



Program Questionnaire FY 23-24



CENTER FOR DIVERSITY AND INCLUSION

Engage. Empower. Educate.

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 eight years, CDI's educational workshops and programs, student leadership experiences, and brave space environments have helped advance the university's diversity and inclusion statement and increased cultural awareness, respect, and understanding on campus.

The Center for Diversity and Inclusion provides avenues that build equity and inclusion on our campus community and enhance cultural awareness of our diverse student population. From our first year on campus when we hosted "Black In America" with journalist Soledad O' Brien as a part of our Speaker Series, to 2015 when we began leading diversity sessions at all New Student Orientation for all incoming students; from when we created the RISE Diversity Leadership Certificate program in partnership with the Center for Student Involvement LeadUH Series in 2017 to more recently, when our staff helped the campus respond to the murder of George Floyd and an increased need for diversity education. We responded by providing community spaces for healing, promoting racial justice and developing a greater understanding of difficult societal issues. We continued to meet the need for diversity education this past year with over 93 facilitated conversations and presentations across dozens of departments and organizations, inside and outside of the DSA. These are just a select few ways that our department consistently and actively meets the needs of our diverse student and campus community.

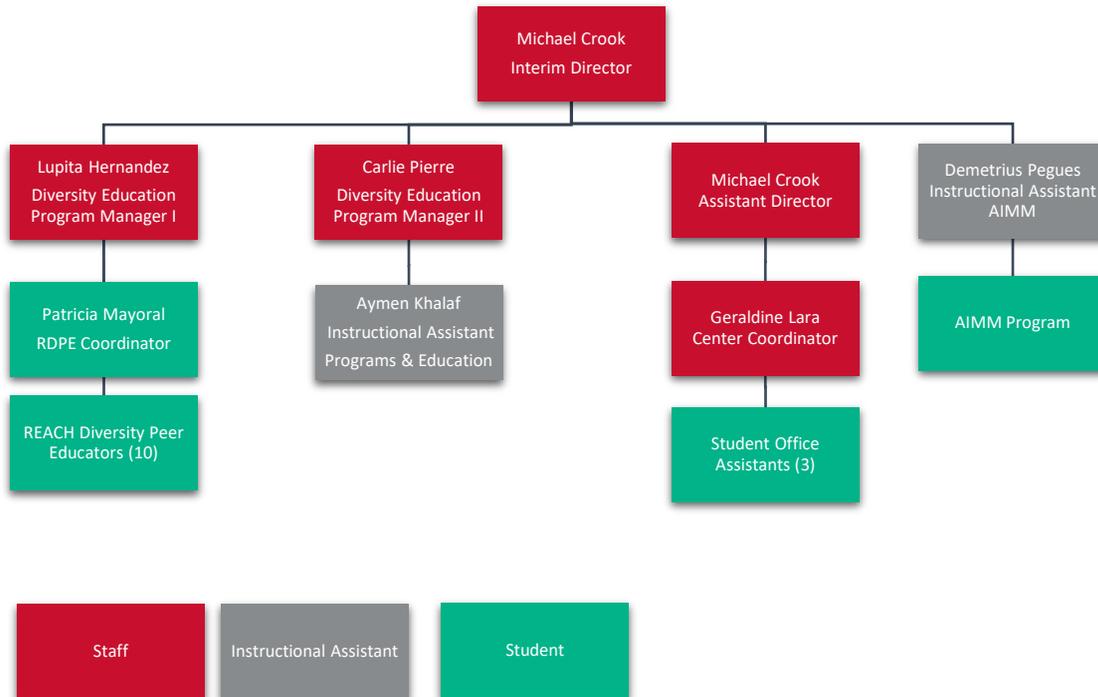
The Center for Diversity and Inclusion benefits the UH student population by leading efforts that cultivate the diversity on campus and directly and positively impact the Division of Student Affairs strategic initiatives and the university's retention and graduation goals.

The Center serves as a voice for students' whose voices often go unheard through our educational programming, initiatives, and advocacy efforts. Each member of our team serves on committees across campus and regularly consults with campus departments to help them creating more 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 promote understanding, belonging, and 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. Through every one of our programs, initiatives, and conversations we embrace the rich diversity we have on campus and make it an experience for the entire campus community. 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.

Center for Diversity and Inclusion Staff



3. List your unit's strategic initiatives and action steps identified for the 2021-2022 academic year and cite the specific Division of Student Affairs (DSA) 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.

DSA Plan: (<http://uh.edu/dsa/about/strategic-planning/>)

UH Goals: (<http://uh.edu/about/mission>)

Goal: Create semester-long cultural education experience for students using the Houston area as the classroom (SS1)	
DSA Strategic Initiative: <i>Student Success :</i> <i>Expand diverse experiences on exploration and education while identifying and meeting the needs of our student population through supportive, inclusive environments.</i>	UH Goal 3 - Social Responsibility: Serve as an Exemplar for Equitable & Inclusive Community Engagement
Status: Changed and Accomplished: A Cultural Excursion experience was created and incorporated into culture Connect Week. We held a cultural excursion program as part of Cultural Connect Week: Participants were given a guided tour of Third Ward by UH graduate student and playwright ShaWanna Goffney, as well as a tour of Project Row Houses. We also provided twenty (20) tickets to UH students to play You Are Cordially Invited to Sit In... covering the story of four Black college students in Third Ward during the Civil Rights Movement.	
Goal: Marketing: Increase awareness about the programs, services, location of the Center for Diversity and Inclusion to the UH community specifically focusing on students.	
DSA Strategic Initiative: <i>Student Success 1:</i> <i>Engage all students to intentionally develop leadership qualities, critical thinking and communication skills, diversity competencies, and personal growth.</i>	UH Goal 3 - Social Responsibility: Serve as an Exemplar for Equitable & Inclusive Community Engagement
Status: Accomplished This year we improved visual marketing and branding for the Center. We worked with Creation Station to develop enhanced images custom for CDI and within University Brand. One example is an Iceberg image highlighting visible and invisible differences, Another example is a series of animated people with a minimalist style that highlights different body types, genders, races etc. We increased regular/active content on the CDI Instagram which resulted in a significant increase in followers a significant increase in impressions. Our newsletter audience increased; and we re-instated the "To Go Tuesdays" Initiative that helped increase student traffic into the center and increased awareness of our department. Although Twitter and Facebook saw increases over the spring and summer terms, the overall number of followers decreased from the previous year. This will be a focus for this upcoming year.	
Goal: Increase student engagement with CDI programs and services. Foster relationships with students and student organizations that the center has not previously engaged.	
DSA Strategic Initiative: <i>Student Success 1:</i> <i>Engage all students to intentionally develop leadership qualities, critical thinking and communication skills, diversity competencies, and personal growth.</i>	UH Goal 3 - Social Responsibility: Serve as an Exemplar for Equitable & Inclusive Community Engagement
Status: Accomplished Throughout FY22 we had partnerships with 15 different student organizations, including: Student Government Association: MLK Day Art and Essay Competitions Caribbean Student Organization, NBASLH, Zeta Phi Beta Sorority Inc., African Student Union, Black Student Union, Nigerian Student Association, Collegiate 100, and ABPsi: Black and African American Student mixer Council of Cultural Activities: Fashion Show Chinese American Language and Culture Organization, Hallyu Club, and Ballet Folklorico de UH (03/03) - Dance Fusion at Culture Connect Week Black Student Union - Study Hours and tracking in CDI Many of these organizations have never had a formal partnership with CDI before. We will continue to have intentional RSO partnerships over the upcoming years.	

Goal: #IAMUH: Strengthen #IAMUH platform to connect diverse identities to university resources.	
DSA Strategic Initiative: <i>Student Success 5:</i> <i>Enrich the sense of connection, belonging, and shared UH identity among all students.</i>	UH Goal 3 - Social Responsibility: Serve as an Exemplar for Equitable & Inclusive Community Engagement: <i>Support freedom of expression and diversity of views.</i>
Status: Partially Accomplished and In-Progress: #IAMUH was incorporated into the Speaker Series, MLK campus Celebration, Culture Connect Week, and Diversity Institute. There were no standalone events as originally planned due to staff bandwidth. Promotional items were purchased, and the brand was expanded with preparations for fall 2022 implementation.	
Goal: Strengthen CDI Diversity Workshops: Review, edit, and add workshops based on the current needs and trends. Content and the aesthetic.	
DSA Strategic Initiative: <i>Resources 1:</i> <i>Evaluate resources to identify opportunities for efficiency, improvement, and transformation.</i>	UH Goal 1 - Student Success: Provide a Top Tier, Inclusive Educational Experience to All
Status: Accomplished. <i>All signature workshops were updated to improved slideshow backgrounds, some improved graphics were created and incorporated into the presentations. Increased video content was included in the presentations and an additional workshop was added to the Center's offerings titled, "Supporting Today's Student." Updating workshops is an on-going process so we will continue to do so in the upcoming years.</i>	
Goal: Build collaboration capacity and solicit ideas for collaboration opportunities to increase reach and protect Center's resources.	
DSA Strategic Initiative: <i>Resources 3:</i> <i>Leverage and adapt resources in innovative ways to increase effective utilization.</i>	UH Goal 3 - Social Responsibility: Serve as an Exemplar for Equitable & Inclusive Community Engagement: <i>Bolster efforts by our students, staff and faculty to seek social justice and racial equity.</i>
Status: Started and In-progress: A collaboration survey was created but was not distributed yet. It will be sent out in the fall 2022. Updated the timeline due to staff transition.	
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 (SS1).	
DSA Strategic Initiative: <i>Partnerships 2:</i> <i>Enhance students' educational experience by expanding partnerships with academic affairs.</i>	UH Goal 3 - Social Responsibility: Serve as an Exemplar for Equitable & Inclusive Community Engagement: <i>Bolster efforts by our students, staff and faculty to seek social justice and racial equity.</i>
Status: Changed: We created a diversity workshop for faculty and staff to better support students. However, we will need to revisit this higher-level certificate for students in the future.	
Goal: CDI Staff Development: CDI staff will provide monthly educational opportunities about aspects of diversity, programming, and facilitation skills to center staff, graduate assistant, and student leaders. (SS2.2)	
DSA Strategic Initiative: <i>Division Cohesion 3:</i> <i>Invest in staff success through professional development, recognition, and opportunities for broader participation throughout the division.</i>	UH Goal 1 - Student Success: Provide a Top Tier, Inclusive Educational Experience to All <i>Use innovative and creative teaching methods to elevate student learning.</i>
Status: In Progress: Currently in the research phase, to see what resources and university support is available to make this goal a reality.	
RSO Blueprint Institute: Expand the inclusion liaison framework to other University Sponsored Programs (SS2) Renamed RSO: Blueprint Institute	
DSA Strategic Initiative: <i>Resources 1:</i> <i>Evaluate resources to identify opportunities for efficiency, improvement, and transformation.</i>	UH Goal 1 - Student Success: Provide a Top Tier, Inclusive Educational Experience to All
Status: Partially Accomplished; Deferred. Curriculum was built, marketing was updated and scheduled for Fall 2022. Will update with status after the institute is complete.	
Goal: Online Diversity Education: Provide online diversity education trainings for the campus community. (R2)	
DSA Strategic Initiative: <i>Resources 1:</i> <i>Evaluate resources to identify opportunities for efficiency, improvement, and transformation.</i>	UH Goal 1 - Student Success: Provide a Top Tier, Inclusive Educational Experience to All <i>Use innovative and creative teaching methods to elevate student learning.</i>
Status: Deferred due to under-staffing of the Center.	

Goal: Foster relations with Houston community / organizations to seek funding for the Achievement Initiative for Marginalized Males program (AIMM)	
DSA Strategic Initiative: Partnerships 3: Create opportunities for our students by developing initiatives that support our neighboring communities.	UH Goal 1 - Student Success: Provide a Top Tier, Inclusive Educational Experience to All
Status: Changed: We want to continue to re-establish the AIMM program and increase membership and sustainability of the program before seeking funding.	
Goal: Assess the utilization of CDI programs and services to identify gaps in usage and areas of improvement to Increase the reach and sustainability of Center resources by creating and/or fostering collaborative campus partnerships (R1.2 and 1.4)	
DSA Strategic Initiative: Resources 3: Leverage and adapt resources in innovative ways to increase effective utilization.	UH Goal 1 - Student Success: Provide a Top Tier, Inclusive Educational Experience to All
Status: Accomplished and In-Progress. We created a new center visitor check-in process and were able to determine the baseline usage of the physical space of the Center. We created a department collaborator survey that will assess our campus partner's experience with the department, help us identify points of pride and also areas of improvement for the center. The survey will be distributed Fall 2022. In terms of collaborations, we were able to host twenty-five (25) collaborations with fifteen (15) different departments and five (5) different collaborative events with thirteen (13) different RSO, which is one of the most collaborative years in the Center's history. We hope to continue to build on these collaborations this upcoming year.	

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.

	FY18	FY19	FY20	FY21	FY22
Center Utilization					
Number of Guests Visiting Center	3,444	2,403	1,130	1,002	1,344
Number of Bookings	34	12	6	-	2
Programming					
Number of Programs	39	40	33	16	54
# of events Center hosts annually	15	18	17	23	24
# of collaborations between Center & departments	18	18	14	5	25
# of collaborations between Center & student organizations	6	4	2	2	5
Total Program Attendance	3,617	3,916	1,032	1,340	3,201
Diversity Education Presentations					
Number of Diversity Education Presentations (DEPs)	110	77	59	65	93
Total Diversity Education Presentation Attendance (including IDI)	8,476	8,293	2,165	2,513	6,618
Number of IDI Individual Coaching	52	34	-	19	-
Outreach Efforts					
Number of Pages Views	89,061	128,294	116,748	125,715	97,169
Number of unique CDI website views	53,725	87,843	63,506	73,434	65,150
Number of Facebook page views	1,877	1,781	1,702	1,499	164
Facebook "likes" increased by	464	60	52	(203)	(252)
Twitter "followers"	785	1,245	1,202	1,174	1,163
Instagram "followers"	210	984	992	1,234	1,805
Conference Sponsorships	4	-	-	-	-
Number of Collaborations through RSO Support Funds	10	-	-	-	-

In FY21, CDI experienced a decrease of 23% in website traffic and a 9% increase in unique visitors over FY21 and 14% increase over FY19, highlighting that we are reaching new people and suggesting that our outreach efforts are effective. Instagram saw a 46% increase in followers whereas Twitter and Facebook saw a decline in users. Likely due to graduated students and decreased activity on campus.

Workshop and Presentations FY21		
Internal to DSA		
Lead360 (10/06, In-Person) - MC & SG	Workshop/Training	Center for Student Involvement
Custom Request (10/27, Virtual) - SG	Workshop/Training	Phi Mu Sorority
Inclusive Language (11/05, In-Person) - SG & LH	Workshop/Training	Houston Panhellenic Council
Intent vs. Impact (11/05, In-Person) - SG & SF	Workshop/Training	Houston Panhellenic Council
Phi Mu Sorority (11/18, In-Person) - SG	Workshop/Training	Student Centers
Inclusive Language (09/22, In-Person) - KW	Signature Workshop	
Intent vs. Impact (10/01, In-Person) - MC	Signature Workshop	
Power and Privilege (10/04, In-Person) - KW	Signature Workshop	
Diversity 101 (10/06, Virtual) - MC	Signature Workshop	

Inclusive Language (10/12, Virtual) - SG	Signature Workshop	
Race and Racism (10/19, In-Person) - VC	Signature Workshop	
Diversity 201 (10/27, Virtual) - KW	Signature Workshop	
Intent vs. Impact (11/02, Virtual) - MC	Signature Workshop	
Race and Racism (11/08, In-Person) - VC	Signature Workshop	
DreamZone Ally Training (11/09, In-Person) - VC, SG, & LH	Signature Workshop	
Diversity 201 (11/16, Virtual) - KW	Signature Workshop	
Diversity 101 (11/18, In-Person) - MC	Signature Workshop	
Custom Request: (01/21, In-Person) - VC	Workshop/Training	Student Government Association
Custom Request: (02/28) - VC	Workshop/Training	Veteran Services
Ignite (03/11) - SG	Workshop/Training	Center for Student Involvement
Custom Request: ZTA Alumni (03/22) - SG	Workshop/Training	Zeta Tau Alpha
Custom Request: CSI (04/06) - VC	Workshop/Training	Center for Student Involvement
Custom Request: Campus Rec Staff Training (05/18) - VC	Workshop/Training	Campus Recreation
Custom Request: Admissions (05/24) - MC	Workshop/Training	Admissions
Diversity 101 (02/03, In-Person) - SG	Signature Workshop	
Diversity 201 (02/16, In-Person) - VC	Signature Workshop	
Inclusive Language (02/22, In-Person) - MC	Signature Workshop	
DreamZone Ally Training (02/23, Virtual) - VC + LH	Signature Workshop	
Intent vs. Impact (02/24, In-Person) - MC	Signature Workshop	
Race and Racism (03/08, Virtual) - VC	Signature Workshop	
Power and Privilege (03/09, In-Person) - VC	Signature Workshop	
Diversity 101 (03/23, Virtual) - SG	Signature Workshop	
Race and Racism (03/28, In-Person) - SG	Signature Workshop	
Intent vs. Impact (03/30, Virtual) - MC + LH	Signature Workshop	
Diversity 201 (04/05, Virtual) - SG	Signature Workshop	
Inclusive Language (04/06, Virtual) - MC	Signature Workshop	
DreamZone Ally Training (04/12, In-Person) - SG	Signature Workshop	
Power and Privilege (04/14, Virtual) - SG	Signature Workshop	
New Student Orientations (June, 2, 9, 16, 21,30; July 19, 24, 28,	Presentation	
XLR - (8/12) - MC and LH	Workshop/Training	USOs and Center for Student Involvement
Campus Recreation (6/9) - VC	Workshop/Training	Campus Recreation
O Team leaders - (5/23) - MC	Workshop/Training	Orientation
Media Camp (7/28) - MC	Workshop/Training	Center for Student Media
Cub Camp Leaders - (8/11) - MC and LH	Workshop/Training	Cub Camp
RA Training - New Ras - (8/11) MC and LH	Workshop/Training	SHRL
RA Training - Returning Ras - (8/11) - MC and LH	Workshop/Training	SHRL
Campus Recreation 3 sessions - (8/15) - MC	Workshop/Training	Campus Recreation
External to DSA		
Behavioral and Social Sciences (09/08, In-Person) - VC	Workshop/Training	Behavioral and Social Sciences

Hilton College HRM First Year Seminar (9/24, In-Person) - MC	Workshop/Training	Hilton College Restaurant Management
UH STEM Center (10/04, Virtual) - MC	Workshop/Training	STEM Center
Bauer Leadership Programs (10/12) - MC & KW	Workshop/Training	Bauer College of Business
Human Development and Consumer Services (10/19, Virtual) - MC	Workshop/Training	Human Development and Consumer Services
Human Resources and Consumer Services (10/22, Virtual) - KW	Workshop/Training	Human Development and Consumer Services
Pharmacy MicroAggressions (11/10, In-Person) - MC	Workshop/Training	College of Pharmacy
Psychological Health and Learning Sciences (11/11: Section 1, In-Person) - SG & LH	Workshop/Training	PHLS
Psychological Health and Learning Sciences (11/11: Section 2, In-Person) - SG & LH	Workshop/Training	PHLS
Office of Community Health (11/17, Virtual) - KW	Workshop/Training	Office of Community Health
Honors College (11/18, In-Person) - KW	Workshop/Training	Honors College
Psychological Health and Learning Sciences (02/03: Section 1, In-Person) - VC	Workshop/Training	PHLS
Psychological Health and Learning Sciences (02/03: Section 2, In-Person) - VC	Workshop/Training	PHLS
Finance/Comptroller (02/10, Virtual) - VC	Workshop/Training	Comptrollers Office
Pharmacy Leadership and Administration Session 1 (2/28) - MC	Workshop/Training	College of Pharmacy
Pharmacy Leadership and Administration Session 2 (03/10) - MC	Workshop/Training	College of Pharmacy
VAW Global Health Alliances (03/10) - SG	Workshop/Training	
Athletics - VC	Workshop/Training	Athletics
Pharmacy Series: Diversity 101/201 (5/17)	Workshop/Training	College of Pharmacy
Athletics: Sports Medicine (05/26) - VC	Workshop/Training	Athletics
Diversity 101/201 (DEI in College of Pharmacy Series) (5/17) - MC	Workshop/Training	College of Pharmacy
Race and Racism (DEI in College of Pharmacy Series) (6/3) - VC	Workshop/Training	College of Pharmacy
Bauer Full Time MBA (8/8) - MC	Workshop/Training	Bauer College of Business
Auxillary Services -(6/7) - VC	Workshop/Training	Auxiliary Services
Race and Racism in Healthcare (DEI in College of Pharmacy Series) - (6/9) - Pharmacy Faculty	Workshop/Training	College of Pharmacy
Inclusive Language (DEI in College of Pharmacy Series) - (6/16) - MC	Workshop/Training	College of Pharmacy
Power and Privilege (DEI in College of Pharmacy Series) - (6/24) - VC	Workshop/Training	College of Pharmacy
LGBTQ+ Awareness (DEI in College of Pharmacy Series) - (7/8) - LGBTQ Staff	Workshop/Training	LGBTQ Resource Center/ College of Pharmacy
Implicit Bias (DEI in College of Pharmacy Series) - (7/14) - MC	Workshop/Training	College of Pharmacy
Supporting Today's Student (DEI in College of Pharmacy Series) - (7/22) - MC	Workshop/Training	College of Pharmacy
Ability and Agesism (DEI in College of Pharmacy Series) - (7/29) - Kyle Mutz	Workshop/Training	Student Accessibility Center/ College of Pharmacy
Business Services - (7/11) - MC	Workshop/Training	Business Services
NSM Summer Scholars Program - (7/14) - MC	Workshop/Training	Natural Sciences and Mathematics

Improved Programming

During our WOW events, we received record attendance at our identity-based mixers total 1,485 students:

Black Student Mixer - 373 attendees – 14% increase

Latine/Hispanic Student Mixer – 254 attendees - 78% increase

1st Generation Student Mixer – 139 attendees – 695% increase

Asian Pacific Islander Desi American Student Mixer – 331 attendees - 447% increase

During the mixers, we surveyed each of our identity-based student mixers using MS Forms and were able to collect information on how students would like to be reached and what programs they would like to attend. As a result of the surveys, summary information included below:

Black Student Mixer:

Text – 38%

Instagram – 26%

Email – 19.4%

Types of events: Mixers and social type events are top responses.

Latine/Hispanic Student Mixer:

Text - 27%

Email - 20%

Instagram - 20%,

Types of Events: mixers, dances, cultural events, and food events being top responses in the type of events they'd like to see.

1st Generation Student Mixer

Text – 44%

Instagram – 20%

Email – 17%

Types of events: Mixers and social events were high but the top response was that many reported that they didn't know what type of program they wanted.

Asian Pacific Islander Desi American Student Mixer

Email – 46%

Text – 27%

Instagram – 8%

Create a Student Engagement Plan:

Starting fall 2021 at all of our events and programs we have attendees complete a marketing survey asking them to describe what they best way to reach them would be, the types of programs they would like to see and if they would be interested in joining focus group to talk to us more about our programs and services. We have received interest from 568 people who expressed interest in participating in identity-based focus groups who we will reach out with and learn how we can better meet the need of our diverse student body later this fall.

5. Please discuss any budget or organizational changes experienced since your last (FY2023) 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.

During FY22, the CDI team experienced many staff transitions.

December:

- Program Manager I, Kendall Wright, resigned
- Instructional Assistant, Shante Fossie, resigned

January

- Assistant Director, Michael Crook took a co-director appointment in the LGBTQ Resource Center, reducing hours in the Center by 20 hours.

April

- Program Manager II, Sydnee Garcia, resigned.

June

- Program Manager 1 position filled by Lupita Hernandez, CDI Instructional Assistant
- Director, Varselles Cummings, resigned.

July

- Assistant Director, Michael Crook was named the Interim Director
- Assistant Director position becomes vacant.

August

- Program Manager II filled, Carlie Pierre
- Instructional Assistant – AIMM, hired, Demetrius Pegues

The team began the fall semester actively working to realign priorities and readjust to the return to campus and meet the programming and support needs of our diverse student body. Reduced staffing resulted in the slowing or deferring of some of the Center's priorities. However, the trajectory of the numbers suggest that we are well on our way to returning to pre-pandemic numbers.

6. If your unit concluded FY2022 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.).

We returned \$46,352 in Fund Equity. This is a result of \$33,753 in salary savings and the return of \$61,088 in Maintenance and Operations and Travel funds less admin charges and approved rollover funds (i.e. \$33,753 + \$61,088 – \$20,486 - \$28,000).

The salary savings came from a:

- Five-month vacancy in the Program Manager 1 role,
- Three-month vacancy in the Program Manager 2 role,
- Two-month vacancy of the Assistant Director role, and,
- One semester vacancy of an instructional assistant position.

We also returned \$61,088 in Maintenance and Operations and Travel funds. Due to COVID -19 there was decreased student engagement and programming our center, in comparison to pre-pandemic levels, which resulted in less spending. There was also less staff travel due to employee turnover.

Salary Savings	\$33,753
<ul style="list-style-type: none"> • Program Manager 1 and 2 • Assistant Director • Instructional Assistant - AIMM 	
Maintenance and Operations/Travel	\$61,088
Administrative Charges	(20,486)
Approved Rollover Funds (#IAMUH)	(28,000)
Total	\$46,352

7. Please list your 2023-2024 strategic initiatives and action steps in priority order and cite the specific Division of Student Affairs 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.

CDI Strategic Initiatives

1. Develop a diversity/inclusion and global education strategy for UH students
2. Implement measures to retain our highly diverse student population
3. Provide training, facilitation to students, faculty and staff about diversity equity and inclusion

Student Success: Champion exceptional opportunities and services to support all UH students	
CDI Strategic Initiative 1 – Develop a diversity/inclusion and global education strategy for UH students	
Action Step: Assess and refine the Blueprint Institute (formerly the Inclusion Liaison Program) to focus on diversity and inclusion within registered student organizations in partnership with the Center for Student Involvement. (SS2 & P1) SS2.2	
DSA Strategic Initiative: <i>Student Success 2: Expand diverse experiences on exploration and education while identifying and meeting the needs of our student population through supportive, inclusive environments.</i>	UH Goal 3 - Social Responsibility: Serve as an Exemplar for Equitable & Inclusive Community Engagement
Action Step: Implement accessible online/mobile diversity education training/workshops	
DSA Strategic Initiative: <i>Student Success 1: Engage all students to intentionally develop leadership qualities, critical thinking and communication skills, diversity competencies, and personal growth</i>	UH Goal 1 - Student Success: Provide a Top Tier, Inclusive Educational Experience to All
Action Step: Explore future large-scale interactive diversity education programming options for students.	
DSA Strategic Initiative: <i>Student Success 1: Engage all students to intentionally develop leadership qualities, critical thinking and communication skills, diversity competencies, and personal growth</i>	UH Goal 1 - Student Success: Provide a Top Tier, Inclusive Educational Experience to All
Action Step: 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).	
DSA Strategic Initiative: <i>Student Success 1: Engage all students to intentionally develop leadership qualities, critical thinking and communication skills, diversity competencies, and personal growth.</i>	UH Goal 1 - Student Success: Provide a Top Tier, Inclusive Educational Experience to All
CDI Strategic Initiative 2 – Implement measures to retain our highly diverse student population	
Action Step: Establish sustainability plan for the department’s Black Women Initiative (SS1) SS5.1	
DSA Strategic Initiative: <i>Student Success 1: Engage all students to intentionally develop leadership qualities, critical thinking and communication skills, diversity competencies, and personal growth</i>	UH Goal 1 - Student Success: Provide a Top Tier, Inclusive Educational Experience to All
Action Step: Enhance and revamp AIMM program (SS2)	
DSA Strategic Initiative: <i>Student Success 1: Engage all students to intentionally develop leadership qualities, critical thinking and communication skills, diversity competencies, and personal growth</i>	UH Goal 1 - Student Success: Provide a Top Tier, Inclusive Educational Experience to All
Division Cohesion: Create and foster a cohesive division identity, culture and community	
CDI Strategic Initiative 3 – Provide training, facilitation to students, faculty and staff about diversity equity and inclusion	
Action Step: Host quarterly “Campus Conversations” that support DEI understanding and community building	
DSA Strategic Initiative: <i>Division Cohesion 4: Foster collaborative divisional processes focused on common goals.</i>	UH Goal 3 - Social Responsibility: Serve as an Exemplar for Equitable & Inclusive Community Engagement
Resources: Evaluate, actively pursue, and leverage resources to enhance the UH experience	
CDI Strategic Initiative 2 – Implement measures to retain our highly diverse student population	

Action Step: Assess and enhance racial/ethnic affinity spaces on the Discord platform (SS3)	
DSA Strategic Initiative: <i>Student Success 3: Foster the holistic well-being of all students through coordinated, intentional services and processes.</i>	UH Goal 3 - Social Responsibility: Serve as an Exemplar for Equitable & Inclusive Community Engagement
Action Step: Research and complete grant applications that align with our designation as a Hispanic Serving Institution and an Asian Serving Institution. (R2)	
DSA Strategic Initiative: <i>Resources 2: Pursue and develop resources to address identified gaps and needs.</i>	UH Goal 3 - Social Responsibility: Serve as an Exemplar for Equitable & Inclusive Community Engagement
Action Step: Foster relations with Houston community / organizations to seek funding and additional support for the Achievement Initiative for Marginalized Males. (R2)	
DSA Strategic Initiative: <i>Resources 2: Pursue and develop resources to address identified gaps and needs.</i>	UH Goal 3 - Social Responsibility: Serve as an Exemplar for Equitable & Inclusive Community Engagement; Strengthen our partnership with Historic Third Ward and the city of Houston.
Partnerships: Forge and strengthen partnerships to expand our reach into the university and greater community.	
CDI Strategic Initiative 1 – Develop a diversity/inclusion and global education strategy for UH students	
Action Step: Increase the reach and sustainability of Center resources by creating and/or fostering collaborative campus partnerships	
DSA Strategic Initiative: <i>Partnerships 1: Educate and empower campus partners to be our advocates.</i>	UH Goal 3 - Social Responsibility: Serve as an Exemplar for Equitable & Inclusive Community Engagement
CDI Strategic Initiative 3 – Provide training, facilitation to students, faculty and staff about diversity equity and inclusion	
Action Step: Reintroduce the campus' Diversity Consortium. (P1)	
DSA Strategic Initiative: <i>Partnerships 1: Educate and empower campus partners to be our advocates.</i>	UH Goal 3 - Social Responsibility: Serve as an Exemplar for Equitable & Inclusive Community Engagement

8. Recognizing that the potential to generate additional Student Service Fee income for FY2024 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 3.5, 5.0 or 7.5% in your total FY2024 base Student Service Fee budget request and provide a line-item explanation of where budgetary cuts would be made. A spreadsheet has been created to assist in this process. Please include a copy of the spreadsheet with your questionnaire submission.

Overall CDI Budget

% reduction	3.5%	5%	7.5%
Dollars Cut	\$12,409	\$17,727	\$26,590

If the Center for Diversity and Inclusion were to reduce our base budget (\$354,534) all of our signature programs would be severely impacted. At first, we would have to reduce newer or smaller scale programs that currently have some great traction but then we would have to make major cuts to our few signature programs. This would result in significantly limiting the Center's signature programs in terms of quality and reach. We are an office that leads the diversity education efforts on campus and the professional development of our staff help us ensure that we are providing current and relevant data effectively meeting the need of our diverse student body. However, we would make tiered cuts to the professional development as well in order to reduce the impact on the student programs.

Houston Excursions:

% reduction	3.5%	5%	7.5%
Program Dollars Cut	\$1,000	\$1,000	\$1,000

A 3.5% cut this program would be cut completely. This is one of our newest initiatives, a part of our strategic plan, and was created as a way to connect UH students to the greater Houston community which is part of the University's goals. This experience would no longer be available to students.

A 5% cut – Program would be cut.

A 7% cut – Program would be cut.

Frontier Fiesta, Live at 5

% reduction	3.5%	5%	7.5%
Program Dollars Cut	\$1,500	\$1,500	\$1,500

A 3.5% cut, our Frontier Fiesta collaboration with Live at 5 would be cut completely. This event is a sponsorship that supports multicultural based organizations participation in Live at 5 an event at the campus tradition. This would reduce the number of students who experience the campus tradition and also reduce the number of large-scale cultural programs at frontier fiesta.

A 5% cut – Collaboration would be cut.

A 7% cut – Collaboration would be cut.

Professional Development

% reduction	3.5%	5%	7.5%
Program Dollars Cut	\$1,500	\$3,000	\$4,000

A 3.5% cut would reduce our the Professional Development by 10%. Professional Development in the Diversity, Equity and Inclusion field is vital to the advancement of the staff as we need to always stay abreast to the current culture, environment, and issues so that we can effectively serve the diverse student population. It also helps us develop new workshops, trainings and programs. Development that comes from outside of the university signals

that we are invested in our staff and their career and are grateful for the work that they put in on campus. It also ensures that we are bringing new and innovative approaches to our student-centered work.

A 5% cut, we would reduce the professional development budget by 20%, and thus making significant cuts to professional development

A 7.5% cut, we would reduce this line item by 26% indicating an on-going commitment to splitting the cuts between staff development and student programming. Additionally, diversity education

Culture Connect Week (CCW)

% reduction	3.5%	5%	7.5%
Program Dollars Cut	\$2,500	\$3,000	\$3,700

CCW is a week-long series of culture related events that showcases the diversity we have on campus and increases the knowledge, awareness, and skills of our students to help them deepen understanding and work more effectively across differences. It has been a staple program of CDI since 2015. At this time, the total budget for the program is \$3,700.

A 3.5% cut would reduce budget by \$2,500 and result in cutting the number of events in the week to two events, instead of the normal five to seven.

A 5% cut would reduce budget by \$3,000 and significantly reduce of the week to only one, no frills event. Marketing would be limited and recruitment to the event would be difficult.

A 7.5% cut would reduce the program budget by \$3,700 and completely cut the event. Cougars would not get to experience any of the student-centered cultural educational programming planned this week.

Diversity Institute

% reduction	3.5%	5%	7.5%
Program Dollars Cut	\$5,500	\$8,000	\$9,500

Diversity Institute is the only day-long diversity education centered conference on campus and includes keynote speakers, opportunities for student to showcase their DEI related research, and gain presentation experience. All attendees network and attend educational programs and it serves as a signature professional development opportunity on campus. Currently the total budget for the program is \$9,500.

A 3.5% cut would reduce budget by \$5,500 i.e. by over-half and result in a smaller conference, the inability to compensate a keynote speaker for their expertise, and we would reduce from a meal to snacks at the event. This means that in order to host the event, current staff, students and faculty would have to do extra work to present with little incentive, and recruitment to attend the event would be more difficult.

A 5% cut would reduce budget by \$8,000 and result in the same cuts as 3.5% and an even smaller conference, less sessions, and result in just a room with discussions happening.

A 7.5% cut would reduce budget by \$9,500 and the program would be cut completely. Thus, reducing this professional development and networking opportunity on campus. Most all other Big 12 schools have some sort of DEI conference on their campus. As one of the most diverse universities in the country it would be sad to see that we were unable to invest in a one-day conference.

Marketing

% reduction	3.5%	5%	7.5%
Program Dollars Cut	\$650	\$1,167	\$1,500

At each tiered budget cut, we would have to reduce the marketing budget. This would result in increase usage of student employee making marketing deigns on Canva and PowerPoint which would increase the student

employee time in the center and less creative or unique marketing images. Awareness of the programs and services offered by the center would be reduced.

Fall Speaker Series

% reduction	3.5%	5%	7.5%
Program Dollars Cut	\$0	\$0	\$4,828

The Fall Speaker Series exposes students to national speakers, authors, professionals, and personalities. The event often includes a meet and greet and provides extraordinary return in terms of students hearing their stories reflected and the motivation to reach their goals.

We would not make cuts to this program at 3.5% and 5%. In order to get a speaker with the notoriety that is needed for this speaker series, we would need to keep as much money toward the speaker fee as possible. However, at a 7.5% cut, our overall programming budget would be so significantly impacted we would not have a choice but to cut funding to the speaker fee. The reduction in \$4,828 would reduce the level of speaker at the event resulting in people with little to no name recognition. Recruitment to the event would be very difficult.

STUDENT SERVICE FEE Questionnaire

Name of Unit: Center for Diversity and Inclusion
 Dept#:

	FY 2024	FY 2024	FY 2024	FY 2024
Funding Sources	Base Budget	Amount of 3.5% Reduction	Amount of 5.0% Reduction	Amount of 7.5% Reduction
Student Service Fees- Base Budget	354,534	12,409	17,727	26,590

Expenses		Amount of 3.5% Reduction	Amount of 5.0% Reduction	Amount of 7.5% Reduction
Salaries and Wages				
Full-time Employee Salaries				
Student Workers Wages				
Graduate (GA/IA) Students Wages				
Fringes		-	-	-
Salaries/Fringes Total		0	0	0

Other Expenses					
Houston Excursions		1,000	1,000	1,000	
Frontier Fiesta - LIVE @5 Collaboration		1,500	1,500	1,500	
Professional Development		1,500	3,000	4,000	
Culture Connect Week		2,500	3,000	3,700	
Diversity Institute		5,500	8,000	9,500	
Marketing		650	1,167	1,500	
Fall Speaker Series				4,828	
Admin Charge	Enter %	6%	759	1,060	1,562
Other Expenses Total			12,409	17,727	26,590
TOTAL EXPENSE			12,409	17,727	26,590
Amount left to allocate			(0)	(0)	0

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.

This past year, with the assistance of University Advancement, the Center for Diversity and Inclusion was able to acquire a one-time \$15,000 sponsorship from Amazon for FY23. This was originally designated to enhance the fall speaker series and diversity institute programs but will be used solely for the Fall Speaker Series.

In addition, CDI obtains minimal revenue from administering the Intercultural Development Inventory (IDI). IDI is an instrument that students, faculty, and staff can take to assess their intercultural competence and then receive personalized 1:1 coaching from CDI staff. After paying IDI's fee for the instrument, the Center utilizes remaining funds to support staff resources. The income varies from year-to year and is based on need and CDI staff availability. Last year we received \$0.00 from this revenue source.

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 Center for Student Empowerment (CSE) hosts similar programs as the Center for Diversity and Inclusion. CSE 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 Academic Affairs to host diversity related programs.

The Council for Cultural Activities (CCA) provide and/or co-sponsor similar diversity and culture-based programs that reflects events that the Center for Diversity and Inclusion host. CCA programs are from a student's lens, are typically social in nature, and most of the time involves food and music which is needed. On the contrary, the goals of the Center for Diversity and Inclusion programs are to increase student's cultural competence and as a result not only include the student perspective but also include educational components. The Center for Diversity and Inclusion also works directly with faculty and other units within Student Affairs to provide a larger reach.