

Center for Diversity & Inclusion

Program Questionnaire



FY 2022

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.

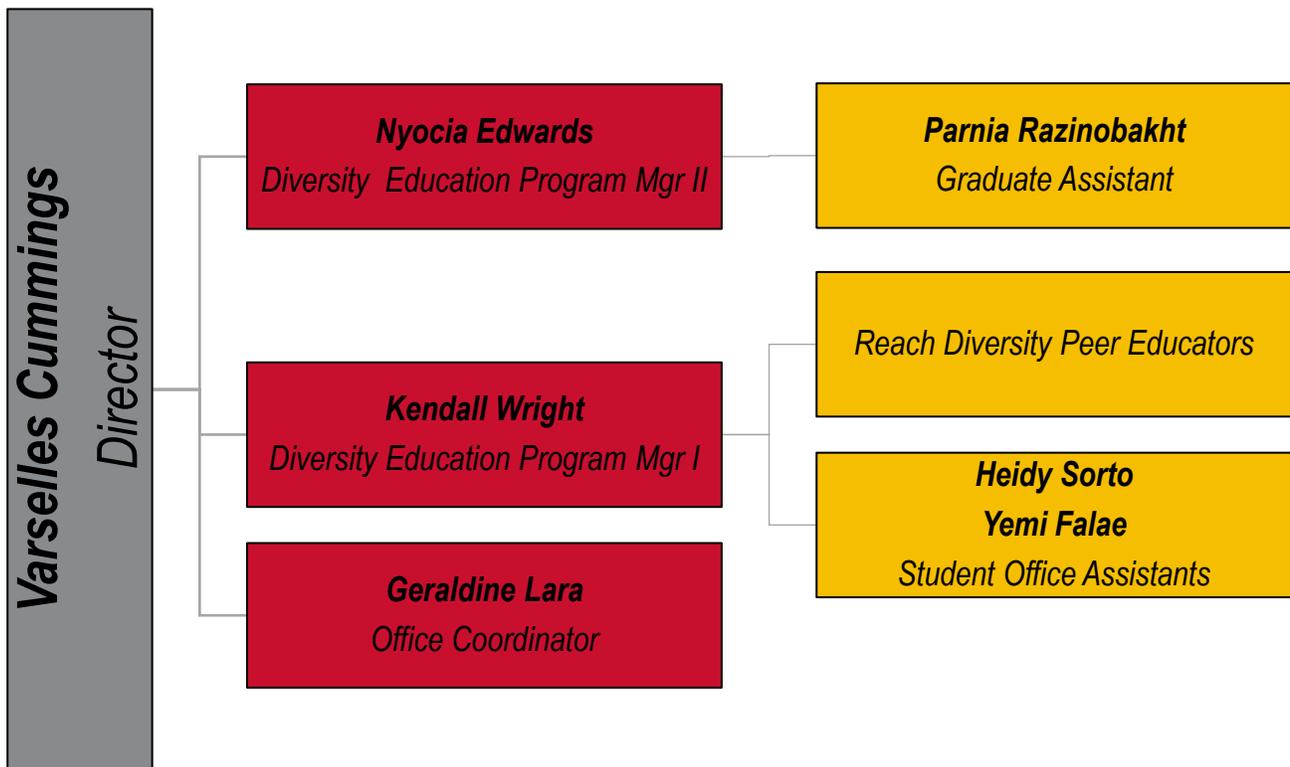
The Center for Diversity and Inclusion (CDI) challenges the community of scholars at the University of Houston to redefine and explore diversity beyond their own experiences by participating in guided and intentional programming, workshops, and leadership opportunities. Since fall 2014, CDI has been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

Over the past six 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 Orientation Conference, to 2017 when we created the RISE Diversity Leadership Certificate program in partnership with the Center for Student Involvement LeadUH 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, as well as the campus community, 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 university's 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 and 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 2019-2020 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. DSAES Plan: (http://www.uh.edu/dsaes/about/strategic_plan.html) UH Goals: (<http://www.uh.edu/mission/>)

CDI Strategic Initiative 1 – Develop a diversity/inclusion and global education strategy for UH students

DSAES Strategic Initiative: *Student Success 1 - Engage all students to intentionally develop leadership qualities, critical thinking and communication skills, diversity competencies, and personal growth.*

UH Goal: *Student Success - UH will have a student profile consistent with a nationally competitive public research university by creating an environment in which student success can be ensured.*

Action Steps

Goal: To expand the Inclusion Liaison program to include RSOs and other student organizations.

Status: *Changed to FY21* – The program has been revamped and renamed the Blueprint Institute. Still in partnership with Center for Student Involvement. The revamped program will allow for further reach to all RSOs.

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

Status: - This is an ongoing goal. We have faculty who was scheduled to present at Diversity Institute and are creating additional opportunities in FY22 for faculty to present their research on social justice.

Goal: Continue to expand efforts that measure increasing student’s cultural competency

Status: *Partially* - 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 helpful 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: Provide online diversity education trainings for the campus community.

Status: *Changed FY22* - 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 FY23.

CDI Strategic Initiative 2 - Implement measures to retain our highly diverse student population.

DSAES Strategic Initiative: Student Success 2 - Expand diverse experiences on exploration and education while identifying and meeting the needs of our student population through supportive, inclusive environments.

UH Goal: Student Success - UH will have a student profile consistent with a nationally competitive public research university by creating an environment in which student success can be ensured.

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: *Ongoing* – due to staff changes and the COVID-19 pandemic, the AIMM program was put on a one year hiatus.

Goal: Provide student racial/ethnic affinity spaces

Status: *Ongoing* – Center hosted cultural mixers, in-person in Spring 2020 and virtually in fall 2020 as part of the Weeks of Welcome programming. In the process of creating a digital space for affinity groups to convene via the Discord app.

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

Status: *Changed to FY22*- The AIMM program needs to become more established and the Center must work with University Advancement to make this happen.

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

Status: *In progress* - 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.

CDI Strategic Initiative 3 – Provide training, facilitation to faculty staff about diversity equity and inclusion

DSAES Strategic Initiative: Partnerships Educate and empower campus partners to be our advocates.

UH Goal:

Action Steps

Goal: Offer diversity trainings and workshops to academic units and staff departments.

Status: *Completed* – Between June 1 and August 25 the CDI director provided either consultation and/or facilitation to over 15 departments, colleges, and units across campus. Consultation included meeting with the leaders the respective areas and coming up with a plan of action on how to have a conversation about race with their staffs. Facilitation included meeting with the entire team, and providing historical context to the current racial climate in America and answering questions to help the teams begin ongoing dialogue and action as it pertains to racial justice. Below is a list of some of the departments and colleges

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* - 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.

4. Please provide the method for collecting these data. 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.

	FY15	FY16	FY17	FY18	FY19	FY20*
Center Utilization						
Number of Guests Visiting Center	716	3,563	3,937	3,444	2,403	1,130
Number of Bookings	86	8	22	34	12	6
Programming						
Number of Programs	33	43	49	39	40	33
# of events Center hosts annually	8	15	12	15	18	17
# of collaborations between Center & departments	14	21	30	18	18	14
# of collaborations between Center & student organizations	7	5	5	6	4	2
Total Program Attendance	2,073	3,042	4,080	3,617	3,916	1,032
Diversity Education Presentations						
Number of Diversity Education Presentations (DEPs)	29	66	114	110	77	59
Total Diversity Education Presentation Attendance (including IDI)	4,482	6,190	8,393	8,476	8,293	2,165
Number of IDI Individual Coachings	-	27	92	52	34	-
Outreach Efforts						
Number of Pages Views	22,457	29,793	43,556	89,061	128,294	116,748
Number of Facebook page views	3,439	2,713	1,941	1,877	1,781	1,702
Number of CDI website views	17,772	27,080	41,614	53,725	87,843	63,506
Facebook "likes" increased by	*791	422	357	464	60	52
Twitter "followers"	*389	221	322	785	1,245	1,202
Instagram "followers"	*66	232	290	210	984	992
Conference Sponsorships						
Conference Sponsorships	NA	20	24	4		
Number of Collaborations through RSO Support Funds		5	2	10		

*Numbers are lower for FY2020 due to COVID-19 pandemic coupled with personnel changes.

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

REACH Diversity Peer Educators -As a result of the fall 2017 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.

- 5. Please discuss any budget or organizational changes experienced since your last (FY2021) 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.**

This year due to staff transition and the COVID-19 pandemic the Center for Diversity and Inclusion was only able to provide 1 group session through the Intercultural Development Inventory (IDI) which resulted in the Center receiving \$240. Please note that the sessions were provided to departments within the Division of Student Affairs and Enrollment Services. 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.

Hired a new Center Director. Last year's one-time request for funding to hire an Assistant Director was approved. The COVID-19 prevented CDI from pursuing the hiring process, but plans are in place to bring the process in November 2020.

6. If your unit concluded FY2020 with a Fund 3 addition to Fund Equity 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 \$87,607 to SFAC at the conclusion of FY2020. The return is broken down in the following way:

The return associated with salary and fringe is due to staff transition in FY2020. The COVID-19 pandemic halted much of the programming for spring 2020 which is the reason for the significant return in Maintenance and Operations.

Lapsed Salary and Fringe	\$29,159
Maintenance and Operations	\$58,448
Total	\$87,607

7. Please list your 2021-2022 strategic initiatives and action steps in priority order and cite the specific Division of Student Affairs and Enrollment Services Values 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.

Student Success (SS): Champion exceptional opportunities and services to support all UH students.

- Create a student engagement strategy to encourage more student participation in the center activities and programs. (SS5)
- Establish sustained on-going racial/ethnic affinity spaces using the Discord platform (SS3)
- Enhance and revamp AIMM program (SS2)
- Develop a support/networking group for female students of color. (SS1)
- Create cultural education experience for students using the Houston area as the classroom (SS1)
- Refine the new Blueprint Institute (formerly the Inclusion Liaison Program). In partnership with the Center for Student Involvement this program will focus on diversity and inclusion within registered student organizations. (SS2 & P1)
- Provide dinner dialogues with Ministers Association, Anti-Defamation League and other identity-based organizations and departments. (SS3)
- Visibility and Awareness - Increase visibility and awareness of the Center. (SS5)

Division Cohesion (DC): Create and foster a cohesive division identity, culture, and community.

- Center staff engage in biweekly mindfulness practices (DC5)
- Host two division staff discussions per semester around diversity, equity and inclusion.

Resources (R): Evaluate, actively pursue, and leverage resources to enhance the UH experience.

- Foster relations with Houston community / organizations to seek funding for the Achievement Initiative for Minority Males. (R2)
- Research and complete grant applications that align with our designation as a Hispanic Serving Institution and an Asian Serving Institution. (R2)
- Continue offering virtual workshops and trainings. (R1)

Partnerships (P): Forge and strengthen partnerships to expand our reach into the university and greater community.

- Host mixers with alumni for designated student populations. (P5)
- Partner with cultural student orgs as part of student engagement strategy (P1, SS1)
- Partner with academic colleges and faculty to develop workshop content. (P2)
- Reintroduce the campus' Diversity Consortium. (P1)

- 8. Recognizing that the potential to generate additional Student Service Fee income for FY2022 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 FY2022 base Student Service Fee budget request 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%, 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 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 (\$2,000). Lastly we would cut the budget by (\$5,000) for our Fall Speaker Series, where we bring well renowned speakers to campus to speak about their experience with social justice. 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
Diversity Institute	\$7,000
Culture Connect Week	\$2,000
Fall Speaker Series	\$6,000
Total	\$18,000

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 the Program Manager 2 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's programs support the entire 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.