

**Multicultural Affairs and Community Engagement**  
**Report to Board of Trustees**  
**January 2015**

Carnegie Classification

The Carnegie Foundation for the Advancement of Teaching has recognized Wright State University's commitment to serving the community by designating us with the Community Engagement Classification. This is our first year to receive this classification, where we join a select group of 361 other colleges and universities nationally. The Vice President of Multicultural Affairs and Community Engagement led a team of faculty, staff and students to document our collaboration with university and local, regional, national and global communities, which earned us the designation. Examples include:

- 8,217 Wright State students engaged in community service and academic service-learning during the 2012–2013 school year, resulting in 604,979 service hours.
- Our students provide more than 6,000 hours of tutoring to Dayton Public School children each year.
- A community-centered service-learning requirement for Boonshoft School of Medicine students has been in place since 2008.
- School of Professional Psychology students provide more than 45,000 hours of clinical services to mostly underserved populations in Dayton, Cincinnati and Columbus.
- Wright STEPP enhances the post-secondary education preparation of at-risk youth who are underrepresented in the science, technology, engineering and math.

Diversity and Community Engagement Data

We conducted a campus-wide climate survey. 2,377 students responded to the 2014 survey, an increase of 42% who responded to the 2010 survey. Respondents also included 59 alumni/community members, 267 faculty, 424 staff, and 44 administrators. Responses are being summarized and will be made available on the MACE website soon. In addition, the online summaries will be supplemented with presentations across campus. Congratulations to the 5 winners of mini iPads, which included an undergraduate student, a graduate student, an alumnus, a staff member, and a faculty member.

Programming and Events

The following are examples of the programs and activities in which the Centers have engaged since the last report.

The Asian/Hispanic/Native American Center's programming for Native American Heritage Month was engaging. An award-winning Cherokee contemporary recording artist, Michael Jacobs, shared his music which is a mix of Native American songs on issues of peace, justice, and wholeness. Students found the flute to be very relaxing, peaceful, and transformative. The documentary, "*Two Spirits*," presented widespread indigenous traditions in the context of contemporary lives of two-spirit Natives, or those who express multiple genders (male and female). A lecture was also part of the two spirit discussion. Students were moved by the documentary and expressed opinions that people should be authentic which includes cultural authenticity, rather than being forced to assimilate into the dominant culture. Native American Heritage Month reached over 125 students, faculty, and staff. The Asian Student Association raised \$600 during its fundraising activities this Fall, which will provide three scholarships in 2015/2016.

The Bolinga Center presented several programs reaching over 170 students, faculty, staff, and community members. This included the Pre-Kwanzaa ceremony which reinforced a connectedness to African cultural identity, and sharing of this celebration with a diverse audience. Highlights of the evening included captivating performances from the Kuumba Drama and Dance Company. Other student-focused events included “What Successful Students Do,” and the “Leadership Institute.” Students found both programs to be valuable. The work mentoring program, Ujima, has 35 students enrolled, with an average GPA of 2.0. The end-of-semester survey found that mentees believed that their mentor helped to improve their grades and they felt respected by their mentors. Similarly, mentors felt respected and valued by mentees and believe their mentees are committed. All involved rated that they were supported well by the Center. There are many financial hardships in this group, and complications arise from qualifying for financial aid which reduces work-study funding potential. The Center put a system in place to keep track of work-study funds for students. Bolinga’s partnership with an Applied Behavioral Sciences Methods course has yielded 47 responses to a student exit survey; data summaries are forthcoming.

The Women’s Center engaged in book discussions on, “Orange is the New Black,” by Pieper Kiernan. This helped students, faculty, and staff to prepare for the Presidential Lecture Series speaker, Laverne Cox. The Women’s Center co-sponsored her appearance, along with Allies, Equality Ohio, and the Office of the President. There was great excitement and engagement during the well-attended lecture, and the post-lecture meet and greet was overflowed with people who wanted to meet Ms. Cox. The Women’s Center staff represented WSU at the National Women’s Studies Association conference in San Juan, Puerto Rico. In addition to presenting a paper, the Director participated in roundtables, and the Asst. Director moderated a panel consisting of WSU students, faculty, and staff.

Pre-College Programs held a Kids on Campus tutoring session focusing on math. Pre-College Programs is accepting applications for the January 24<sup>th</sup> Kids on Campus (KOC) for students in grades K-6. KOC is an academic enrichment program. The January 24<sup>th</sup> course features CSI as students analyze and investigate interesting crime scenes to determine guilt or innocence. Upward Bound programming included sessions on Student Tutoring that featured math and science professionals from Wright Patterson Air Force Base, on student leadership, on wellness/careers, and cultural activities held at Sinclair Community College and at the University of Dayton. We continue to focus on recruiting students to Upward Bound. Four new students have been admitted to that program. Additional attention has focused on finalizing summer programming for 2015. Much of December was spent on developing a data-based report for the U.S. Department of Education about Upward Bound and its alumni.

The Center for Service Learning and Civic Engagement engages faculty, students, and community members to achieve academic learning objectives, meet community needs, and promote civic responsibility. Courses are offered across disciplines ranging from the English Department to the Boonshoft School of Medicine. The Center held an open-house called, “Make Service-Learning Easier,” which was attended by 25 faculty and staff. The Center developed a bridge with academics and civic engagement by launching its new minor – Youth and Community Engagement. Students who choose this minor want to make a difference in the lives of urban youth, schools, and communities.

### Community Engagement Activities

The Director of AHNA is collaborating with Think TV 16 to develop a documentary about Vietnamese immigrants. The goal is to be finished with the documentary so it can air in Spring 2015.

The Directors of Bolinga and Pre-College Programs are collaborating with the community to offer community dialogues. The first will be on race and policing, and will occur in January.

The Division has partnered with Dayton Mayor, Nan Whaley, to create the Dayton Women's Leadership Collaborative. The bylaws of this group is nearing completion.