

CENTER FOR DIVERSITY & INCLUSION



Student Fees Advisory Committee (SFAC)
PROGRAM QUESTIONNAIRE FOR FY19

FY2019 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

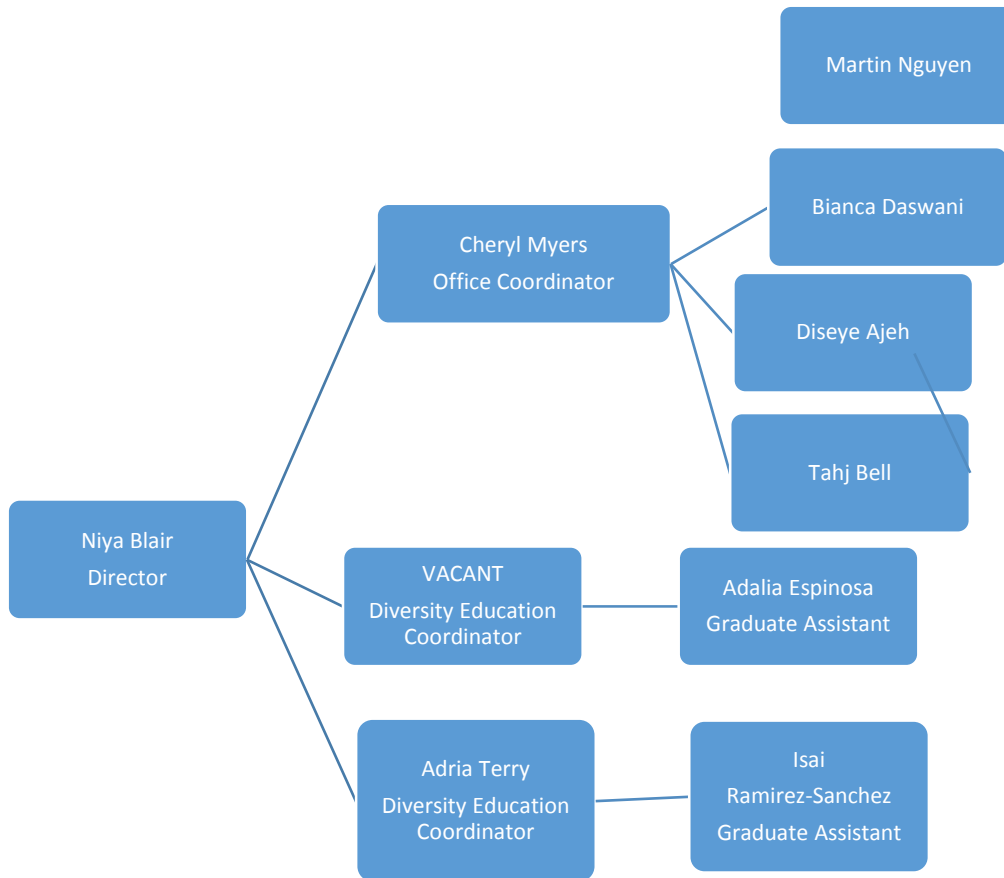
The Center for Diversity and Inclusion (CDI) was established fall 2014 to provide educational, cultural, and leadership experiences that transform lives through intercultural understanding. CDI is known for its programs, workshops, services, and initiatives that engage, empower and educate our highly diverse student population. Since the creation of the Center three years ago, CDI has made a significant footprint on campus through the many opportunities the Center provides to students. These opportunities (workshops, programs, student leadership experiences, and safe space environments) promote cultural communication and culturally-responsive practices that help diverse communities connect.

The Center's workshops (DREAM zone Ally Training, Diversity 101, Inclusive Language, etc.) and programs (Campus Conversations, Fall Speaker Series, Culture Connect Week, etc.) play a significant role in making our university's Diversity and Inclusion's Statement a living document. CDI has a vital role in creating inclusive environments within the Center, through their student leadership programs, Achievement Initiative for Minority Males (AIMM) program and CDI ambassadors, and workshops where students have the opportunity to be themselves and discuss who they are. During the Center's first year, the Center facilitated 29 trainings, and three years later, CDI has presented 114 diversity presentations during the 2016-2017 academic year.

While CDI takes great pride in leading many diversity efforts on campus, the Center recognizes it is a shared responsibility. Therefore, collaborating with various offices and student organizations is fundamental to the success of the department and moving the needle forward in diversity and inclusion efforts at UH. Having a diverse student body impacts the UH community. By receiving funds from the SFAC process, CDI is in a better position to provide an avenue that increases students, faculty, and staff cultural awareness and understanding of multiple perspectives. The Center is able to achieve this through workshops, programs, and intercultural coaching sessions. The Center for Diversity and Inclusion promotes a learning environment where inclusion is a necessary component of being the second most racially and ethnically diverse institution. The Center also serves as a voice for student's whose voices often go unheard. Recognizing the challenges that some marginalized students face with navigating college, the Center partners with faculty and staff to create a more inclusive campus environment for all students. Working in conjunction with other offices to ensure policies and practices for UH students are inclusive while working to remove systemic barriers, is also a primary responsibility for the Center.

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 Organization Chart



3. List your unit's strategic initiatives and action steps identified for the 2016-2017 academic year and cite the specific Division of Student Affairs and Enrollment Services (DSAES) Strategic Initiatives and University of Houston Strategic Goals 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/actions, the rationale for the addition, and comment on your success in achieving these items.

Develop a diversity/inclusion and global education strategy for UH students.

Goal- Create foundational diversity certificate for UH students partnering with the Center for Student Involvement-**3b**

Status-Completed

Narrative-Over the summer, the Center for Diversity and Inclusion and the Center for Student Involvement worked together to create the foundational diversity certificate program, RISE. The program was formed and marketed to UH students. Out of all of CSI's Lead UH Programs, RISE has engaged the most students.

Goal- Partner with two community based groups to provide UH students cultural experiences by attending diversity related programs in the Houston community-**3b**

Status-Not completed

Narrative- The Diversity Education Coordinator planned one activity in the spring but students did not sign up to participate. We will revamp our options and provide experiences for students Fall 2018.

Goal- Work with diversity consortium committee to create definitions-**5d**

Status-Completed

Narrative- The Center worked with the DSAES Student Life Diversity committee to create diversity and inclusion related definitions

Goal-Create phase two of the customized student leader diversity seminar for executive members of student organizations that is presented to them during the fall and spring semesters.-**1c**

Status -Revamp

Narrative-The Good to Great Series that is a part of the student leader diversity seminar has experienced a few challenges regarding marketing and student participation. CDI staff are exploring partnership with a specific department(s) to offer series their student organization(s).

Implement measures to retain our highly diverse student population.

Goal- Work with the participants in the Achievement Initiative for Minority Males to plan a high school recruitment event for minority males in the Third-Ward community-**1c**

Status-Completed

Narrative-The AIMM program hosted a successful recruitment event, AIMM High, Spring 16 and part two Spring 17

Goal- Create phase two of Achievement Initiative for Minority Males program doubling membership-**3b**

Status-Completed

Narrative- the AIMM program has undergone some changes regarding membership. Three participants were removed from the organization due to not meeting membership standards. The program received funding for a graduate assistant this semester and she (the graduate assistant) worked with the director to recruit new members. The membership doubled. There are now 20 active members in AIMM.

****Additional Goals****

Goal- Reorganize the Achievement Initiative for Minority Males program that includes a more intensive and hands-on experience-**3b**

Status-Completed

Narrative-The AIMM program has changed leadership and has a new curriculum that better supports members and connects them to each other and the campus.

Goal- Work with selected faculty members to infuse the Center's diversity programs and initiatives into their curriculum-**6a**

Status-In progress

Narrative-CDI Director has worked with selected faculty members to infuse some elements of diversity programs into their curriculum. We hope to make a larger, more intentional impact by selecting our speakers a semester early in order to truly provide a connection to what takes place in the classroom.

Goal- Implement and evaluate one, two and three year experience for the CDI student ambassador's-**4a**

Status-completed

Narrative- This summer, CDI reorganized the ambassador program by splitting the large group into two-subcommittees (1-Educator; and 2- Marketing and Outreach). The reorganization will be implemented in the fall. The plans were created to best meet the needs of the ambassador program and the individual needs of the student. We will evaluate the new changes at the end of the next academic year.

Develop and implement an inclusion communication plan

Goal- Increase the number of visitors in the Center for Diversity and Inclusion by 10%.-**3e**

Status- Changed/Completed

Narrative- This goal was moved to 2016 and the Center increased the number of visitors in 2016 by 40%. Our goal is to maintain the number of visitors this fiscal year

Goal-Work with the Assistant Provost of Faculty Recruitment, Retention, Equity and Diversity to create a campus diversity report-**6a**

Status-Moved

Narrative-This goal is being evaluated and will be revisited

Goal-Increase the number of submissions to the CDI Diversity Calendar by 20%-**5a**

Status-Completed

Narrative-The Center has increased the number of submissions by 20%.The Diversity Calendar page is the most viewed page on the CDI- http://www.uh.edu/cdi/events_programs/campus_diversity_calendar.html

****Additional Goals****

Goal- Increase the visibility of the #IAMUH campaign that showcases diversity at the University of Houston.-**5c**

Status-Partially

Narrative-The Center had two #IAMUH Kick-Off Celebrations in the fall semester. Over 200 students participated in the celebration. This year's CDI's t-shirts have #IAMUH on the front and were given out at various times in the fall and will be distributed this semester. Also CDI collaborated with areas in DSAES Student Life to have #IAMUH represented at some events during Weeks of Welcome. There is also a plan in place to create different opportunities to engage the campus with the campaign this semester. The committee has decided to reimage #IAMUH and change from a campaign to an initiative.

Goal-Work with faculty, staff, and student partners to help construct a campus wide diversity statement.-**6b**

Status-Completed

Narrative- CDI Director co-chaired the Diversity and Inclusion Workgroup to develop the campus Diversity and Inclusion statement with the Dean of the Graduate College of Social Work. The statement was completed a month ahead of schedule and was unveiled to the campus in early fall.

Goal- Collaborate with Human Resources to have the Center for Diversity and Inclusion listed as a resource for faculty and staff in Orientation information packets-**6b**

Status-Not completed

Narrative-Changes in leadership in Human Resources have hindered this initiative from being completed in the fall. The goal is to have this completed by the end of the next fiscal year. The Center has partnered with Human Resources to offer a diversity workshop as a part of HR's Wellness series.

Goal- Increase creative and effective marketing strategies via flyers, social media, and website throughout the fall and spring semesters that result in an increase in workshop/program attendance-**5b**

Status-Completed

Narrative- As a result of the marketing survey and focus group that took place in the fall, CDI utilized this information to improve flyers, digital marketing and our social media platforms. These measures helped increase our impact on workshop/program attendance. This summer, we rebranded our Center's look by updating our website, booklet, handbills, and pop-up banner to reflect our new image.

Foster a welcoming and inclusive university environment

Goal- Work with Institutional Research and Director of Assessment to distribute Skyfactor Campus Climate Survey Spring 2017 and compare findings from 2014/2015 -**3d**

Status-Completed

Narrative-The campus climate survey was disturbed in April. During FY18, we will compare findings from 2014/2015 and share results as appropriate to the UH community.

Goal-Launch Part 2 of the #IAMUH campaign-**5c**

Status-Completed

Narrative- The committee hosted additional events and purchased various items as giveaways that increased participation and visibility in the campaign a

Goal- Work with Director of Assessment and Planning to create an assessment tool for departments in the division to track the inclusiveness of their programs and services-**4a**

Status-Moved

Narrative- Due to other diversity efforts in the Division of Student Affairs and Enrollment Services this goal will be revisited in two years

Goal- Create a formalized recognition program for faculty, staff and students who engage in work that supports diversity and inclusion efforts-**3c**

Status-Moved

Narrative-This goal is being moved to the next fiscal year and hopefully can be supported through the Diversity Education Consortium. The Consortium should attract more campus constituents to participate.

Goal- Administer the Intercultural Development Inventory (IDI) tool to students, faculty, and staff and provide coaching to help increase cultural competence-**3b**

Status-In progress/ongoing

Narrative-The staff administered the IDI tool during the fall to the members of the Division of Student Affairs and Enrollment Services (DSAES) Senior Leadership Team and selected members of the DSAES Student Life Team. In the spring and summer, CDI staff partnered with six departments within DSAES to administer the IDI. There is a plan in place to continue to provide the instrument the next fiscal year.

****Additional Goals****

Goal-Communicate with first-year and transfer students about diversity on campus and the Center for Diversity and Inclusion to ensure incoming students know about the Center and our programs and services.-**1e**

Status-Completed

Narrative- CDI team presented at every New Student Orientation on the elements of diversity and inclusion and spoke about the Center and our services.

Goal- Staff members in the Center for Diversity and Inclusion will serve on one of the division-wide committee and/or attend diversity related workshops outside of office.-**2a**

Status-Completed

Narrative-Each member of CDI serves on one or more committees and has attended workshops outside of our office to increase our own diversity and inclusion knowledge.

Goal- In the fall, create and distribute a customer service survey for guest who visit the Center for Diversity and Inclusion and utilize findings to improve practices-**2e**

Status-Completed

Narrative-Due to hiring a new staff member in the Center (Office Coordinator, who oversees customer service for the department) and the DSAES developing the customer service standards, we distributed our customer service survey this spring. The Office Coordinator presented the findings to the team in the summer and changes are in place for improvement

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.

	FY15	FY16	Fall 16	Spring 17	Summer 17	FY17	FY17 Thus far compared to FY16
Center Utilization							
Number of Guests Visiting Center	716	3,563	1,854	1,408	413	6,937	194.7%
* peak times of center utilization can be found in appendix							
Number of Bookings	86	8	9	13		22	275.0%
Programming							
Number of Programs	33	43	20	28	0	49	114.0%
# of events Center hosts annually	8	15	7	4		12	80.0%
# of collaborations between Center & departments	14	21	9	21		30	142.9%
# of collaborations between Center & student organizations	7	5	3	2		5	100.0%
Total Program Attendance	2,073	3,042	1678	2402		4080	134.1%
Diversity Education Presentations							
Number of Diversity Education Presentations (DEPs)	29	66	21	64	29	114	172.7%
Total Diversity Education Presentation Attendance	4,482	6190	582	1,772	6,039	8,393	135.6%
Number of IDI Individual Coaching's	0	27	35	27	30	92	340.7%
Outreach Efforts							
Number of Page Views	22457	29793	13,126	21,429	9,001	43,556	146.2%
Number of Facebook page views	3,439	2,713	791	880	271	1,941	71.5%
Number of CDI website views	17,772	27,080	12,335	20,549	8,730	41,614	153.6%
Facebook "likes" increased by ** 2015 Was Baseline Year when CDI was created**	*791	422	200	47	110	357	84.5%
Twitter "followers" ** 2015 Was Baseline Year when CDI was created**	* 389	221	49	63	188	322	145.7%
Instagram "followers" ** 2015 Was Baseline Year when CDI was created**	*66	232	56	35	199	290	125.0%
Conference Sponsorships							
Conference Sponsorships	NA	20	24	30		54	225.0%
Number of Collaborations through RSO Support Funds		5	2	2		4	8.0%
Green indicates that we have exceeded previous semester/year comparison data RED indicates that we have reached that ____ % of previous semester/year data							

Assessment Projects:

Title or Area Assessed: **CDI Ambassador Program-** *Articulate five various types of diversity that align with the Student Life definition of diversity.*

Summary: Through trainings, programs, and workshops eight socially constructed identities that align with the diversity definitions of Student Life were presented during ambassador meetings. A mid-year and end of year survey was distributed.

Results: 100% of ambassadors were asked to indicate five various types of diversity that align with the Student Life definition of diversity on the end of the year assessment. 71 out of 85 (84%) responses aligned with Student Life's definition of diversity.

Planned Actions based on assessment results/findings: While the results are generally very positive, the CDI staff will continue to look for creative ways to deepen the ambassador learning on the above outcomes - especially those who are returning to the program after multiple years. CDI staff will continue to have conversations with the ambassadors about their professional development

Title or Area Assessed: **CDI Ambassador Program-** *Demonstrate improvement in public speaking abilities*

Summary: Ambassadors completed self-reported rubrics and gave critiqued their peers using public speaking rubrics for the diversity related presentations and elevator speeches.

Results: 94% of ambassadors indicated they are more comfortable with public speaking because of the program. 100% of ambassadors indicated they felt they increased verbal communication. All ambassadors peer reviewed each other using a public

Planned Actions based on assessment results/findings: Advisors will continue to distribute a pre, mid, and end of the year assessment that all ambassadors will complete. 100% of ambassadors completed the pre, mid, and end of the year assessments, which is beneficial for tracking our outcomes.

Title or Area Assessed: **CDI Ambassador Program-** *Increase comfort in speaking about diversity related topics*

Summary: All of the ambassadors led a diversity related presentation. Some ambassadors were given the opportunity to lead topics on diversity, such as 6 ambassadors who facilitated a cultural conversation.

Results: 88% ambassadors indicated they have a stronger understanding of other's culture, heritage and identities. 88% I have a stronger understanding of the elements that are important to members of another culture, in relation to values, beliefs, communication styles or practices. 100% indicated having more knowledgeable about diversity and inclusion. 100% indicated they have stronger understanding of topics related to diversity and inclusion

Planned Actions based on assessment results/findings: Ambassadors have a strong understanding of types of diversity that align with Student Life, CDI staff will further help students to understand why these definitions are important. While students have a strong understanding of diversity, the curriculum should emphasize Student Life's definitions of diversity.

Title or Area Assessed: **CDI Ambassador Program-** *Create or develop resume for reviews*

Summary: All ambassadors submitted a resume for review – even if it was blank paper with nothing but their name. Ambassadors completed the StrengthsQuest assessment and were able to identify their top 5 strengths for professional development and resumes. Ambassadors had a team StrengthsQuest workshop to explore their personal strengths and the strengths of the group.

Results: 5 out of 17 ambassadors attended a resume development workshop. 100% of ambassadors submitted a resume. 100% indicated significant improvement with their resumes because of the ambassador program. 8 out of 8 first year ambassadors were able to complete a StrengthsQuest assessment

Planned Actions based on assessment results/findings: The ambassador program will continue to practice elevator speeches and using public speaking rubrics to measure whether or not ambassadors are improving. An evaluation each time elevator speeches are practiced and comparison will be completed as well.

Title or Area Assessed: **CDI Ambassador Program-** *Demonstrated commitment to community outside of the Center for Diversity and Inclusion*

Summary: All ambassadors contributed volunteer or service hours to CDI. Ambassadors were required to volunteer with the MLK Day of Service as a team. Also, a question was included on the mid-semester and end of year program evaluation asking them to indicate if they demonstrated a commitment to their community outside of CDI in the past three weeks.

Results: 7 out of 17 ambassadors received the president's volunteer service award. Ambassadors had a combined total of 1057.50 volunteer service hours. 82% of ambassadors indicated that they demonstrated commitment to the community outside of CDI in the past three weeks.

Planned Actions based on assessment results/findings: Additional direct assessment measures should be considered to compare results with the self-report

Title or Area Assessed: **Achievement Initiative for Minority Males-** Increase grade performance

Summary: CDI staff checked AIMM member's grades each semester. Director met with students who grades were lower from the previous semester. Members had to complete two hours of study hall a week in CDI.

Results: Fall Semester- The cumulative GPA of the AIMM program members was a 2.89 (excluding 3rd year cohort members because an "increase" cannot be measure in first semester. This is a .02 increase in cumulative GPA from Spring 2016 cumulative GPA of 2.97. This is a .07 increase over the incoming GPA that 1st year cohort and a .01 for the incoming GPA for the second cohort. Spring Semester - 1. The cumulative GPA of the AIMM program members was a 2.9

Planned Actions based on assessment results/findings: CDI will create individual academic plans for members whose GPA are lower than 2.8 and continue to monitor their progress. We will also research ways to provide free tutoring for students who need additional assistance

Title or Area Assessed: **Achievement Initiative for Minority Males -** Report a sense of connection with members in the organization

Summary: Twice during the academic year AIMM members were given paper questioners that asked how connected did they feel to one another. They had to work together on group projects and engage in team building activities

Results: Fall Semester- 100% of the men survey reported some degree of connection with other members in AIMM program. 16.6 of men reported feeling completely connected 25% reported feeling very connected and 58.3 % reported feeling moderately connected. Spring Semester- AIMM members stated that they have improved their connection with other AIMM members through: attending meetings, spending time outside of scheduled meetings, participating in volunteer projects, and staying connected in the AIMM group chat. 7 students stated that they feel moderately connected, 3 students stated that they feel very connected, 3 students stated that they feel completely connected, and 2 students stated that they feel somewhat connected. There were not any students who stated that they did not feel connected at all.

Planned Actions based on assessment results/findings: The program will continue to provide opportunities for members to get to know each other

Title of Area Assessed: **Achievement Initiative for Minority Males-** Identify personal and professional strengths

Summary: At events on campus and during AIMM meetings, members had to deliver their elevator speech. Some members would also schedule time to practice their speech with the AIMM advisor. Members also had to present findings/thoughts from the book Letters to a Young Brother

Results: AIMM Members referred back to their personal and professional strengths from the Gallup Strengths Quest Assessment that they completed in the Spring 2017 semester. Some of their listed strengths 1were: Creativity, Executing, Leadership, Public speaking, Adaptability, Disciplined, Strategic, Networking, Achiever, and Problem-solving. 86% of AIMM Members stated that AIMM has helped them with their presentation and public speaking skills by helping them to become more prepared, organized, and confident when speaking to others. AIMM Members also stated that the required elevator speeches have helped them articulate more precisely.

Planned Actions based on assessment results/findings: The Center will continue to provide ways for members to hone their leadership skills and to connect with each other

Title of Area Assessed: **Cultural Competence Knowledge- Resident Assistants** will be able to recognize new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer). Articulate what diversity and inclusion means using Student Life definitions [Link to website definitions will be added once it is available

Understand elements that are important to members of another culture in relation to values, beliefs, communication styles or practices

Summary: Resident Assistants who were able to attend the trainings in the fall and in the spring took a POST survey post survey and self-reported their learning on those three measures.

Results: In the fall training: • 89%, 93/104 RA respondents either agreed (49) or strongly agreed (44) to the statement, "[t]his workshop helped me recognize a new perspective about my own cultural identity (is)"

- 93%, 99/106 of RA respondents either agreed (43) or strongly agreed (56) to the statement, "This workshop has helped me understand the values, beliefs, communication styles and/or practices that are important to members of another culture."

In the spring training: • 87%, 64/73 RA respondents either agreed (23) or strongly agreed (41) to the statement, "[t]his workshop helped me recognize a new perspective about my own cultural identity (is)"

- 92%, 67/73 of RA respondents either agreed (20) or strongly agreed (47) to the statement, "This workshop has helped me understand the values, beliefs, communication styles and/or practices that are important to members of another culture."

- 44%, 32/73 of the RA participants were able to FULLY articulate the definition of diversity using the student life definitions and define how it applies to their life or role:

- 55%, 40/73 of the RA participants were able to PARTIALLY articulate the definition of diversity using the student life definitions and define how it applies to their life or role:

- 60%, 44/74 of the RA participants were able to FULLY articulate the definition of Inclusion using the student life definitions and define how it applies to their life or role:

- 40%, 29/73 of the RA participants were able to PARTIALLY articulate the definition of Inclusion using the student life definitions and define how it applies to their life or role:

Planned Actions based on assessment results/findings: CDI Staff will incorporate additional activities and ways to help student leaders explore their personal identities and background. We will also continue to "name" the type of self-learning that is happening as it occurs in the workshop - this will help people determine that they are learning something about themselves. CDI staff may also consider asking RAs to identify any behaviors that they changed as a result of the new knowledge that they gained about themselves and others.

- It was clear from the survey answers after the spring training that students had a better understanding of diversity and inclusion than they did in the fall. As a result, CDI will continue to ask the questions and help increase the number of students who are FULLY answering the question, instead of just partially. • CDI staff will increase the amount of time left in the workshop to allow time to complete the full survey. Some of the answers the diversity and inclusion questions were short which may have been a result of limited time to complete survey. • CDI Staff will actually try to do a pre-survey to measure actual knowledge gained during training

Title of Area Assessed: **Cultural Competence Knowledge- RISE participants** will be able to recognize new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer). Articulate what diversity and inclusion means using Student Life definitions [Link to website definitions will be added once it is available]

3. Understand elements that are important to members of another culture in relation to values, beliefs, communication styles or practices

Summary: Students did not show up to the focus group that was conducted in the spring nor did they respond to the email request, or answer the questions for this particular focus group after several outreach attempts. After sending the questions to participants digitally, still no correspondence.

Results: None at this time

Planned Actions based on assessment results/findings: CDI staff will research and implement other outreach methods to get RISE participants to participate in the survey

Title of Area Assessed: **Marketing and Outreach-** Determine students' preferred time to attend diversity workshops

Summary: CDI Marketing Survey was created and administered to gather data on students preferred time to attend events and workshops.

Results: Marketing survey results from the survey collected at the Anthony Ervin event indicated students preferred time to attend events/workshops are Wednesday from 4:00pm – 7:30pm.

- Marketing survey results from the survey collected during roaming indicated that any day of the week between 4:00 and 6:00 p.m. was the best time to host workshops with Tuesday being slightly better than the other days of the week. In addition, Tuesday between 1:00 and 3:00 p.m. seem to be more popular times to host a workshop.

Planned Actions based on assessment results/findings: Because student's indicated their preferred time to attend events/workshops are in the late afternoon, CDI staff will explore options to offer programs/workshops during the time indicated.

Title of Area Assessed: **Marketing and Outreach-Identify which marketing materials are most effective and why**

Summary: Students were given the CDI Marketing Survey when they checked in during the Fall Speaker Series event. Surveys were collected at the end of the event. CDI staff utilized student employees to roam and randomly administer marketing survey to students near the student center. CDI staff member conducted focus groups of 5-7 students to determine preferred time to attend events/workshops, the most and least effective marketing materials (based on printed marketing materials), the best place to post marketing materials, and student's motivation for attending an event or workshop.

Results: Marketing survey results from the survey collected during roaming indicated that any day of the week between 4:00 and 6:00 p.m. was the best time to host workshops with Tuesday being slightly better than the other days of the week. In addition, Tuesday between 1:00 and 3:00 p.m. seem to be more popular times to host a workshop.

- During focus groups most commuter students cited the evening during high traffic hours as the best time to attend an event or workshop. Most students stated their classes ended around 4:30pm and they would wait around until 7:00pm for traffic to die down, making 4:30pm-7:00pm a perfect time slot for programs and workshops.
- When asked about the effectiveness of printed materials, students cited the black background and simplicity of the posters were the most likeable ones. Students gravitated toward the printed materials with large images, large dates, and 120 characters or less on poster descriptions. Students seemed to gravitate toward the posters that had three colors or less. Most did not recommend using every color in the UH color palate.

Planned Actions based on assessment results/findings: CDI will focus marketing efforts on digital marketing and social media with emphasis on UH main social media platforms.

- CDI will limit our use of printed materials, with emphasis on concise message, and design.
- Because students cited word of mouth as a motivator to attend events/workshops, CDI will focus on intentional opportunities to educate students face-to-face about services offered through CDI.
- CDI will increase tabling opportunities, or roaming opportunities prior to the date of the event to increase students' knowledge of program/workshop. The Center plans to take a much more simplistic approach to marketing. We are challenging ourselves to describe our events as simplistic as possible, utilizing 120 characters or less, and directing students to our website or social media pages. The Center plans to utilize the UH main marketing platforms as a way to further appeal to students.

Title of Area Assessed: Marketing and Outreach- Determine participant motivation for attending workshops

Summary: CDI staff conducted a focus group specifically for RISE diversity certificate participants in the fall to determine:

- How students heard about the RISE Diversity Leadership Program
- if they think other students know about the program
- how CDI could publicize RISE more effectively
- how CDI could make our workshops more appealing
- what would make students want to participate in the RISE program
- if students were aware that they were completing the program
- topics they would like to see incorporated as part of the RISE diversity leadership certificate.

Results: When asked students motivation for attending events or workshops students they indicated the following:

- If a group of friends are going
- Free food - Free T-shirts
- Benefit in the long term/appeals to future
- If they've seen it on the UH main social media sites
- All students cited the digital screens and digital media as the most effective marketing mediums.
- Students from the RISE Diversity Certificate focus group indicated establishing a presence on social media would allow the UH community to learn more about RISE and more about the Center for Diversity and Inclusion, with emphasis on building those relationships within the first two weeks of school.

Planned Actions based on assessment results/findings: CDI will work to establish a clearer entry point into the RISE Diversity Leadership program. This will ensure students are aware they are completing the program.

- CDI will establish more frequent communication with students to supplement the unclear entry point into the program
- CDI staff will work with academic areas to increase student participation
- CDI will work with UH Career Services to approach diversity and inclusion from a career focus
- CDI staff will create a marketing plan for RISE that includes messaging that align with students' academic and future career goals
- Motivation to attend CDI workshops came from requirements, receiving academic credit, or being suggested by a professor. All students indicated they had no knowledge they were completing the program until the focus group happened.
- Students want to hear more on the topics of pronouns, religion and harmful stereotypes.

5. Please discuss any budget or organizational changes experienced since your last (FY2018) 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 64 IDI coaching sessions which results in the Center receiving \$2,540. Please note that sessions were provided by the DSAES Senior Leadership Team and other areas within the division. It was an expectation from Dr. Walker that areas within the DSAES 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.

6. If your unit concluded FY2017 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.)

Not Applicable

7. Please list your unit's 2018-2019 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 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.

1. Develop a diversity/inclusion and global education strategy for UH students. (DSAES Values-empowerment, accountability, and diversity)

Actions Steps

- A. Expand partnership with community based groups to provide UH students cultural experiences by attending diversity related programs in the Houston community
- B. Expand diversity workshop series to include workshops about disabilities, intercultural conflict, and allyship
- C. Strengthen the diversity workshops and programs offered by implementing needed changes from assessment and increasing outreach

2. Implement measures to retain our highly diverse student population (DSAES Values-collaboration, innovation, and diversity)

Action Steps

- A. Partner with Residential Life to provide a diversity framework for staff who in the area and begin plans for Social Justice Residential Community
- B. Foster relationships with students and student organizations that the Center has not previously engaged
- C. Research ways to provide tutors for males in the Achievement Initiative for Minority Males and create a plan for implementation

3. Develop and implement an inclusion communication plan. (DSAES Values-transparency, collaboration, innovation, and diversity)

Action Steps

- A. Create more opportunities for #IAMUH Speaks, a platform for UH Students to share their diverse stories
- B. Create and implement a marketing plan of CDI resources for faculty to utilize that connects the Center's services to student's classroom experience
- C. Collaborate with Human Resources to have the Center for Diversity and Inclusion listed as a resource for staff in Orientation packets and sponsor CDI workshops for staff only

4. Create a welcoming and inclusive university environment (DSAES Values- transparency, collaboration, accountability, empowerment collaboration, and diversity)

Action Steps

- A. Administer the Intercultural Development Inventory (IDI) tool to UH students
- B. Provide diversity related webinars and other online modules as a mechanism to further educate the campus on aspects of diversity
- C. Expand the inclusion liaison framework to other Fee-Funded Student Organizations

8. Recognizing that the potential to generate additional Student Service Fee income for FY2019 base funding is extremely limited and recognizing that it is likely that some units will not be allocated the FY2019 base budget augmentations and/or one-time funds requested. Please provide a narrative of how your unit would accommodate a reduction of 5% in your total approved FY2018 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%, 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). This would result in, significantly limiting the Center's signature programs that celebrate and educate our diverse UH community.

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 coordinator'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