

UNIVERSITY of HOUSTON

CENTER for DIVERSITY & INCLUSION



Program Questionnaire for FY 2020 - 2021

FY2021 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.

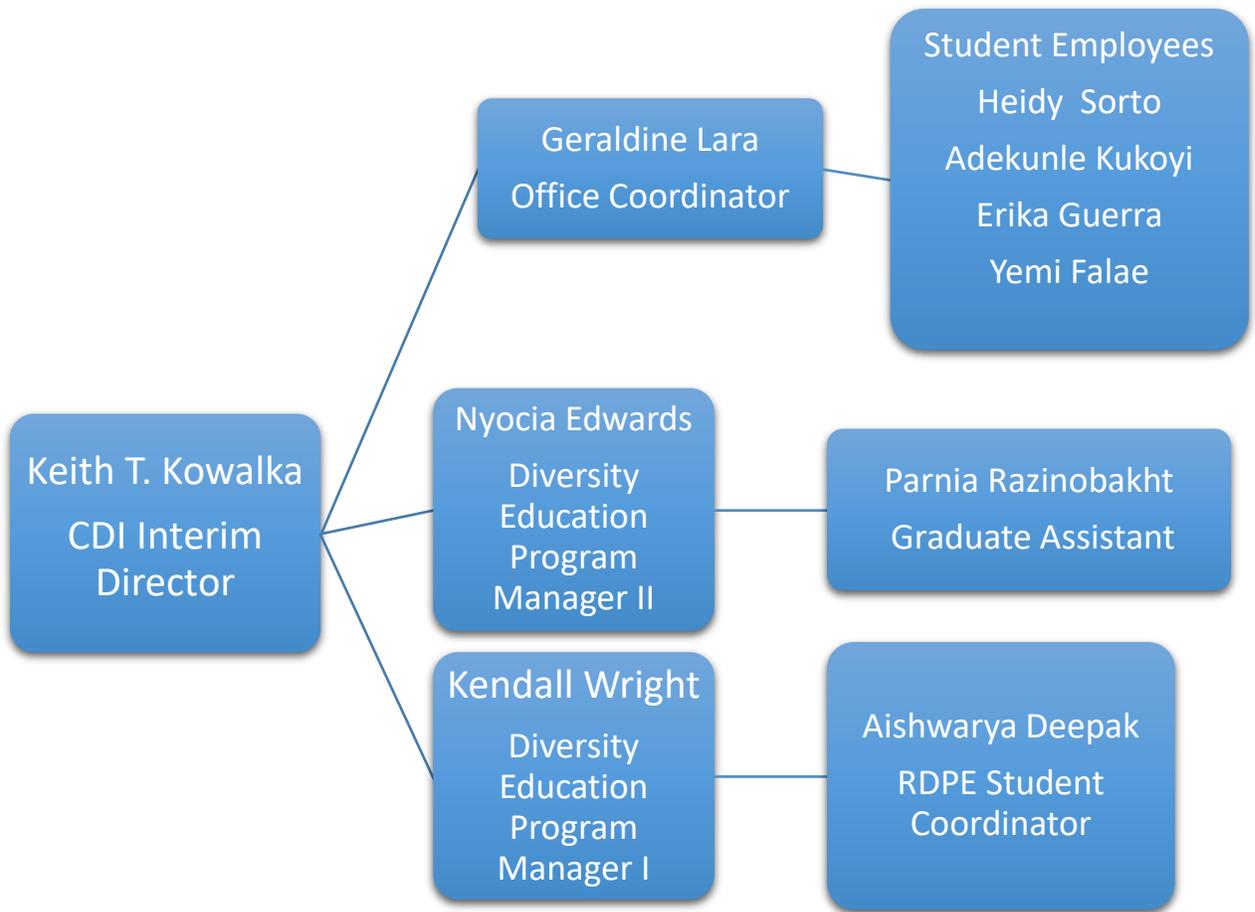
The Center for Diversity and Inclusion (CDI) challenges the community of scholars at the University of Houston to redefine and explore diversity beyond their own experiences by participating in guided and intentional programming, workshops, and leadership opportunities. Since fall 2014, CDI has been *empowering, educating* and *engaging* UH students by partnering with student organizations, campus departments, academic areas and hosting signature programs and workshops.

Over the past five years, CDI has made a significant footprint on campus through the workshops, programs, student leadership experiences, and brave space environments that advance the university's diversity and inclusion statement and advance cultural awareness, respect, and understanding. Since our first year on campus, hosting "Black In America" with journalist Soledad O' Brien as a part of our Speaker Series to Summer 2015 when we began leading a diversity session at all New Student Orientations, to 2017 when we created the RISE Diversity Leadership Certificate program in partnership with the Center for Student Involvement LEAD UH Series, CDI continues to provide avenues that enhance cultural awareness of our diverse student population.

The Center for Diversity and Inclusion benefits the University of Houston student population by leading 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 serves as a voice for students' whose voices often go unheard through our educational programming, initiatives, and advocacy efforts such as being a voice on committees and consulting with campus departments on creating inclusive environments.

Recognizing the challenges that some students face with understanding what it means to be inclusive, the Center works with faculty and staff to create a more welcoming campus environment for all students. Working in conjunction with other offices to ensure policies and practices for UH students are comprehensive 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 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 2018-2019 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.

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

Action Steps:

Goal- Partner with Academic Affairs to create an advanced diversity certificate program for UH students that includes academic diversity related courses as a part of the certificate

Status- Changed to FY20

Narrative- The Center for Diversity and Inclusion co-created an introductory level diversity certificate program, RISE, within the Center for Student Involvement LEADUH Series. Before we create another diversity certificate program, we would like to increase the number of students who complete the RISE certificate. Last spring three students completed the program. Our goal is to have at least 6 students complete the program this year.

Goal- Continue to expand diversity education offerings to include presentations from faculty whose research is on social justice or diversity

Status- Partially

Narrative- This is an ongoing goal. We have faculty who presented at Diversity Institute and are creating additional opportunities in FY19 for faculty to present their research on social justice.

Goal- Continue to expand efforts that measure increasing student's cultural competency

Status- Partially

Narrative- The Center has completed assessments for student leaders that have served as Resident Assistants for the two or more years and conducted focus groups in the spring for student leaders asking if they have utilized the knowledge and skills from workshops in their roles as student leaders. Students participated in the focus groups stated the following responses: "I am able to empathize better with people."

"RISE has encouraged me to not just exist near diversity but to actively engage in discussing diversity"

"This program has taught me a different perspective on how to interact,

deal with biases and help people feel welcome.” “I learned to be truly inclusive of others. Hearing other people's stories in the workshops and how comfortable I was sharing. It has helped because I feel that I can make the effort to understand people better now.” “After attending Intent vs. Impact and Inclusive Language, I was able to fully understand the way we speak and the way we portray ourselves can be different from the way we're perceived. These two workshops really helped me gain an understanding of how to be much more mindful of the way I speak and who I'm speaking to. These two were probably my favorite workshops because it helped me realize the things I can do differently.”

Goal- In conjunction with the Diversity Education Consortium, host campus-wide diversity dialogues that explore issues of social justice and diversity

Status- Accomplished

Narrative- The Center worked with the Consortium last year to host two campus-wide diversity dialogues and will continue this work this year. The dialogues were “What does it mean to be an American?” and the “Rise of Nationalism.”

Goal- Create an Asian American History Month Celebration event(s) partnering with other departments and student organizations on campus

Status- Completed

Narrative- The Center hosted a mixer in the spring to celebrate Asian American History Month. All Asian-American students at the University of Houston were invited.

Goal- Partner with two community based groups to provide UH students cultural experiences by attending diversity related programs in the Houston community.

Status- Partially Completed

Narrative- CDI partnered with the Houston community to provide students a cultural experience in February where students saw the play For Colored Girls and engaged in a conversation about various themes mentioned in the play. The Center did not get receive response from students this summer for the event planned. We will offer additional opportunities Fall 2019.

Goal- Provide online diversity education trainings for the campus community.

Status- Changed FY20

Narrative- After researching online training companies, the Center decided that it would be best to create our own online training opportunities. Our plan is to provide online trainings in FY20.

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

Action Steps:

Goal- Enhance the Achievement Initiative for Minority Males program that includes a more intensive and hands-on experience that incorporates professionals on campus and in the community to present workshops to members on the topics of professional etiquette, physical, emotional and mental well-being

Status- Completed

Narrative- Throughout the year, the AIMM meetings featured guest speakers and mentors that discussed topics on professional dress, emotional and mental well-being, and finances

Goal- Work with selected faculty members to infuse the Center's Fall Speaker Series into their curriculum-6a

Status-Partially

Narrative- The Center partnered with faculty members from the Graduate College of Social Work and the Women and Gender and Sexuality Studies on the Fall Speaker Series. Several faculty had their students attend the event. In the future, we would like the speaker to attend a class and/or have faculty create an assignment around the speaker's work/background.

Goal- Work with community agencies and alumni to create a scholarship fund for members of the Achievement Initiative for Minority Males

Status- Changed to FY21

Narrative- The AIMM program needs to become more established and the Center must work with University Advancement to make this happen.

Goal- Create a paid Diversity Peer Education Program for CDI student ambassadors in their third year of the program where they facilitate Diversity 101 workshops to their peers

Status- Changed

Narrative- The Center needs to receive additional funding in order to create paid Diversity Peer Education Program. However, the Center has restructured the ambassador program and the students are helping with beginning level workshops with their peers.

Goal- Continue to build upon the Achievement Initiative for Minority Males program strengthening the mentor relations aspect of the program.

Status- In progress

Narrative- The program has been restructured including the mentor portion of the program. Mentors are invited to meetings and have a chance to share information about themselves to the larger group.

Goal- Create a shared experience program between the Ambassador Educators and Ambassador Outreach Team.

Status- Completed

Narrative- The shared experience program was created and implemented. It included discussing topics on diversity and culture, building student's professional development skills (elevator speech, resume and etiquette), and learning about the Center for Diversity and Inclusion resources and services. At the end of the spring semester, a focus group was conducted and in the summer the Center decided to revamp the program. There are a few additional changes that will be made to enhance that portion of the program.

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

Action Steps:

Goal- Collaborate with Human Resources to have the Center for Diversity and Inclusion co-sponsor two diversity workshops for staff only each semester-6b

Status- Changed to FY19

Narrative- The director met with staff in Human Resources and made plans over the summer to have the fall trainings listed on their site Fall 2018.

Goal- Meet and present to various departments about the FY2017 Campus Climate survey findings about how the information can assist their areas serving students

Status- Partially Completed

Narrative- The data was compiled and analyzed. The director of the Center for Diversity of Inclusion presented the data to directors at the DSAES Senior Leadership Team in the summer. Meetings will take place Fall 2018 with specific departments including the Center for Student Involvement, Women and Gender Resource Center, LGBTQ Resource Center, UH Police Department, UH Wellness, and academic departments.

Goal- Create a diversity report for the Division of Student Affairs and Enrollment Services

Status- Changed

Narrative- In the fall of 2018, the Division formed a Diversity and inclusion Committee Group to conduct a self-assessment of the Division of Student Affairs and Enrollment Services' (DSAES) Diversity and Inclusion (D&I) efforts.

Goal- Increase marketing strategies to expand campus knowledge about the Center for Diversity and Inclusion's workshops and programs and increase the number of participants in the RISE diversity certificate program.

Status- Completed

Narrative- There have been numerous marketing strategies implemented highlighting CDI workshops, programs, and RISE. These strategies include sharing information about our workshops, programs, and RISE at all CDI diversity workshops. Numerous targeted messages about RISE have been featured in CoogNews and CDI's newsletter. A RISE handbill was created and is used at all CDI tabling events. In addition, an ad was placed in the CoogLife magazine about RISE, There is already a reported increase in the number of RISE participants. The Center also changed marketing materials to *You Belong* theme and hosted our first cultural podcast.

Goal- Write at least three press releases each semester about programs/ workshops hosted by the Center.

Status- Completed

Narrative- The department wrote eight press releases on CDI creating inclusive environments to process recent events, Fall Speaker Series, trainings that further diversity and inclusion conversations at UH, Inside Out Project, engaging students in community arts, Cultural Connect Week, RISE Diversity Certificate, and Diversity Institute.

4. Create a welcoming and inclusive university environment (DSAES Strategic Initiative 3d, 1d)

Action Steps:

Goal- Plan and organize a one-day intercultural student leadership conference for students during the fall semester working with the LGBTQ Resource Center, International Student Scholar Services, Women and Gender Resource Center, Veteran Services and Center for Students with DisABILITIES

Status- Completed

Narrative- In the fall, CDI in partnership with CSI hosted the Ceceilyn Miller Institute. We had over 50 students from various areas on campus attend the intercultural student leadership conference. Over half of the students that attended heard about the opportunity through their faculty member.

Goal- Provide online diversity education trainings/resources to CDI website

Status- Completed

Narrative- The Center has added additional resources to our website and will continue to add information. We will provide our own online trainings in FY20.

Goal- Sustain and strengthen relationships with marginalized students and student organizations through the Cultural Student Organization Roundtable, the Achievement Initiative for Minority Males, CDI Program Grant Support Fund, Homecoming and Frontier Fiesta

Status- Completed

Narrative- The Center worked with AIMM, Homecoming, and Frontier Fiesta. In addition, CDI encouraged students to apply for the program grant support fund. The grant provides financial resources for student organizations that host diversity related events. The department also hosted mixers for UH African American, Hispanic, and Asian American students.

Goal- Review findings from customer service survey and implement practices to improve the Center's service.

Status- Completed

Narrative- The Center staff reviewed the findings during their fall retreat and have implemented many practices that align with the DSAES Customer Service Standard. Changes include the time frame of greeting guest, how we interact with guest in-person and over the phone, and having on-campus resources available at the front desk.

Goal -Work with the Center for Student Involvement to provide Exploring Diversity to all registered to organizations throughout the academic year.

Status-Completed

Narrative- This began in the 2017 spring semester at the request of DSAES leadership. CDI continued to offer trainings in the fall 2018 and completed 24 trainings in the spring 2019.

Goal- Serve as inclusion liaisons for fee-funded student organizations.

Status- Completed

Narrative- CDI staff partnered with CSI fee-funded related student organizations in the fall and spring. The outline was adjusted due to delays in the start of the fall and spring semesters. CDI staff worked with fee-funded groups to create goals and plans. A focus group took place in the spring and changes were made that will be implemented in fall 2018.

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. If available, please provide program benchmark data from comparable institutions.

	FY15	FY16	FY17	FY18	FY19
Center Utilization					
Number of Guests Visiting Center	716	3,563	3,937	3,444	2,403
Number of Bookings	86	8	22	34	12
Programming					
Number of Programs	33	43	49	39	40
# of events Center hosts annually	8	15	12	15	18
# of collaborations between Center & departments	14	21	30	18	18
# of collaborations between Center & student organizations	7	5	5	6	4
Total Program Attendance	2,073	3,042	4,080	3,617	3,916
Diversity Education Presentations					
Number of Diversity Education Presentations (DEPs)	29	66	114	110	77
Total Diversity Education Presentation Attendance (including IDI)	4,482	6,190	8,393	8,476	8,293
Number of IDI Individual Coachings	0	27	92	52	34
Outreach Efforts					
Number of Pages Views	22,457	29,793	43,556	89,061	128,294
Number of Facebook page views	3,439	2,713	1,941	1,877	1781
Number of CDI website views	17,772	27,080	41,614	53,725	87,843
Facebook "likes" increased by	*791	422	357	464	60
Twitter "followers"	*389	221	322	785	1245
Instagram "followers"	*66	232	290	210	984
Conference Sponsorships					
Conference Sponsorships	NA	20	24	4	0
Number of Collaborations through RSO Support Funds		5	2	10	0

Assessment Action Steps:

Achievement Initiative for Minority Males -1. Increase grade performance • Utilize the AIMM academic chair to track weekly hours and send regular reports to members on the progress of their hours. • Send a check-in survey at the beginning of each month for AIMM members to self-report if they require academic support
2. Identify academic services on campus that they

utilized during the school year • Create a list of academic services and resources and require members to attend/visit at least two • Invite guest speakers that work within student success areas (such as UH libraries, tutoring services, etc.) • Highlight success stories from AIMM alumni on which academic services they utilized that helped them succeed 3. They will increase their leadership skills (i.e. public speaking, communication, and critical thinking) through involvement with AIMM or other areas on campus • require members to participate in meeting requirements for RISE. • Provide opportunities for members to attend local conferences • Create a plan for AIMM members to participate in an AIMM College Tour with local schools that have a high population of Black and Latino (male) students • Have AIMM liaison or GA conduct elevator speech check-ins with members • Have returning AIMM members introduce guests speakers or mentors during meetings 4. Report a sense of support and connectedness to the university • Identify new potential AIMM mentors • Continue to invite mentors to mentor spotlight • Have a social for mentors and mentees • Have AIMM liaison or GA check in with AIMM mentors once a month to see if mentees are meeting with mentors • Provide opportunities for AIMM and Ambassadors to interact with each other • Joint socials and end of the semester celebrations

Ambassador Educators and Ambassador Outreach Team-As a result of the fall 2018 findings, the ambassador program will • Participate in biweekly (instead of monthly) shared experience meetings that focus on socially constructed identities, diversity and inclusion topics and gaining a deeper understanding of their own identities • Incorporate elevator speech practice at the spring retreat, meetings (both individual and shared experience) and at a semester check-in/one-on-one meeting with advisors. Ambassadors will have a required prompt on CDI related resources. • Continue to have mandatory volunteering at signature events. Enhance understanding of another's culture or identity

• Develop curriculum targeting understanding of other identities including but not limited to: Socioeconomic status, Religion/religious beliefs, Physical/learning disabilities. • Collaborate with outside departments to educate ambassadors, and create opportunities for joint interaction. • Require Ambassadors to earn the RISE certificate • strongly encourage (or require) Ambassadors to engage in workshops offered outside of CDI • strongly encourage (or require) Ambassadors to earn the AFFIRM, CoogCareers, Scarlet Seals, and/or other diversity/leadership related certificates on campus • Create opportunities for more Ambassadors to attend etiquette dinners (i.e. have an ambassador meeting dedicated to learning dinner etiquette) Demonstrate improvement in their elevator speeches • Create opportunities for returning ambassadors to assist in the development of elevator speeches. Miscellaneous Recommendations • Reintegrate office hours with specific goals, opportunities, and roles that will also engage ambassadors with staff, office, and program development.

Student Application of Intercultural Knowledge and Skills- The Center will create a liaison program with Residential Life staff in order to work more closely with RA's and to create systems in place to see if they report that they are applying information from CDI workshops to their role as RA's. • Continue to ask questions on our surveys asking students if they are able to apply knowledge they have learned from the workshop (s) to their roles as student leaders.

Marketing of Center for Diversity and Inclusion RISE Diversity Leadership Certificate- The Center will revamp our RISE marketing this summer utilizing information given from the

focus group. • Continue to discuss RISE at all CDI workshop series and start discussing the certificate at workshops that are individually requested by organizations. • Host an interest meeting at the beginning of the semester to let students know about RISE. • Post flyers in the Residence Hall, Engineering, PGH, and Bauer.

Inclusion Liaison- CDI will work with CSI staff to have the initial meeting with fee-funded organizations during their summer retreat. • Collaborate with CSI staff to develop the best way to communicate the plan to the students. • CDI staff will share Global Diversity and Inclusion Benchmarks with the fee-funded organizations. • Schedule semester meetings in advance.

5. Please discuss any budget or organizational changes experienced since your last (FY2020) 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.

The Center for Diversity and Inclusion provided 34 Intercultural Development Inventory (IDI) coaching sessions which resulted in the Center receiving \$1,200. Please note that the sessions were provided to departments within the Division of Student Affairs and Enrollment Services. It was an expectation from Dr. Walker that all areas within the DSAES would participate in IDI as a division-wide goal to increase our intercultural competence. While we expect to receive funds each year, we realize that income will vary from year-to year and is based on need and CDI staff availability.

We also were also able to reclassify our two Diversity Education Program Coordinators to Diversity Education Program Managers within the Center during FY19 to bring their compensation to more closely match our peer institutions in the area of Diversity and Inclusion education.

6. If your unit concluded FY2019 with a Student Service Fee (SSF) Fund 3 addition to the SSF Reserve in excess of \$5,000, please describe the conditions which caused the addition and provide a line-item identification of the budgetary source(s) of the addition (i.e. lapsed salary, conference travel, etc.)

The Center for Diversity and Inclusion returned \$40,420 to SFAC at the conclusion of FY2019. The return is broken down in the following way:

\$37,101	Lapsed Salary and Fringe
\$ 3,319	Maintenance and Operations

The return associated with salary and fringe is due to staff transition in FY19. Maintenance and Operations savings was due to slight adjustments in business meals, office supplies, and printing/postage.

7. Please list your unit's 2020-21 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 unit strategic initiative, please state the specific action steps (programs, activities, services, policies/procedures, etc.) that you intend to implement to accomplish your stated initiative.

Student Success (SS)

Champion exceptional opportunities and services to support all UH students.

- A. Create cultural education experience for students using the Houston area as the classroom (SS1)
- B. Partner with Academic Affairs to create an advanced diversity certificate program for UH students that includes academic diversity related courses as a part of the certificate (SS1 & P2)
- C. Expand the inclusion liaison framework to other University Sponsored Student Organizations (SS2)
- D. Provide dinner dialogues with Ministers Association, Anti-Defamation League and other identity-based organizations and departments. (SS3)
- E. Develop a 6-8 week social justice leadership program for undergraduate students. (SS1)
- F. Strengthen #IAMUH platform to connect diverse identities to university resources. (SS5)
- G. Develop a support/networking group for female students of color. (SS1)
- H. Create an Honor Society for students based on the cultural competence and achievement in the areas of diversity, equity and inclusion at the University of Houston and/or in the City of Houston. (SS1)

Division Cohesion (DC)

Create and foster a cohesive division identity, culture, and community.

- A. Center staff engage in biweekly mindfulness practices (DC5)
- B. Host monthly staff discussions around diversity, equity and inclusion.

Resources (R)

Evaluate, actively pursue, and leverage resources to enhance the UH experience.

- A. Provide online diversity education trainings for the campus community. (R2)
- B. Foster relations with Houston community / organizations to seek funding for the Achievement Initiative for Minority Males. (R2)
- C. Research and complete grant applications that align with our designation as a Hispanic Serving Institution and an Asian Serving Institution. (R2)

Partnerships (P)

Forge and strengthen partnerships to expand our reach into the university and greater community.

- A. Host mixers with alumni for designated student populations. (P5)

B. Partner with graduate programs to establish REACH part 2 program for graduate students to engage each other in conversations on cultural awareness. (PP2)

8. Recognizing that the potential to generate additional Student Service Fee income for FY2021 base funding is extremely limited and recognizing that it is likely that some units will not be allocated the new base budget and/or one-time funds requested. Please provide a narrative of how your unit would accommodate a reduction of 5% in your total approved FY2021 base Student Service Fee budget and provide a line-item explanation of where budgetary cuts would be made.

If the Center for Diversity and Inclusion has to reduce our funds by 5%, (a total of \$13,681.95) we would cut our Frontier Fiesta sponsorship that supports multicultural based organizations participating in Live at 5 and Cultural Fiesta (\$3,000). In addition, we would cut Diversity Institute, the only free half-day diversity-related conference on campus (\$7,000), and we would have to significantly down size Culture Connect Week, an educational week of multicultural performances, lectures and student organization collaborations, by removing half of the programming for that week (\$3,681.95). This would result in, significantly limiting the Center's signature programs that celebrate and educate our diverse UH community.

Live at 5 and Cultural Fiesta	\$ 3,000.00
Diversity Institution	\$ 7,000.00
<u>Culture Connect Week</u>	<u>\$ 3,681.95</u>
Total	\$13,681.95

9. 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 ledger one funding to support the director's salary and benefits and a portion of one of the Diversity Education Program Manager's salary and benefits. In addition, CDI obtains minimal funding from our revenue through the Intercultural Development Inventory (IDI). Students, faculty, and staff can receive this instrument that assess their intercultural competence and receive coaching from CDI staff. After paying IDI's fee for the instrument, the Center utilizes the remaining funding to support staff resources. Income varies from year-to year and is based on need and CDI staff availability.

10. 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 Urban Experience Program host similar programs as the Center for Diversity and Inclusion. UEP caters to a smaller subset of the campus population while CDI caters to the campus-wide population. CDI also partners with many campus departments within Student Affairs and Enrollment Services and Academic Affairs to host diversity related programs.

The Council for Cultural Activities (CCA) provide and/or co-sponsor similar programs that reflects events that the Center for Diversity and Inclusion host. CCA programs are from a student's lens and most of the time involves food and music which is needed. However, the Center for Diversity and Inclusion's programs include the student's perspective and educational components. Our goal as a Center is to increase student's cultural competence. The Center for Diversity and Inclusion works directly with faculty and other units within Student Affairs and Enrollment Services to provide a larger reach