



Administrative Activities Review

- I. **Basic Facts and Description of the Unit.**
 - a. **Mission and goals.** Describe your unit's mission/role on campus and its near-term/long-term goals.

The mission of the Office of Multicultural Development at The University of Akron is to prepare students to live and excel in a global society. As an advocate for equity and social justice, we ensure that students of diverse ethnic, social and cultural backgrounds achieve their fullest potential in an affirming environment which supports access, retention, and successful completion of goals. This mission is characterized by extensive student-focused collaboration with all segments of the campus community.

The Office of Multicultural Development strives to:

- Support the creation and establishment of quality educational programs for a wide variety of diverse student populations.
- Support and nurture in students, faculty and staff, intellectual growth and openness to a range of diverse ideas and human possibilities.
- Instill in students an overarching sense of integrity and social justice so they may contribute as responsible citizens in a diverse community and pluralistic society.
- Present cultural, social and intellectual activities for campus and local community enrichment.
- The Office of Multicultural Development is the primary advocate for establishing a welcoming environment which focuses on access, retention, and academic success.
- We regard ongoing student assessment as the foundation for engagement and inclusive excellence.

As an advocate and a primary support for underrepresented students our office has a focus to support underrepresented students and aid in their retention and graduation from the university.

Short term goals would include the following:

- Increase campus and community visibility and awareness of services and pipeline programs provided by the Office of Multicultural Development. Over the next year, we plan to host or actively participate in a number of informational sessions on campus and in the community to actively engage our constituents.
- Actively engage more students across campus on cultural programming and increase the number of programs offered through the Office of Multicultural Development (i.e. at least one cultural program a month designed to share information related to diverse group/cultural awareness).
- Provide quarterly (or at least 4 during the calendar year) staff trainings, professional development opportunities and/or workshops designed to educate the Office of Multicultural Development staff members on multicultural issues, student development, or professional opportunities in an effort to better serve UA's diverse student population.
- Continue to offer a welcoming environment and resources for students from diverse and underrepresented populations.

Long term goals would include the following:

- Development of a Summer Bridge program to aid in the retention and graduation of underrepresented students.
- Develop trainings or a menu of services offered through the Office of Multicultural Development to include information to address cultural differences and biases, macroaggressions, etc.
 - b. Services.** Describe the primary services provided by your unit, organizing them into major categories. Indicate how your unit prioritizes its services in terms of importance or effort. Describe the relative magnitude of the major categories (e.g., by department workload, students or customers served, revenue generated, etc.).
- **Academic Advising and Student Support** - The Office of Multicultural Development serves as an academic advising office to support underrepresented students in their transition to college. As a first year office, the staff works to provide academic counseling regarding majors and career exploration. Prior to the changes to the campus wide advising model, the Office of Multicultural Development worked with students to provide wrap around services for students until the students transferred to their degree granting college. In the recent years, the number of students receiving advising services through the Office of Multicultural Development has ranged from 300-450 students. Currently the Office of Multicultural Development has a case load of approximately 100 students due to changes to the advising structure.
 - Advising services include mandatory Progress Checks during weeks 6-8 of the semester as students are required to meet with an academic advisor as well as mandatory scheduling meetings starting during the 10th week of the semester.
- **ADVANCE** New Student Orientation, is a specialized orientation program for underrepresented students designed to acclimate students to the campus community. The two-day orientation program allows participants to meet with current UA students, faculty and administrators that help students learn to navigate the collegial environment. This program is offered in conjunction with the office of New Student Orientation as all first year students are required to attend a mandatory orientation program. Approximately 200 - 300 students typically participate in the program during the spring and summer NSO days.
- **African American Male Learning Community** - The African American Male Learning Community (AAMLC) is comprised of groups of approximately **25** students who participate in structured learning experiences by taking two to four classes together, to promote academic and social integration of students into the University. The AAMLC targets incoming first-year students who participate in a year-long experience focusing on leadership, responsibility and academic achievement. Through measurable outcomes our metrics show that students who participate in the Office of Multicultural Development's learning communities show significant progression in their academic careers and have higher GPAs than other under-represented students who were not enrolled in learning communities. The African American Male learning community students had a 2015 Fall retention rate of 71% compared to 51% for all FTIC African American Male students.
- **Black Male Summit Academy (BMSA)**, is an additional program offered through the Office of Multicultural Development designed to encourage and enlighten historically underserved high

school males by allowing them to delve into their own identity and histories. Meeting on a monthly basis, participants are assisted in their educational development and college readiness.

- **Co-curricular programming**, is at the center of the programs offered through the office as the Office of Multicultural Development host a series of co-curricular programs offered throughout the year including the Dr. Martin Luther King Jr. Activities Fair which brings over 800 campus and community members to celebrate the legacy of Dr. King. In addition to Martin Luther King Jr. Day, the department hosts the following programs for students and community engagement: Sister Fiends, Café con Lech, National Coming Out Day, Latino Film Festival, Caribbean Day, Women’s Wellness Fair and the Multicultural Convocation.

The Office of Multicultural Development is also heavily involved with the planning and execution of the nationally recognized Black Male Summit which is held each spring, as a catalyst to support African American Male student graduation and retention.

- **PASSAGE Learning Communities 1 & 2** - The PASSAGE Learning Community is a learning community for first-year students of color in which the curriculum is designed to meet general education requirements, regardless of academic track or major. The PASSAGE Learning Community consists of two structured experiences, PASSAGE 1 and PASSAGE 2. PASSAGE 1 is for the soft science and liberal arts majors (psychology, sociology, communications, business, education political science or exploratory). PASSAGE 2 has been designed for the hard-science majors (engineering, biology, chemistry and nursing). Benefits of both learning communities include connection to on-campus activities and events, access to the Office of Multicultural Development **advising program**, small class sizes, leadership opportunities, easy first-year class registration and structured study-table program.
- **Peer Mentoring Services**, which is housed in the Office of Multicultural Development, strives to increase retention, completion, and overall success rates of current first-year undergraduate students and those students who have been traditionally underrepresented in higher education. The mission of peer mentoring is to foster a sense of affirmative belonging for the first-year students served, to help them create meaningful campus connections, to nurture and support academic achievement, and to increase chances of matriculation from first year to graduation.

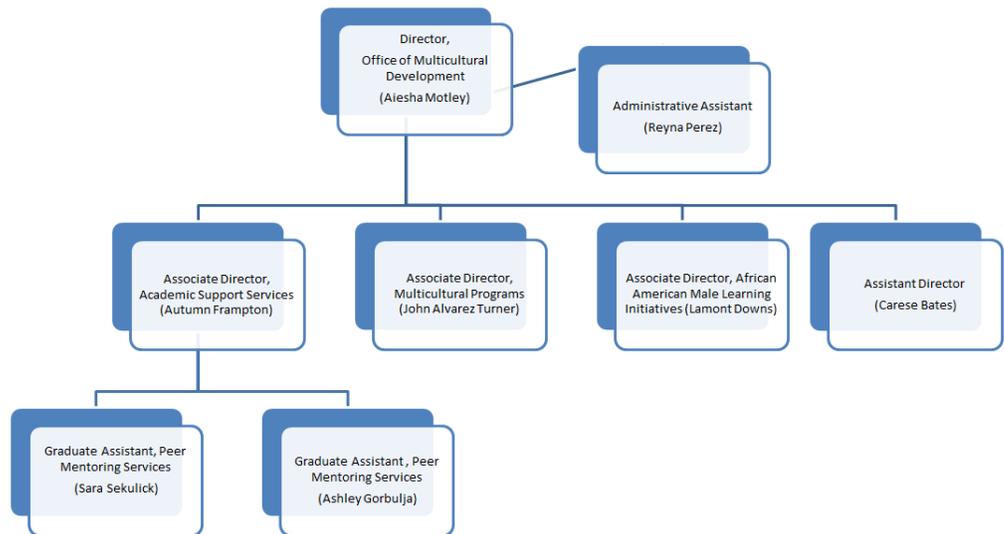
Through establishing measureable outcomes, we are able to determine the impact that Peer Mentoring Services has upon our students and their success. Through examining program enrollment, mentee Term and CUM GPA, fall to spring and fall to fall retention rates, and overall student satisfaction, we are able to see that overall those who participate in the program feel connected and supported, and they are more likely to have higher cumulative grade point averages and persistence rates compared to first-year students who do not participate in the program.

While student success is at the heart of what the office does, we are not able to able to prioritize the above services as they all have significant impact on student success.

- c. **Resources.** Describe your resources as outlined below. Highlight (in a couple of sentences) any noteworthy strengths, challenges, or opportunities related to your resource allocation.

- **Personnel.** Include an organizational chart of your unit, supplemented with a table that includes titles, a short description of the key functions of each position-type, and the number of people in each position-type (including number of FTEs, if applicable). (The appendix should include an org chart showing how your unit fits into the larger University structure.)
 - The Office of Multicultural Development report to the Vice-President of Inclusion and Equity, Chief Diversity Officer, Title IX Coordinator - Ms. Jolene Lane. Below is the org chart for the department.

Office of Multicultural Development



- **Financials.** Provide a line-item summary of the unit’s budgeted and actual expenses (and revenues, if applicable) over the past five years. Briefly explain key takeaways (e.g., causes of budget deficits, trends in expenditures).
 - See attached budget reports. As the budget process/allocations has varied of the past several years, I cannot speak specifically to deficits prior to 2017 as I was appointed to the Director position in 2016
- **Equipment and technology.** If applicable, describe the equipment and technology critical to your unit’s operations.
 - We have a currently computer lab that is open during business hours for student use. Our computer lab currently has 7 computers (6 Dell and 1 Mac). The computers currently lack the ability and capacity for necessary maintenance to keep them efficient (i.e. RAM and storage). Unfortunately, as the computers are no longer under warranty and efforts to maintain our computer lab are becoming more challenging. In the near future there will be the need to update all the computers to make sure the lab is operable for student use.

- **Space.** If relevant to your unit's operations, describe your unit's location(s) and space allocation
 - See attached diagram.

II. Future Plans. This section should provide insight into the future of your unit, based on your mission and goals, opportunities you intend to pursue, and/or emerging trends that will likely impact your operations.

a. Potential changes. Are there specific ways you are planning for your unit to evolve (e.g., new/discontinuation of services, changes in strategies for how you operate) in the next 3-5 years? If so, what are you planning? Why do you believe these changes will be necessary?

- Over the next 3-5 years, the Office of Multicultural Development would like to develop an extensive summer bridge program to provide historically underrepresented students with access to college course at a reduced rate. This will help with the retention and graduation rates by introducing students to campus services early, they will be more likely to persist.
- Partner with Human Resources and colleges to offer diversity trainings/workshop on cultural awareness and campus climate.
- Develop a series of leadership trainings in partnership with campus and community partnership such as UALeads to provide students with leadership training and soft skills employers look for upon graduation.

b. Trends. As you think about factors external to your unit (at UA, in your field/industry, or nationally/globally), are there emerging trends that will significantly impact your unit (and are not addressed above)? How do you plan to respond?

- The decreases in college student enrollment nationwide, has the potential to impact the University of Akron and our unit. To respond to this, our office plans to collectively support the Office of Admissions at visitation days and campus and community recruitment events.