship and Effectiveness of Coppin's Resources.

Strategies have been developed for improving administrative operations that include creating a culture of accountability, leveraging existing resources to improve effectiveness, aligning the university's budget to the Strategic Plan, enhancing business and financial planning, aligning fundraising goals with the university's strategic priorities, engaging in environmental stewardship and restoring the Office of Sponsored Programs and Research to increase external funding.

Goal 5: Invest in and Support People, Programs, and Facilities.

This goal is critical to improving academic programs and facilities, hiring/retaining highly qualified faculty, staff and recruiting the best and brightest undergraduate, graduate and first-professional students. The university will continue to engage its faculty/staff/students in shared governance and services, strengthen its legacy of teacher preparation and empowering students to be transformational leaders, seek funds to build and maintain world-class facilities, and use marketing strategies to "brand" Coppin.

Efforts to Increase Representation of Faculty, Staff, and Students

Faculty Recruitment

Coppin's unique geographic location within the Baltimore City limits makes it an attractive environment for faculty to have careers and focus on instruction, research and service to the University. Overall, faculty members find the campus to be a welcoming environment. 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.

One challenge to date is the University's high faculty workload. The Division of Academic Affairs is working with the academic deans and the faculty senate to address this issue. In AY 2012-2013, the university reported an average of 8.0 course units taught by tenured and/or tenure-track (core) faculty. However, last year, the university reported an average of 7.9 course units taught by tenured and/or tenure-track (core) faculty. The recommendation from the USM Board of Regents is 7.5 course units for the core faculty. The change in faculty's average units taught aligns directly with efforts to recruit a diverse and qualified faculty.

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.

Budget constraints have contributed to the University's inability to be even more aggressive in its recruitment and hiring of an appropriate number of faculty members across all of its disciplines. Also, internally, the institution is reviewing all of its academic programs, including faculty and all other resources necessary for successful programming.

Costs for recruiting and hiring faculty vary by discipline (i.e. the addition of two new faculty within the School of Business could run as much as $220,000).

The following table shows overall, faculty recruitment has somewhat slowed. In AY 2013-14, the University had 287 members of personnel classified in a type of faculty position. This number is a minor drop from the previous academic year which was reported to be 290 members of personnel who were faculty positions (full-time faculty; part-time faculty members). Out of the 287 faculty members, 51% are full-time and 49% are part-time.

2008-2013 Demographic Profile of All Faculty Members

	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012				2012-2013			
TABLE 1: Faculty Comparisons																				
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	241	80	91	150	233		98	135	258	83	112	146	233		98	135	227	78%	93	134
American Indian or Alaska Native	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0%	0	0
Asian	13	4	10	3	14		10	4	16	5	11	5	14		10	4	16	6%	12	4
Hispanic/Latino	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0%	0	0
White	37	12	27	10	43		29	14	37	12	25	12	43		29	14	41	14%	27	14
Native American or other Pacific Islander	0	0	0	0	1	0	0	1	0	0	0	0	1	0	0	1	0	0%	0	0
Two or more races	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	2%	4	2
Did not self-identify	9	3	4	5	1	0	1	0	1	0	1	0	1	0	1	0	0	0%	0	0
Total	301	100	132	169	292	0	138	158	312	100	149	163	292	0	138	158	290	100%	136	154

Staff Recruitment

The Office of Human Resources (HR) offers a variety of workshops that support 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.

Human Resources also offers a wealth of wellness programs, programs on stress relief, customer service, and other programs that would make recruitment attractive for staff members. Additionally, HR offers an alternative work schedule to selected university employees. Contingent upon agreements with area supervisors, staff members are able to work a schedule that includes working from home and/or working four-day work weeks when possible.

The Information Technology Division continues to offer a series of professional development courses that assist staff on the use of new software such as SharePoint, Microsoft Lync, and Analytics. These workshops are free.

The following table provides a demographic profile of staff. The University experienced a decrease in the number of staff members between AY 2011-2012 and AY 2012-2013. One Hundred and three staff members either retired or their positions became vacant for several reasons (redundancy, restructuring, departure from university, etc.). Both male and female staff members were decreased. Overall, male staff members decreased by 43 while female staff members decreased by 60. However, there was a slight increase in the number of white male staff members.

2008-2013 Demographic Profile of All Staff Members

TABLE 1: Staff Comparisons																				
	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012				2012-2013			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	410	92	148	262	409	90	155	254	457	89	178	279	465	88	188	277	374	88%	148	226
American Indian or Alaska Native	0	0	0	0	1	0	0	1	3	1	1	2	4	1	2	2	0	0%	0	0
Asian	13	3	9	4	14	3	10	4	18	4	14	4	14	3	10	4	12	3%	9	3
Hispanic/Latino	2	0	1	1	2	0	1	1	0	0	0	0	1	0	0	1	0	0%	0	0
White	20	4	12	8	27	6	17	10	32	6	21	11	37	7	25	12	37	9%	27	10
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
Two or more races	0	0	0	0	0	0	0	0	0	0	0	0	3	1	1	2	3	1%	2	1
Did not self-identify	2	0	0	2	3	1	3	0	4	1	4	0	6	1	4	2	1	0%	1	0
Total	447	100	170	277	456	100	186	270	514	100	218	296	530	100	230	300	427	100%	187	240

Students

The University's curriculum provides students with broad exposure to ethnic and cultural diversity. Under the direction of the First-Year Experience (FYE) within the University College, General Education courses are broad.   Offerings include courses in foreign languages, international studies, humanities, and race relations. Each academic department offers topics on diversity and race in specific disciplines and professions where diversity is the central theme. As a selected example, the Department of Social Sciences teaches a political science course that

deals with special topics in race relations and frequently throughout the semester, invites speakers to the campus to meet with students in round-table sessions. Many of these sessions are open to the entire campus community.

Student Academic Success Academy (SASA)

The University makes every effort to promote a welcoming environment. Every summer since 2010, the university has offered a six-week comprehensive intervention and enrichment program for incoming first-year students. This campus-based residential program provides additional skills needed for general education requirements and offers personal and professional counseling in areas of financial literacy, career planning, and academic and social survival skills. Approximately 250 students participate annually. A primary aim is to not only increase the success of students as they matriculate through the institution, but also to provide an opportunity for students from diverse backgrounds to be successful, especially if they are first-generation or are simply in need of remediation services prior to the start of university life.

Freshman Male Initiative

This program promotes the successful attendance and graduation of first-time, first-year males. Since its inception in the fall of 2009, upperclassmen serve as mentors and meet 12 to 15 hours weekly through study sessions and social networking. Services provided include tutoring, team and relationship building, and community outreach. Coppin State University encourages and supports the increased involvement of males from various ethnic and cultural backgrounds. Since the program's inception, FMI reports an 80% retention rate in the 2nd year of its program participants.

Study Abroad and 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. Study Abroad opportunities have been expanded to Senegal, Ghana, and other geographic locations.

International Student Coordinator

Central to the role of advisement of international students is the Center for Counseling and Student Development (CCSD). The Center houses an advisor as well as licensed therapists that help students to adjust to a new campus environment through bonding activities and other specialized programs. Through the International Student Services Program, the CCSD offers individual counseling, support groups, and consultation specifically geared toward adjusting and acculturating to Coppin as well as the United States and its customs. The Center 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. Currently, the campus has over 60 students with active student visas on campus. Approximately, 80% of them are female and

20% are male. The students represent islands such as those in the Caribbean, European countries such as Serbia and Russia, countries in Africa, and the United Kingdom. The University continues to recruit a diverse body for academics and athletics.

Community College Transfers

The University visits over 15 Community Colleges, hosts transfer days, a transfer week, 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. Last academic year, the University received over 290 transfer students from Maryland Community Colleges, Maryland Four-Year Public and Private Institutions, and Out-of-State Institutions. The University continues to make efficient use of ARTSYS, the Articulation System of the University System of Maryland and plans to enhance its marketing and recruitment efforts related to transfer students.

Enrollment

The following table provides a demographic profile of students. Overall, the University experienced a decrease in enrollment between AY 2011-2012 and AY 2012-2013. However, there was an increase in the number of White and Hispanic students.

2008-2012 Demographic Profile of All Students

TABLE 1: Student Comparisons																				
	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012				2012-2013			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	347	86	722	2751	335	88	766	2587	332	88	764	2562	3,484	91%	849	2635	3038	90%	761	2277
American Indian or Alaska Native	4	0	2	2	2	0	1	1	5	0	2	3	4	0%	0	4	3	0%	2	1
Asian	10	0	0	10	9	0	3	6	9	0	4	5	39	1%	17	22	34	1%	10	24
Hispanic/Latino	17	0	8	9	16	0	6	10	26	1	7	19	34	1%	6	28	46	1%	12	34
White	90	2	25	65	51	1	19	32	61	2	24	37	66	2%	26	40	74	2%	25	49
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
Two or more races	0	0	0	0	0	0	0	0	0	0	0	0	36	1%	11	25	36	2%	25	43
Did not self-identify	453	11	139	318	370	10	109	261	373	10	101	272	150	4%	38	112	120	4%	29	91
Total	405	100	896	3155	380	100	904	2897	380	100	902	2898	3813	100%	947	2866	3383	100%	864	2519

Promoting Cultural Awareness Across the Campus

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.

Staff members who are primarily 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 a mix of staff, faculty and students from diverse ethnic and cultural backgrounds. The event is open to the entire campus.

Student Union Marketplace

Annually, vendors from all cultural backgrounds participate and 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. Invitations are sent out to the Coppin Campus and Community and to surrounding Baltimore businesses.

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.

School/Department Level Programming

Each semester, selected schools and departments hold workshops and seminars which are open to the campus community. These programs include public sessions on cultural awareness through book discussions and signings, art exhibits, theatrical performances, and intellectual discussions open to students, faculty and staff members.