

Charting the Future

Marcus Garvey Center for Black Cultural Education

I. Past

The Marcus Garvey Center for Black Cultural Education (MGCBCCE) was established in 1983 to support Black students through programming. It is the mission of the Center to be an advocate for the Black Students on campus. Goals and objectives were developed at the onset and were maintained by the Center each year. The Center started with a staff of one and grew to a staff of three by 1991 and in 2001 returned to a staff of one. For the past seven years the Center has received certification from the National Association for Black Culture Centers.

II. Present

Currently, the goals of the Center have changed from serving as an advocate for Black Students, to reflect the changing societal expectations by participating in the development of policy matters at UNC that effect Black Students, increasing the recruitment of Black Students, increasing the retention of Black Students, increasing the graduation of Black Students, providing cultural programs for the campus, and providing specific educational, social, intellectual, nutritional and cultural programs for Black students.

Current activities include:

- Student development activities
- Leadership recognition
- High GPA recognition
- Book scholarships
- Emergency grants
- Maintaining a web-site and list serve for campus communications
- Fall Programs
 - *Black Student Orientation
 - *Marcus Garvey Birthday Celebration
 - *Family and Friends Weekend
 - *Homecoming Weekend

- *Soul Food Night
- *Voter Education
- *Seven club meetings biweekly
- *Talent Show
- *Fish Fry
- *Halloween Haunted House
- *Discussion Forum
- *Faculty Speaker Series
- *Kwanzaa Celebration
- *Finals Week Study Groups
- *Fall Graduation Recognition
- * Spring Programs
 - *Renewal Orientation
 - *Dr. ML King Birthday Celebration Program
 - *Historic Field Trips
 - *Diversity Festival
 - *Sound the Drum
 - *Three Africana Studies Lectures
 - *African American Heritage Dinner
 - *"Sister" Conference
 - *Step Show
 - *Poetry Slam
 - *Big 12 Leadership Conference
 - *Africana Night
 - *Study Tables
 - *Tutoring
 - *Tours of Center's Artifact Displays
 - *Multicultural Ball
 - *Awards Dinner
 - *Planning Retreat
 - *Graduation Celebration
- * Summer Programs
 - *Summit Program
 - *Daniels Program
 - *African-American High school Leadership Academy
 - *Participation in Discover Activities
 - *Parent Conference
 - *Alumni Retreat
 - *Historic Field Trips

The Center's overall mission of enhancing the African-American presence on the campus of the University of Northern Colorado has been financially supported by monies from the state side, activities and private donations. Each of these areas not only provide and have provided, fiscal help, but also evaluative support. On the state side, bi-annual meetings with similar departments at other institutions are planned, carried-out and evaluated each school year. Activities provide money for conference travel where information and ideas for staying in tune with the pulse of global changes and evolving trends takes place. Private donors and Alumni also, interject new and exciting ideas and concepts into the overall program, especially in the area of recruitment. (see attachments for MBO goals & objectives) A bullet overview of this unit's importance and uniqueness in the University, City, County, State, Country and World is as follows.

- *There is an ever increasing demand for education in the area of Black heritage, which is satisfied by internal/external programming, research, lectures, publications, and electronic media presentations.
- *This is a unique program in the state of Colorado. There is no duplication of effort because there is no other program that matches the Center in mission, accomplishments, resources, and staff qualifications. This has been, and still is, a truly innovative program.
- *The numerous requests from other Institutions, Principalities, and Entities for information and programs are honored whenever possible.
- *Over 60% of the resources/programs at the Center are used/attended by non minority students. State-wide use of the Center has been heavily minority in nature (i.e. NAACP, Franklin Foundation, Daniel's Fund, COSMOS, GEARUP, Summit, High School On-Campus Visits, Black Alumni Assoc., Colorado Black Student Services, Human Relations Commission). National and International use has been mixed (i.e. Visit by King Oyoa from Africa, The Jamaican Marcus Garvey Society, The National Forest Service, National Mental Health Assoc.)
- *This unit and programs are open for all students, faculty and staff on campus. Based on evaluation figures: over 60% of individuals attending Center programs are non-minority, over 50% of our library, museum and computer users are non-minority. (see attachments for SRC year-end report, shows use, expenditures & value to UNC)
- *This unit is either directly or indirectly involved in the development of faculty & staff (student & professional) programs & workshops on diversity/sensitivity training throughout the school year.

III. Future

The future of the MGCBCCE rests in its ability to integrate into the main stream of the University as a whole. This is the only outcome possible, if the Center is to be student centered in a strong academic learning community. In the opinion of this author that result is the best one for UNC students, staff, faculty and alumni. The following bullet outline, if adopted, would result in the realization of the idea in the first sentence of this paragraph. The Center should not be a stand alone entity in and of itself, but should be one of the many well oiled cogs in the machine known as UNC. A machine designed to produce future leaders of our Country, based on a design of academic/intellectual excellence, social integrity/responsibility and diversity sensitivity/understanding.

*The services and functions that are essential in the new UNC include:

- *information dissemination
- *wellness programming
- *advising
- *counseling
- *tutoring
- *information resource
- *on-going research
- *recruitment support
- *graduation enhancement
- *cultural repository
- *safe experimental environment

*The structure of the new UNC should reflect “students first.” The success of an institution is a function of students and the environment ($I = S \times E$ or Institutional success equals students times the environment). If either is out of kilter than the “success” will be effected. The new UNC should be student friendly. This means the University should be run on a student development model. Everything associated with the University should be related in some way to the positive development of students. The University should also have a welcoming environment that is also intrusive but nurturing. The University should be proactive to the point of being intrusive with the attitude that all students are important and worth our time and effort.

*The MGCBCCE should be part of a whole effort to support diversity on campus. The Center should not be a “lone ranger” or “caped crusader.” Rather a spoke in one of the wheels supporting the University “wagon.” It may sound corny and “old fashion” however, this is not “rocket science.” A healthy university is student centered and has a positive, intellectually stimulating environment. All the “bells” and “whistles” in the world can not help a poorly functioning institution to be successful, if one or more parts of the formula ($I = S \times E$) are negative.

*The financial support for the Center should come from five separate areas: State, Federal, Students, Alumni, and private industry. The state support should come from the University budget. The federal should come from a federal grant (i.e. TRIO grant or first generation program grant). The student support should come from SRC controlled funds. The Alumni support should come from donations and bequeaths. And finally private industry should support grants that can be used for operating expenses as well as student scholarships.

*The undergraduate experience should include:

- *One required diversity class, taken each year for four years

 - *Every student would be required to take these classes.

 - *Classes would be taught by non-tenure University Staff and non-university Community members.

 - *These two hour classes would be part of GenEd and would be progressively more complicated and in-depth.

- *An infusion of minority issues and information into every class offered (i.e. a brief discussion on the African origin of modern American numbers in math classes or the use of poetry written by Phyllis Wheatly in a writing or literature class).

- *More minority professors in all departments of the University.

- *Internship opportunities at Cultural Centers, Community Services in minority areas, minority businesses, high percentage minority schools.

- *Use of pre tests and post tests, plus focus groups each year will give a good indication of the success or failure of above experiences.

*The graduate experience should include:

- *Meaningful fellowships & Administrative Assistant positions.

 - These should be as close to professional jobs, in experience and responsibilities as possible.

- *Not only would this experience be beneficial to the students involved, but the University would get enthusiastic, hard working people who would be very student friendly and great role models.
 - *A satisfaction survey could be administered to all grad students and a comparison could be made between grad students with fellowships and administrative jobs and those with no University help. Also the general student survey could contain a section asking about the effectiveness and liability of the grad students by the undergrad students, faculty and staff.
- *The relationship between graduate and undergraduate education at the new UNC would consist of the following:
- *A mentoring program where grad students would be assigned 4 or 5 second semester sophomores.
 - *This pairing would allow the grad students to mentor the undergrad students into grad school or help with senior research.
- *The programs and services that must be offered to support student success is:
- *Two layers of advising and counseling (seniors advising lower levels and faculty counseling all students).
 - *Diversity programs with information pertaining to all disciplines taught at UNC.
 - *Learning communities and assigned study groups for all freshmen and first semester sophomores.
- *Delivery of the above programs would achieve:
- *A comprehensive advising system that would catch students falling through the cracks.
 - *A continued dialog between student advisors and faculty.
 - *A high level of curricular knowledge among faculty & students.
- *Advancement of quality teaching and learning can occur:
- *With the help of non faculty/staff instructors from the private sector.
 - *With the help of qualified graduate students taking over a part of the teaching load.
 - *If the class times were altered to include more evenings and weekends.

- *The Center will be more efficient and effective in supporting the larger UNC community through:
 - *The continued use of student staff for administration, advising, tutoring and counseling help.
 - *As the Director of the Center, attending more work/policy committee meetings and give meaningful input.
 - *Combining with as many other departments for cultural & intellectual programming as possible.
 - *Combining with non-University entities for programming expense reduction, whenever possible.

- *Partnerships with other higher education institutions can benefit future programs and services by:
 - *An influx of new ideas and new ways of accomplishing old tasks.
 - *Saving time from not having to recreate the “wheel” if information and methods are shared.
 - *Students having the opportunity to meet, discuss issues, solve common problems, and evaluate similar programs.
 - *Staff and faculty sharing what works or doesn’t work on their respective campuses for the increased success of students.

- *The role and responsibility of Faculty, Staff and Students needs to change to maintain quality teaching and learning programs by:
 - *Students taking on more of a proactive approach to learning (getting tutors, forming study groups, discussing points with Professors outside of class time.
 - *Faculty spending more time in the role of an advisor
 - *Administration putting more weight on the faculty advisor role when looking at criteria for promotion & tenure

- *Assistance for faculty/staff role changes will be available through:
 - *Contact with faculty and staff from other campuses that already have the aforementioned policies in practice.
 - *Developmental sessions facilitated by the College Deans and University VPs detailing new evaluation criteria.

- *Technology can be integrated to provide quality learning programs and service for students by:
 - *Having internet plug-ins in all classrooms on campus.
 - *Having internet plug-ins in all dorm rooms on campus.

- *Students using University e-mail addresses rather than private.
- *As part of tuition, students receive a laptop computer (paying for it over four years, but keeping it after the fourth year or trading it in for a new model).

*An ideal future for the MGCBCCE would be:

- *The service housed in a new, technologically advanced, environmentally healthy, safe, welcoming and space flexible building.
- *To report directly to the Vice President for Academic Affairs.
- *To have a \$15,000 programming budget
 - *Four cultural programs per year at \$1,000 each
 - *One summer pre-collegiate program at \$10,000
 - *One Academic guest lecturer for a \$1,000 honorarium
- *The service housed in an area with other three services next door or very close by (1. increased communication between staff, 2. increased communications between minority students, 3. sharing administrative and student staff, saving money, 4. sharing equipment, computers, other resources, saving money, 5. increase hours of operation without increasing professional staff and expense)
- *Establishment of a minority mentoring program that would cover all minority students who want to participate.
- *To play a role in the recruitment of Black faculty and staff at UNC
- *Eventually moving the Center into the Africana Studies Department with the Director on a tenure track as a faculty member (This would replace the unfilled position in Africana Studies and give the Center a more academic base and intellectual support focus. Also, this move would increase the retention of Black Students in general and all students majoring in Africana Studies. Finally, this move would increase the recruitment of students into the Africana Studies major and the University in general.)

APPENDIX A

MBO Goals and Objectives

APPENDIX B

MGCBCE SRC Year-end Report