

COPPIN STATE UNIVERSITY



REPORT ON DIVERSITY INITIATIVES

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Brief 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

The University has submitted a revised mission to the Maryland Higher Education Commission and to the University System of Maryland for review and approval. To date, the mission has partial approval.

The current mission is as follows:

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.

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 – 2010/11)

The following tables show that while overall recruitment of faculty is slow, the University has had increases in a few areas related to race and ethnicity. The percentage of African American faculty increased from 80% in AY 2008 to 83% in AY 2010. The number of Asian faculty also increased from 4% in AY 2008 to 5% in AY 2010.

The following data in the tables that follow reflect our findings:

2008-2009 Demographic Profile of All Faculty Members

(Table includes Full-Time Tenure-Track, Full-Time Contractual, & Adjuncts)

Race/Ethnicity	Total No.	%	# Male	# Female
African American/Black	241	80	91	150
American Indian or Alaska Native	0	0	0	0
Asian	13	4	10	3
Hispanic/Latino	1	0	0	1
White	37	12	27	10
Native American or other Pacific Islander	0	0	0	0
Two or more races	0	0	0	0
Unknown	9	3	4	5
TOTAL	301	100	132	169

Source: OIR

2009-2010 Demographic Profile of All Faculty Members

(Table includes Full-Time Tenure-Track, Full-Time Contractual, & Adjuncts)

Race/Ethnicity	Total No.	%	# Male	# Female
African American/Black	275	83	110	165
American Indian or Alaska Native	1	0	0	1
Asian	16	5	11	5
Hispanic/Latino	1	0	0	1
White	34	10	27	7
Native American or other Pacific Islander	0	0	0	0
Two or more races	0	0	0	0
Unknown	5	2	2	3
TOTAL	332	100	150	182

Source: OIR

2010-2011 Demographic Profile of All Faculty Members

(Table includes Full-Time Tenure-Track, Full-Time Contractual, & Adjuncts)

Race/Ethnicity	Total No.	%	# Male	# Female
African American/Black	258	83	112	146
American Indian or Alaska Native	0	0	0	0
Asian	16	5	11	5
Hispanic/Latino	0	0	0	0
White	37	12	25	12
Native American or other Pacific Islander	0	0	0	0
Two or more races	0	0	0	0
Unknown	1	0	1	0
TOTAL	312	100	149	163

Source: OIR

Diversifying the Student Body

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 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.

Costs:

Costs have been limited to admissions materials which are typically printed annually at approximately \$45,000. Funds for print publications remain low.

2008-2009 Demographic Profile of Students

Race/Ethnicity	Total No.	%	# Male	# Female
African American/Black	3473	86	722	2751
American Indian or Alaska Native	4	0	2	2
Asian	10	0	0	10
Hispanic/Latino	17	0	8	9
White	90	2	25	65
Native American or other Pacific Islander	0	0	0	0
Two or more races	0	0	0	0
Unknown	457	11	139	318
TOTAL	4051	100	896	3155

Source: OIR

2009-2010 Demographic Profile of Students

Race/Ethnicity	Total No.	%	# Male	# Female
African American/Black	3353	88	766	2587
American Indian or Alaska Native	2	0	1	1
Asian	9	0	3	6
Hispanic/Latino	16	0	6	10
White	51	1	19	32
Native American or other Pacific Islander	0	0	0	0
Two or more races	0	0	0	0
Unknown	370	10	109	261
TOTAL	3801	100	904	2897

Source: OIR

2010-2011 Demographic Profile of Students

Race/Ethnicity	Total No.	%	# Male	# Female
African American/Black	3326	88	764	2562
American Indian or Alaska Native	5	0	2	3
Asian	9	0	4	5
Hispanic/Latino	26	1	7	19
White	61	2	24	37
Native American or other Pacific Islander	0	0	0	0
Two or more races	0	0	0	0
Unknown	373	10	101	272
TOTAL	3801	100	902	2898

Source: OIR

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 tables provide a demographic profile of staff.

2008-2009 Demographic Profile of Staff

Race/Ethnicity	Total No.	%	# Male	# Female
African American/Black	410	92	148	262
American Indian or Alaska Native	0	0	0	0
Asian	13	3	9	4
Hispanic/Latino	2	0	1	1
White	20	4	12	8
Native American or other Pacific Islander	0	0	0	0
Two or more races	0	0	0	0
Unknown	2	0	0	2
TOTAL	447	100	170	277

Source: OIR

2009-2010 Demographic Profile of Staff

Race/Ethnicity	Total No.	%	# Male	# Female
African American/Black	409	90	155	254
American Indian or Alaska Native	1	0	0	1
Asian	14	3	10	4
Hispanic/Latino	2	0	1	1
White	27	6	17	10
Native American or other Pacific Islander	0	0	0	0
Two or more races	0	0	0	0
Unknown	3	1	3	0
TOTAL	456	100	186	270

Source: OIR

2010-2011 Demographic Profile of Staff

Race/Ethnicity	Total No.	%	# Male	# Female
African American/Black	457	89	178	279
American Indian or Alaska Native	3	1	1	2
Asian	18	4	14	4
Hispanic/Latino	0	0	0	0
White	32	6	21	11
Native American or other Pacific Islander	0	0	0	0
Two or more races	0	0	0	0
Unknown	4	1	4	0
TOTAL	514	100	218	296

Source: OIR

University Programming

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.

University Wide Initiatives

School of Nursing Dominican Republic Initiative

In 2007, the Helene Fuld School of Nursing partnered with the Caribbean nation of the Dominican Republic for the purpose of establishing a study abroad program. Due to a shortage of financial resources last academic year, the School was unable to send students or faculty for this initiative. The program will resume in fall 2011. The team will include four (4) females and

one (1) male. The program will permit three-to-five minority nursing students (both male and females) from Coppin to be exposed to health care experiences of international populations. The program exposes School of Nursing faculty and students to patients abroad through clinical experiences and other educational programs. Traditionally, five faculty members, including the dean and faculty members from the School of Management Science and Economics and the Department of Health and Human Performance visited to establish a partnership that would create a study abroad program. The program will permit three-to-five minority nursing students from Coppin to be exposed to health care experiences of international populations.

Progress to Date:

The School of Nursing is in the planning stages for next year. Plans still include arranging opportunities for clinical visits, collaboration with Dominican health care providers, and educational experiences that enrich the experiences of nurses and improve the quality of health for Dominicans. Program participants are from a cross-section of the campus such other departments as Sports Management. They will engage in assessing resources to develop fitness and recreational programs, identifying qualified staff as well as train staff in weight management and acquiring equipment and supplies that would lay the foundation to promote and manage a healthy, active and productive lifestyle for youth and adults. Also, students will have the opportunity for immersion into Spanish-language instruction in the context of their discipline and prospective careers.

Costs & Expenditures:

Last year's costs for the operating the program were approximately \$10,000 in travel and other expenses to the University. Five students will be exchanged at \$20,000 bringing anticipated costs and expenditures in excess of \$30,000. Expansion of the initiative for more than five students to 10 additional students would cost \$60,000 in one academic year alone. The program is anticipated to remain small until additional funds are secured through grants or other sources.

Global Affairs Committee

The University has a Global Affairs Committee that manages affairs related to global academic programming and relationships with international partners such as Helwan University in Egypt and the Barbados educational community. Technology is used to enhance diversity by providing faculty at Coppin and students abroad with online team-taught instruction. The Committee also facilitates study abroad experiences for students, hosts several international student events, and develops funding opportunities for academic scholarship and notoriety that includes but is not limited to the Fulbright Scholars Program.

Demographic Information:

The Committee is comprised of four (4) males and five (5) females; two (2) are Caucasian and seven (7) are African Americans.

Progress to Date:

The Committee is in the process of developing two major elements that would further its mission. They include a formal and comprehensive policies and procedures to guide international faculty and student exchanges.

Costs & Expenditures:

There are several costs involved with establishing partnerships for international exchanges of students and faculty. Technology for online education administration & support = \$70,000; new foreign exchange program with minimal student participation = \$50,000. TOTAL YEAR ONE = \$220,000 or more.

International Education Week

The School of Arts and Sciences regularly hosts International Education Week for students interested in other cultures and/or careers in the foreign services. Due to financial costs and other budget limitations of the University, the School of Arts & Sciences was unable to host their annual International Education Week this year. There are plans to have the event the next academic year contingent on the availability of funds.

Typically at this event, students are provided information on other cultures and events related to international student programming on campus; representatives from the State Department speak on campus regarding summer careers and opportunities with their organization; study abroad and passport fairs are held instructing students on study and travel opportunities; and invitations are given to students to join the International Student Club which is comprised of Caribbean and African students.

Demographic Information:

Faculty from the School of Arts and Sciences; five faculty – 6 males and 7 females; students, 120, 81 females and 39 males; of which 72 African American, 11 Hispanic, 22 Caucasian, and 15 were Other.

Progress to Date:

The Education Week is in the planning stages for AY 2011/12. The lack of funds limit the scope and size to a day from a week.

Costs & Expenditures:

\$10,000 in programming costs are anticipated; food, speakers, publications included .
Due to financial costs and other budget limitations of the University, the School of Arts & Sciences was unable to host their annual International Education Week in AY 10/11.

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 in 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:

Faculty from the School of Arts and Sciences; five faculty – 6 males and 7 females; students, 120, 81 females and 39 males; of which 72 African American, 11 Hispanic, 22 Caucasian, and 15 were Other.

Progress to Date:

The Education Week is in the planning stages. However, funds limit the scope and size to a day from a week.

Costs & Expenditures:

\$10,000 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.

Community College Transfers

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.

Demographics:

Last year, representatives from the University received transfers from Maryland Community Colleges, Maryland Four-Year Public and Private Institutions, and Out-of-State Institutions. Last year, over 250 new students were from Maryland Community Colleges. The University continues to make efficient use of ARTSYS, the Articulation System of the University System of Maryland.

Progress to Date:

The University continues to recruit students from the various institutions.

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.

International Student Environment

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.

Demographic Information:

Currently, the campus has over 60 students with active student visas on campus. Approximately, 79% of them are female and 21% are male. The students represent islands such as those in the Caribbean, Serbia, and countries in Russia, Africa, and the United Kingdom.

Progress to Date:

The University continues to recruit a diverse body for academics and athletics.

Costs & Expenditures:

Costs vary by mode of travel and publications.