

# CENTER FOR DIVERSITY & INCLUSION



Student Fees Advisory Committee (SFAC)  
**PROGRAM QUESTIONNAIRE**  
**FY 16-17**

## **Student Fees and Advisory Committee (SFAC)**

### **FY2017 PROGRAM QUESTIONNAIRE**

#### **Center for Diversity and Inclusion**

1. Please provide a one-page executive summary of your questionnaire responses. This summary should include, in brief terms, your unit's mission, how you accomplish your unit's mission, and a justification of your unit's student fee allocation in terms of benefits for students

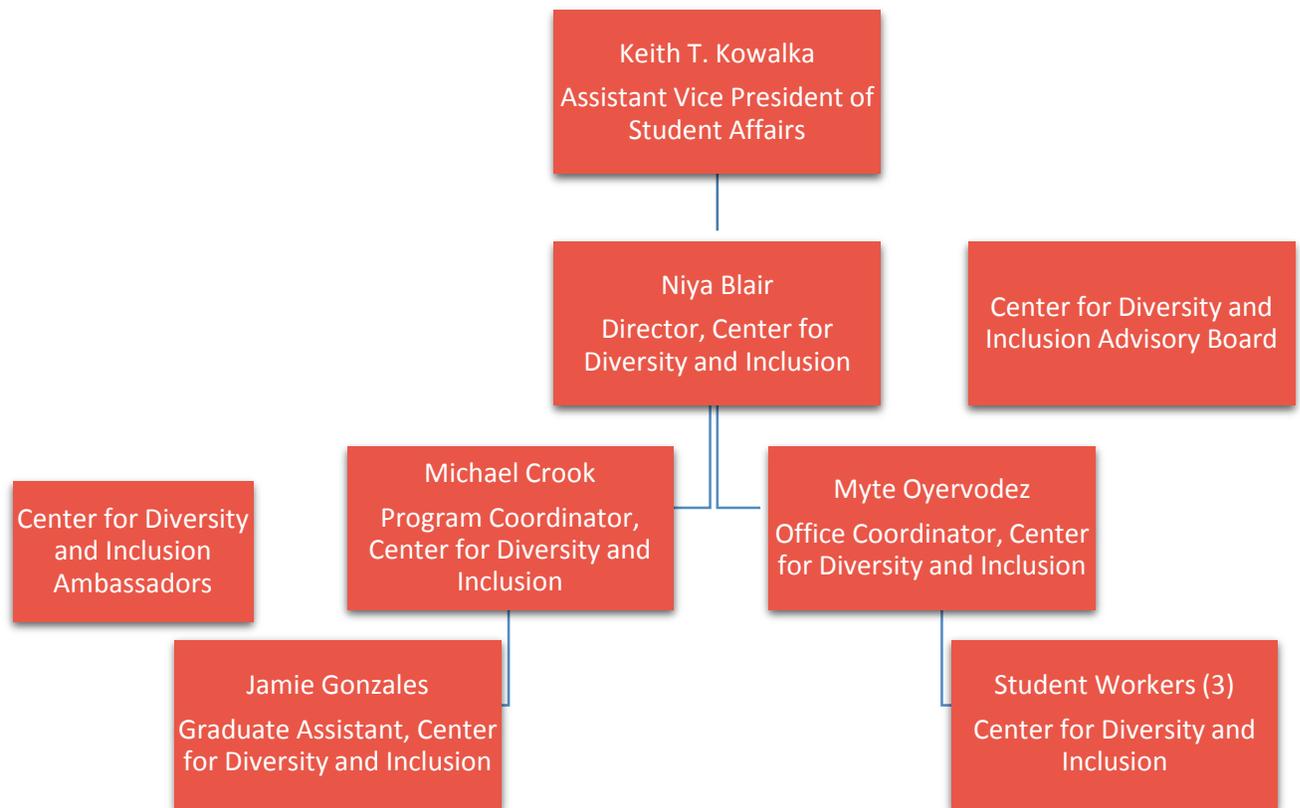
The Center for Diversity and Inclusion opened its doors on Wednesday, August 20, 2014 under the direction of Niya Blair, director of the Center. The mission of the Center for Diversity and Inclusion is to foster an inclusive university community by providing services, programs, and support that engage, empower, and educate our highly diverse student population and campus partners.

The Center's mission is accomplished by offering educational and cultural experiences through intercultural dialogues, workshops, diverse campus programming, student leadership opportunities, university program partnerships, and by highlighting university organizations and services that promote diversity and inclusion. Within its first year, the Center has been extremely successful in providing opportunities to cultivate the diversity on campus through its offerings. The Center for Diversity and Inclusion hosted 8 signature programs and cosponsored 14 programs with departments, 7 programs with student organizations, and 4 collaborations with faculty members reaching 2,073 students. The Center provided 29 diversity related workshops with 4,424 students present.

The Center for Diversity and Inclusion benefits the University of Houston student population by providing a space that is a home-away-from home environment and a safe space for students to be themselves and discover who they are. The Center's diversity education programs, trainings, and celebrations foster inclusion, increases student's cultural competence, and empowers students to develop a greater sense of belonging. The Center leads efforts that help cultivate the diversity on campus that directly impacts the Division of Student Affairs and Enrollment Services strategic initiatives and the universities retention and graduation goals.

The Center also serves as a voice for student's whose voices often go unheard. Recognizing the challenges that some marginalized students face with navigating college, the Center works with faculty and staff to create a more inclusive campus environment for all students. Working in conjunction with other offices to ensure policies and practices for UH students are inclusive while working to remove systemic barriers, is also a primary responsibility for the Center. Overall, the Center for Diversity and Inclusion fosters a global learning community for students that increases students cultural competence which provides a richer collegiate experience

2. Provide an organization chart of your unit. Large units may need to have an overview chart then more specific charts for each program. Where you have multiple staff in the same position (e.g., counselor, advisor, etc.), note this on your chart. Student employees should be cited on the chart and identified as students.



3. List your unit's strategic initiatives and action steps identified for the 2014-2015 academic year and cite the specific Division of Student Affairs and Enrollment Services (DSAES) Strategic Initiatives and University of Houston Strategic Goals to which they relate (links below). Please comment on your success in achieving these strategic initiatives/action steps. If a strategic initiative/action step changed during the year, please note this and explain. Also, list any new strategic initiatives/action steps, the rationale for the addition, and comment on your success in achieving these items.

Goal 1- Develop a diversity/inclusion and global education strategy for UH Students (DSAES Strategic Initiative's: 3b, 3e)

**Action Steps:**

- A. Establish Phase one (3 workshops) of diversity workshop series that increases multicultural competence-spring 2015  
**Changed/Achieved:** The Center reevaluated its programming schedule and determine it was best to hold only one workshop as a part of the series. This was due to the demand of programming, collaborations, and diversity trainings offered and requested in the spring from our office.
- B. Create Signature Programs
  - a. Fall- Meet and Greet and Cultural Conversations
    - o **Achieved:** The Meet and Greet was held in October with 90 students in attendance. In the fall, there was one Cultural Conversation, Life of a UH International Student with 25 students present and two Cultural Conversations in the spring Religion vs Spirituality with 21 students and Discrimination in the News with 12 students
  - b. Spring- Cultural Connect Week and Speaker Series
    - o **Achieved:** There was a week full of events with collaborations from Academic Affairs, Student Affairs and Enrollment Services and student organizations. Out of the six events sponsored or cosponsored by the department, 414 students were present.
    - o The Speaker Series featured nationally-known speaker Soledad O' Brien. There was 800 students, faculty, staff and community members present.
- C. Partner with campus departments and student organizations
  - a. Council of Ethnic Student Organization, Mexican American Student Association, Student Program Board
    - o **Achieved:** The department partnered with the Council of Ethnic Organization (CEO) to host an event featuring Matt Glowacki, and with CEO and Mexican American Student Organization to host Dia de los Muertos, and the Student Program Board to cohost CDI's Game Night.
  - b. International Student Support Services for National International Education Week

- **Achieved:** The Director of the Center for Diversity and Inclusion served on the committee to plan the week and the Center hosted an event.
- c. Counseling and Psychological Services, A. D. Bruce Religious Center, Residential Life, and Wellness Center
  - **Achieved:** The Center co-sponsored the Diversity Institute with Counseling and Psychological Services, Cultural Conversations with the A. D. Bruce Religious Center and events with Residential Life and Wellness Center during Culture Connect Week.

Goal 2- Implement measures to retain our highly diverse student population (DSAES Strategic Initiatives: 1d, 3b, 3e, 4a, 6a)

**Action Steps:**

A. Hire staff for the Center for Diversity and Inclusion-Fall 2014:

- **Achieved:** The director started on August 20, 2014 and the program coordinator, office coordinator, and graduate assistant began working on October 1, 2014.

B. Create CDI ambassador program-Spring 2014

- **Achieved:** 13 diverse students were selected. The ambassadors come from various majors and backgrounds. They've helped the Center with programming and outreach.

C. Create Diversity Student Organization Roundtable-Fall 2014

- **Achieved:** Representatives from various diverse student organizations met twice during the fall semester to discuss collaboration opportunities, challenges they face as a student organization, and how the Center for Diversity and Inclusion can assist them.

D. Establish strategic meaningful relationships with offices listed by the Multicultural Services Task Force and additional campus partners-Start Fall 2014/ongoing

- d. Admissions and Enrollment Services
- e. Council of Ethnic Student Organizations
- f. Mexican American Studies
- g. Women's and Gender Studies
- h. African American Studies
- i. LGBT Resource Center
- j. Women's Center
- k. Center for Students with disABILITIES
- l. Urban Experience Program
- m. Counseling and Psychological Services
- n. Center for Fraternity and Sorority Life
- o. Center for Student Involvement

- **Achieved:** The Center sponsored events and works closely with all of the above mentioned departments helping to advance diversity and supporting student success.

Goal 3- Develop and implement an inclusion communication plan (DSAES Strategic Initiatives: 5a, 5b, 5c, 6a)

**Action Steps:**

- A. Create Center for Diversity and Inclusion website-fall 2014
  - **Achieved:** The Center had 3,389 website views in the fall, 10,098 views in the spring, and 4, 285 views in the summer for a total of 17,772 website views for the year.
- B. Form Center for Diversity and Inclusion Facebook and Twitter pages-fall 2014
  - **Achieved:** The Center had 115 Facebook likes in the fall, 149 likes in the spring, and 527 likes in the summer for a total of 791 Facebook likes for the year
  - **Achieved:** The Center had 105 Twitter followers in the fall, 30 followers in the spring, and 254 followers in the summer for a total of 389 Twitter followers for the year
- C. Promote diversity awareness through #IAMUH campaign-Spring 2015
  - **Deferred:** Due to the department's programming and workshops demands in Spring 2015 the campaign has been post pone to Spring 2016
- D. Compose list of diversity related programs and services at UH
  - **Achieved -UH Diversity Related Programs and Services**
    - A.D. Bruce Religious Center
    - Counseling and Psychological Services (CAPS)- Let's Talk
    - Center for Students with Disabilities
    - Coogs Get Consent
    - Cougars in Recovery
    - Equal Opportunity Services (EOS)
    - International Students and Scholar Services
    - LGBT Resource Center
    - SMART Coogs
    - Student Advocacy and Support Services
    - Urban Experience Program (UEP)
    - Veteran Affairs
    - Women & Gender Resource Center
    - Center for Diversity and Inclusion

Goal 4- Foster a welcoming and inclusive university environment (DSAES Strategic Initiatives: 3d, 1b)

**Action Steps:**

- A. Work with the Office of the Vice President for Student Affairs and Enrollment Services to administer a student campus climate survey-Fall 2014
  - o **Achieved:** 10% student response rate.
- B. Create an environment for student support and engagement in Center for Diversity and Inclusion -Fall 2014 and ongoing-
  - o **Achieved/Ongoing:** The CDI staff provides a welcoming environment in the Center through their customer service statement, staff outreach to students, art in the Center, and extended hours for study during finals. The Center has books for students to use and offers a meeting space for group projects or student organization meetings.
- C. Provide diversity lens regarding university policies and practices by serving on committees
  - o **Achieved:** The Center for Diversity and Inclusion staff sat on a total of 26 committees

<b>Niya</b>
<i>Advance Grant/STEM - Diversity and Inclusion</i>
<i>Admissions Multicultural Recruitment Outreach</i>
<i>Faculty Senate Education Conference</i>
<i>Yates High School Outreach</i>
<i>UH Law School - Pre Law Pipeline Program</i>
<i>Student Life Retreat</i>
<i>Foundations of Excellence - Learning Committee</i>
<i>Weeks of Welcome</i>
<i>MLK Campus Event ** now Chair of Committee</i>
<i>Fraternal Excellence Program</i>
<b>Jamie</b>
<i>Search Committee - Center for Student Involvement Coordinator</i>
<i>DSAES Marketing Committee</i>
<i>Campus Leaders Reception</i>
<i>Student Center Events Committee</i>
<b>Mayte</b>
<i>Staff Morale Committee</i>
<i>March of Dimes</i>
<i>Student Center Events Committee</i>
<b>Michael</b>
<i>MLK Day of Service</i>
<i>Search Committee - CFSL Housing Coordinator</i>
<i>Search Committee - Program Manager</i>
<i>Infra(Red) - Nights and Weekend Programming</i>
<i>Student Center Grand Opening</i>

<i>Student Life Orientation</i>
<i>Foundations of Excellence - Culture Group</i>
<i>Fraternal Excellence Program</i>
<i>DSAES Assessment Committee</i>

D. Launched the Center for Diversity and Inclusion Ambassador Program to help with Center's programs and outreach

- **Achieved:** The Center created the ambassador program in spring 2015 with 12 diverse group of students. The students have been instrumental with assisting in helping to make the Center for Diversity and Inclusion a welcoming environment and by helping with programs.

E. Launched the Achievement Initiative for Minority Males (AIMM) Program in the spring.

- **Achieved:** The Center created the AIMM program that supports the recruitment and retention of African American and Hispanic males at UH. Over 90 males expressed interest in the group and 16 males were selected. The program has academic, leadership, service, and mentorship components.

F. Support and help plan the campus MLK Celebration

- **Achieved:** The Director of the Center for Diversity and Inclusion was an instrumental committee member helping to plan and market the MLK Campus Celebration. After the event, the committee and committee chair from the Office of Governmental and Community Relations requested MLK be placed under the leadership of the Center for Diversity and Inclusion.

4. Please discuss the means that you are utilizing to evaluate both your success in achieving the aforementioned strategic initiatives and/or action steps and their importance as compared to others that you might pursue. Where data exist, discuss the number of persons served by each of your programs and any assessment measures and/or learning outcomes used to evaluate program success. Please provide the method for collecting these data.

	FA14	SP15	SM15	FY15
<b>Center Utilization</b>				
<b>Number of Guests Visiting Center</b>	<b>168</b>	<b>348</b>	<b>200</b>	<b>716</b>
<b>* peak times of center utilization can be found in appendix</b>				
<b>Number of Bookings</b>	<b>23</b>	<b>56</b>	<b>7</b>	<b>86</b>
<b>Programming</b>				
<b>Number of Programs</b>	<b>9</b>	<b>23</b>	<b>1</b>	<b>33</b>
Number of events Center hosts annually	4	4	0	8
Number of collaborations between Center and Departments	4	10	0	14
Number of collaborations between Center and students Organizations	1	5	1	7
Number of collaborations where Center works with faculty members	0	4	0	4
<b>Total Program Attendance</b>	<b>250</b>	<b>1769</b>	<b>54</b>	<b>2073</b>
<b>Diversity Education Presentations</b>				
<b>Number of Diversity Education Presentations (DEPs)</b>	<b>1</b>	<b>12</b>	<b>16</b>	<b>29</b>
Number of students who participated in DEPs	0	481	3943	4424
Number of faculty and staff who participated in DEPs	30	24	4	58
Number of informal DEPs conducted by center staff		1	4	5
<b>Outreach Efforts</b>				
Number of tabling hours	67	30	17	114
Number of departments/organizations spoke to about Center	0	22	0	22
Number of Page Views	4666	12072	5719	22457
Number of Facebook page views	1057	1795	587	3439
Number of CDI website views	3,389	10,098	4285	17,772
Facebook "likes" **Started October 8, 2014**	115	149	527	791
Twitter "followers" **Started October 8, 2014**	105	30	254	389
Instagram "followers" **started August, 2015**	0	0	66	66

## **Assessment Projects:**

### **Diversity Workshops/Seminars: Cultural Conversations**

#### Major results/findings -

- a. First Cultural Conversation - over 50% of participants able to list at least one other diversity related resource. Second Cultural Conversation - over 70%.
- b. Nearly 100% of students attending workshops were able to identify a behavior that they could start, stop, and continue doing to create an inclusive campus.

Planned actions based on assessment results/findings - Will continue to host Cultural Conversations and make sure we have diverse topics. The programs will be led by the Center's Student Ambassadors.

### **Usage and Knowledge of the Center for Diversity and Inclusion**

Major results/findings - 716 visitors, 7 student organizations and 39 departments utilized the center space from October 1, 2014 - August 31, 2015. Majority of visitors are repeat visitors which signifies early signs of a community.

Planned actions based on assessment results/findings - Implemented monthly attendance targets to attract more and new visitors. Will implement a new weekly meet-and-greet program (To-Go Tuesdays) to increase traffic and awareness of Center services and resources. Will also increase operating hours of the Center to include 5-8 p.m. hours once a week and work with Campus Recreation to sponsor Zumba for ladies in the Center on Wednesday evenings.

### **Campus Climate Survey**

Major results/findings - 639 student respondents (10% response rate) with a generally positive perception of campus climate on issues related to diversity.

*Low Impact* Factors are the following:

- 5.79 Perceptions of the Institution
- 5.97 Visibility
- 6.04 Personal Attitudes and Beliefs
- 5.66 Co-Curricular Environment
- 6.04 Campus Accessibility

*High Impact* Factor is:

- 5.27 Perceptions of Peers

Planned actions based on assessment results/findings - CDI staff will increase emphasis on how to be more open-minded to others' ideas and opinions without sacrificing one's own values in diversity trainings and workshops. We will also provide informal opportunities for students to discuss topics in our Center and outreach to other departments, so they will encourage dialogue between their students. The Center will work with other campus departments and faculty to continue to provide programs and

services that provide a beneficial co-curricular environment and help to increase student's perceptions of their peers. The survey will be re-administered in two years. A Campus Climate survey for staff and faculty will be explored with hopes to administer it within the next calendar year.

5. Please discuss any budget or organizational changes experienced since your last (FY2016) SFAC request, their impact on your programs, and your reason for implementing them. SFAC recognizes that some programs did not receive the funds that they requested, that some programs were impacted by additional expenses after the conclusion of the budget cycle, and that some programs may be ahead of or behind their self-generated income projections. In addition, if your unit concluded FY2015 with a Fund 3 addition to Fund Equity, please describe the conditions which caused the addition.

There are no budget changes to report.

6. Please list your 2016-2017 strategic initiatives and action steps in priority order and cite the specific Division of Student Affairs and Enrollment Services Strategic Initiatives and University of Houston Strategic Goals to which they relate. Larger units may wish to group responses by subprogram. Under each strategic initiative, please state the specific action steps (programs, activities, services, policies/procedures, etc.) that you intend to implement to accomplish your stated initiative.

Goal 1- Develop a diversity/inclusion and global education strategy for UH Students (DSAES Strategic Initiative's: 3b, 3e)

**Action Steps:**

- A. Create a diversity certificate program
- B. Partner with two community based groups to provide UH students cultural experiences from programs in the Houston community
- C. Work with diversity consortium committee to create definitions
- D. Create phase two of the customized student leader diversity seminar for executive members of student organizations that is presented to them during the fall and spring semesters.

Goal 2- Implement measures to retain our highly diverse student population (DSAES Strategic Initiatives: 1d, 3b, 3e, 4a, 6a)

**Action Steps:**

- A. Work with the participants in the Achievement Initiative for Minority Males to plan a high school recruitment event for minority males in the Third-Ward community
- B. Create phase two of Achievement Initiative for Minority Males program doubling membership

Goal 3- Develop and implement an inclusion communication plan (DSAES Strategic Initiatives: 5a, 5b, 5c, 6a)

**Action Steps:**

- A. Increase the number of visitors in the Center for Diversity and Inclusion by 10%.
- B. Work with the Assistant Provost of Faculty Recruitment, Retention, Equity and Diversity to create a campus diversity report
- C. Increase the number of submissions to the CDI Campus Diversity Calendar by 20%.

Goal 4- Foster a welcoming and inclusive university environment (DSAES Strategic Initiatives: 3d, 1b)

**Actions Steps:**

- A. Work with Institutional Research to distribute EBI Campus Climate Survey and compare findings from 2014/2015
- B. Launch Part 2 of #IAMUH campaign
- C. Work with Director of Assessment and planning to create an assessment tool for departments in the division to track the inclusiveness of their programs and services

D. Create a formalized recognition program for faculty, staff and students who engage in work that supports diversity and inclusion efforts

E. Administer the Intercultural Development Inventory tool to students, faculty, and staff and provide coaching to help increase cultural competence

7. What are the other possible sources of funding available to your unit and what efforts are being made to access them (e.g. grants, donations, etc.)? If you receive funds from other sources, please briefly describe the source, purpose, and duration of the funding and report the amounts received in the appropriate rows/columns on the SFAC Spreadsheet.

The Center for Diversity and Inclusion receives \$111,070 in ledger 1 funding to support a significant portion of the staff salaries and expenses. The other possible sources for funding for the Center for Diversity and Inclusion is to work with the director of Advancement for Student Affairs and Enrollment Services to seek additional funding from alumni, corporations, and foundations who may provide financial assistance to support services and programs for the Center for Diversity and Inclusion. Initial discussions have taken place. In addition, the Center will identify grant opportunities and co-sponsorships with academic departments to support the office's programs and initiatives as available.

8. Please describe any services that are similar to yours and/or any overlap between your unit and any other unit(s) providing services to students and the rationale for the overlap.

The Council of Ethnic Organization (CEO) provides similar types of programs that the Center of Diversity and Inclusion (CDI) will host. CEO programs are from a student's lens which is needed. However, the Center for Diversity and Inclusion programs are not only from a student's perspective but they strive to increase student's cultural competence. All of the Center's programs have an educational component. The Center for Diversity and Inclusion works directly with faculty and other units within Student Affairs and Enrollment Services to provide a larger reach and to be more intentional to link educational experiences inside the classroom with educational experiences outside the classroom