

MULTICULTURAL STUDENT SERVICE TASK FORCE

# FINAL REPORT

2013

**UNIVERSITY** of **HOUSTON**

**DIVISION OF STUDENT AFFAIRS**

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## I. Charge

To engage in a comprehensive exploration of the feasibility of creating a new department/center that can focus on addressing the needs of the diverse University of Houston student population. Specific charges include:

- A) Benchmarking Multicultural Student Services departments/centers at other higher education institutions
- B) Assessing the need to create such a department/center at UH
- C) Proposing a short and long-term staffing structure and name for the department/center
- D) Identifying the purpose/mission of the department/center and the focus of potential programs and services with attention to identifying measurable outcomes to demonstrate impact and to support student success
- E) Exploring opportunities for multicultural-based collaborative programs with departments outside of the Division of Student Affairs and in partnership with agencies in the surrounding community. Please see [Appendix A](#) for Memorandum.

## II. Task Force Membership

The Multicultural Student Services Task Force was comprised of the following fifteen members:

<b><i>Dr. Norma Ngo</i></b>	Director, Department of Counseling & Psychological Services (Chairman)
<b><i>Dr. Christine LeVeaux-Haley</i></b>	Assistant Dean, Honors College (Vice chairman)
<b><i>Dr. Maria-Elena Solino</i></b>	Associate Professor, Department of Hispanic Studies President –Elect, Faculty Senate (Vice Chairman)
<b><i>Sebastian Agudelo</i></b>	Speaker of the Senate, Student Government Association
<b><i>Cedric Bando</i></b>	President, Student Government Association
<b><i>Myra Conley</i></b>	Assistant Dean of Students
<b><i>Dr. Guillermo De Los Reyes</i></b>	Associate Professor, Department of Hispanic Studies; Associate Director, Women’s, Gender & Sexuality Studies Program; Faculty in Residence
<b><i>Dr. Imani Goffney</i></b>	Assistant Professor, Department of Curriculum and Instruction; Faculty in Residence
<b><i>Daniel Gray</i></b>	Assistant Director, Center for Student Involvement
<b><i>Dr. Carolina Jimenez</i></b>	Psychologist, Department of Counseling & Psychological Services
<b><i>Keith Kowalka</i></b>	Assistant Vice President for Student Affairs
<b><i>Dr. Susan Moreno</i></b>	Director, Institutional Research
<b><i>Dr. William Munson</i></b>	Associate Vice President for Student Affairs and Dean of Students
<b><i>Rani Ramchandani</i></b>	Vice President, Student Government Association
<b><i>Sondra Tennessee</i></b>	Associate Dean for Student Affairs, Law Center

### III. Executive Summary

The Multicultural Student Services Task Force was charged with identifying the feasibility of creating a new department/center that can focus on addressing the needs of the diverse University of Houston student population. By way of data obtained through benchmarking twenty-two institutions of higher education, reviewing existing multicultural programs and services, conducting a focus group with student leaders, and administering a campus-wide student survey in which 85% of the students expressed a desire for such a center, the Task Force concluded that a multicultural center should be created at the University of Houston. This center would exist to celebrate students from all different backgrounds by promoting unity and awareness of all groups, as well as support and collaborate with existing campus partners and those in the surrounding community. Its mission is to foster an inclusive university community by supporting and developing programs that respond to the needs of our highly diverse student population. The center will develop original programming and partner with departments and student organizations in the following areas: Diversity and inclusion educational programs, UH community events celebrating the rich cultural diversity of this campus, social justice advocacy, and access to the rich cultural and artistic environment in Houston. A review of existing multicultural programs and services on campus also yielded the suggestion that the center could function as a referral center; serve students who do not meet the specific criteria to participate in existing programs; co-sponsor events; assist with educating the greater campus community regarding the needs, strengths, and challenges of diverse student populations; establish a council to exchange information regarding ongoing programs to assess students' needs and to discuss opportunities for collaboration. The Task Force recommended a short-term staffing structure that would include a Director, receptionist/ staff person, and student workers and the center could be named either, "Center for Campus Unity" or "Center for Diversity and Inclusion".

### IV. Meeting Schedule and Summary

The following is a summary of the Multicultural Student Services Task Force meeting minutes and dates. Please see [Appendix B](#) for detailed Meeting Minutes

- A. **May 1, 2013** was the initial meeting in which members discussed how to maintain pockets of support while uniting people to achieve layers of support within the university. It was also discussed that this potential department/center would not replace established campus programs (i.e. Center for Mexican-American Studies, African-American Studies, LGBT Resource Center, etc), but rather, collaborate with them to create and provide more support to students. The needs of students and the types of support to assist them in becoming academically successful were also discussed. Task Force members engaged in a discussion around "multiculturalism": what does this mean to us, how may it affect student life, how can we become more diverse? The overall goal agreed upon by Task Force members is to provide a safe place for all students. Similar to, "*The Race Card Project: Six-Word Essays*" featured on NPR, there was a suggestion that Task Force members each come up with six words they would use to describe this potential multicultural center as a way to initiate a discussion about vision, purpose, and objective of this center.

- B. May 15, 2013** was the second meeting in which members shared their “six words” that came to mind when they think of a department for multicultural student services. The most repeated words were: inclusion, collaboration, networking, engaging, support, leadership, success. The words that were not repeated but members verbalized as being important to consider were: celebrate, empower. Members discuss the definition of “student success” and potential ways to measure student success. Members agreed that every student admitted to University of Houston should graduate. Members discussed potential ways to assess the need for a multicultural student department. Suggestions included: a focus group and a student survey. Members noted the importance of students networking and including family members to enhance the support for students on and off campus. Members agreed that the Chair and Co-Chairs would summarize a list of schools to benchmark.
- C. June 5, 2013** was the third meeting in which members discussed if the new Multicultural Center would overlap with programs offered by other campus departments. Members suggested doing an inventory of programs available at UH and conducting focus group with student leaders to learn ways a multicultural office could support and enhance the services they provide. Members emphasized creating an opportunity to include all students and UH staff so everyone learns about and appreciates diversity. Subcommittees were formed to design and conduct a student survey (Bandoh, Kowalka, Moreno and Ngo); identify potential programs/activities that can be offered to meet multicultural students’ needs (Bandoh); and contact administrators of existing student service departments/programs to determine how their services may be supported and enhanced (Conley, Gray and Jimenez).
- D. July 10, 2013** was the fourth meeting in which members discussed concerns that students who currently seek services at the LGBT Resource Center might not feel as comfortable at the new multicultural center. Members agreed that students’ well-being should be the focus of any endeavor resulting from the Multicultural Student Services Task Force. Members suggested potential names for the department that would include words such as: “Inclusion”, “Unity”, and/or “Diversity”. A suggestion was made that using the word “Multicultural” might create confusion regarding the center’s programming and its intention to be inclusive of all. “Center for Campus Unity” was suggested as a potential name. Subcommittees were formed to specifically respond to the charges set forth for the Task Force. They included: 1) *Name of the department and staffing structure (Gofney, Munson and Tennessee)*; 2) *Purpose/mission of the department and identifying measurable outcomes (Bandoh, Kowalka, LeVeaux-Haley, Moreno and Ngo and Solino)*; 3) *Exploring collaborations and partnerships with established campus departments and agencies in the Houston community and determine how services may be expanded and/or supported (Conley, Gray and Jimenez)*.
- E. July 31, 2013** was the final meeting in which members reviewed a draft of the committee’s recommendations in response to the original charges. In particular, members discussed potential names for the center, staffing structure, and qualifications of a Director for the center. Members agreed on a potential position description as outlined in a position announcement at Southern Illinois University, Carbondale. As a final action item, the Chair and Co-Chairs would meet to draft the final Task Force report and email it to the whole committee to review and approve.

## V. Recommendations and Action Items in Response to the Task Force Charge

### A. *Final Recommendations*

Based on the information that the Multicultural Student Services Task Force obtained after benchmarking twenty-two institutions of higher education, reviewing existing multicultural programs and services, conducting a focus group with student leaders, and administering a campus-wide student survey, the committee's recommendation is that a multicultural department/center should be created at the University of Houston. It is our belief that this center would celebrate students from all different backgrounds by promoting unity and awareness of all groups, as well as support and collaborate with existing campus partners and those in the surrounding community.

### B. *Benchmarking Multicultural Student Services Departments at Comparable Institutions*

Twenty-two higher education institutions of comparable size and composition to the University of Houston were contacted by phone and email, as well as a review of their existing websites to obtain benchmarking information.

Please See [Appendix C](#) for details about the benchmarking institutions

### C. *Assessment of the Need to Create a Multicultural Student Services Department on the University of Houston campus*

#### Focus Group

A focus group consisting of student leaders was convened on June 20, 2013 to explore the need for a multicultural student services department. The student leaders consisted of: **Rex Man**, President, Interfraternity Council (IFC); **Matt Zimmer**, Director of Finance, Student Government Association ; **Erica Tat**, Director, Council of Ethnic Organizations; **Ever Javier**, Marketing Director, Council of Ethnic Organizations; **Jimmy Mai**, Cultural Programming Director, Council of Ethnic Organizations; **Isaiah Ross**, Vice President of Membership, Recruitment, & Development, Student Program Board; **Stephanie Bailey**, Vice President of Marketing, Student Program Board; **Tabia Jarrett**, Comedy & Speakers Chair, Student Program Board; and **Hunter Lewis**, Chair, Frontier Fiesta Association. The student leaders expressed enthusiasm about the possibilities of such a center. They noted the desire for the center to support students and student organizations by providing programming and financial support for their events. Overall, their vision for the center would be to provide unity among students around the issues of race, ethnicity and culture, but also collaborating with other partners on campus to focus on special populations like LGBT organizations, the Women's Resource Center and various academic centers. The mission of the center would be to assist students to leave the university knowing other cultures, yet adapting to the U.S. and still maintaining connections to one's own culture.

The following questions were posed to the student leaders of the focus group regarding a potential multicultural student services department/center.

- 1) **What are your thoughts about the possibility that UH will have a student services center or department that focuses on the area of multiculturalism, diversity, inclusion or ideas along that line?**

- 2) **Do you think this center could contribute to a more supportive campus climate around the topics of diversity and inclusion? If yes, how so?**
- 3) **How might such a center work with your organization? The Council of Ethnic Organizations?**
- 4) **What type of services would you like such a center to offer?**
- 5) **Do you see the office focusing more on programming and events, resources and support, or all of the above?**
- 6) **What populations of students should the center incorporate within its focus? For example - Women's Resource Center and the LGTB Resource Center. How might it do that? Should these continue to stand alone?**
- 7) **How might such an office/center contribute to a stronger or weaker sense of campus community?**
- 8) **Is there a goal or goals you might suggest for the center?**
- 9) **What suggestion do you have about what the center should or should not be called?**
- 10) **How do you think this center/office would measure the positive impact it makes towards student success?**

Please see [Appendix E](#) for detailed responses from the Student Leader Focus Group

### Student Survey

A survey was also sent to approximately 22,367 UH students on June 18, 2013. A total of 807 students responded by the July 8, 2013 deadline. Eighty-two percent indicated a need for a multicultural student services department/center at UH. Please see below for the three question survey:

- 1) **Is a program/service that would provide educational opportunities in the area of intercultural competence and would create an enhanced sense of UH community around the ideals of diversity and inclusion needed at the University of Houston?**
- 2) **We are reviewing many possible program/service opportunities that may be included in this potential department: (Please select up to five from the list below that most interest you)**

Arts programs (highlighting the vast varieties of cultural art including theater/dance, musical heritage, sculpture, painting, etc.)

Diversity/inclusion programs (programs highlighting ways to celebrate the diversity common to the UH Campus and bridge the gap between these groups to provide an inclusive environment for all members of the UH Campus)

Educational resources (examining in-class and out-of the classroom programs related to intercultural/multicultural education)

Equity, diversity and inclusion competency education (providing workshops, webinars, and other educational opportunities for graduate students, faculty, and staff on ways to integrate Equity, Diversity, and Inclusion Competency into their daily life experiences)

Intercultural lunch discussion series (providing luncheons/brown bag discussion opportunities on intercultural concerns. This could include moderated discussions/conversation in immigration, cultural identity, mixed-race relationships, and much more)

Leadership retreats (highlighting intercultural concerns during existing student leadership retreats; considering the possibility for specific intercultural leadership retreats for students, open to the student body)

Mentoring programs (mentoring opportunities for faculty and staff to share their views and experiences with current UH Students)

Monthly Cultural Heritage Celebrations\*\* (celebrating the vast variety of cultural heritages represented on the UH Campus and throughout the U.S. by tying celebrations into the appropriate commemorative "Cultural History Months")

Multicultural programs (programs highlighting multicultural figures and issues)

Social Justice Advocacy (highlighting social justice issues including, poverty/economic injustice, human trafficking, child welfare, etc.)

Speaker Series (bringing guest speakers to campus to speak from a variety of cultural backgrounds)

UH community events (large-scale campus-wide events embracing the entire UH community with a focus on diversity and inclusion)

Other (please specify)

**\*\*Monthly Cultural Heritage Celebrations could include some of the following:**

February - Black History Month

March - Irish-American History Month; Women's History Month

April - Arab-American History Month; Minority Health Month

May - South Asian Heritage Month; Asian Pacific Heritage Month; Jewish-American Heritage Month

June - Caribbean-American Heritage Month

September - Hispanic Heritage Month

October - Filipino-American Heritage Month

November - National Native American Heritage Month

**3) Please share any additional ideas, information, comments, or suggestions you would like the Task Force to consider**

Please see [Appendix F](#) for detailed responses from the Student Survey

***D. Proposed staffing structure and name for center***

1. For long-term staffing: The Task Force recommends the following: a Director, Administrative Assistant (to the Director), Office Coordinator/Program Coordinator (we suggest that there be multiple Program Coordinators to match the need of the department), graduate assistant, and student workers.
2. Qualifications of the Director: The Task Force recommends that the Director hold these minimum qualifications and that the position be advertised to include the following: “Master degree in Higher Education Administration, Student Personnel, Counseling, Psychology, or related field; Minimum of three (3) years experience in managing a multicultural/diversity program at an institution of Higher Education in the United States; Extensive knowledge of diversity and multicultural theories and practices within higher education; Organizational skills, budgeting, planning, training, and experience facilitating cross functional teams with experience in conflict mediation”.
3. Name of the Department: The Task Force recommends one of the following two names:
  - Center for Campus Unity
  - Center for Diversity and Inclusion

Please see [Appendix G](#) for a sample job description

***E. Purpose/Mission of the Department and Focus of Potential Programs and Services with Thought Given to Identifying Measurable Outcomes to Demonstrate Impact and Support Student Success***

Mission

To foster an inclusive university community by supporting and developing programs that respond to the needs of our highly diverse student population.

Programs/Services

The center will develop original programming and partner with departments and student organizations in the following areas:

1. Diversity and inclusion educational programs
2. UH community events celebrating the rich cultural diversity of this campus
3. Social justice advocacy
4. Access to the rich cultural and artistic environment in Houston
5. Student Success programs and services which support diverse student populations

Demonstrate Impact and Support Student Success

Through participation in the below activities, the center will engage in the process of demonstrating its impact.

***Year 1***

- Fill staff according to the proposed staffing model
- Build relationships with current departments, programs, and student organizations with whom the center might want to partner
- Establish a visible presence on UH's campus
- Participate and/or sponsor at least one campus wide event
- Develop a strategic plan and measurable outcomes consistent with the department's mission and the Division and University Plan

***Year 2***

- Create and facilitate at least one significant campus program in the fall and spring semesters and assess the program
- Conduct a University survey around the topics of diversity and inclusion on campus
- Build relationships with campus organizations relevant to the Center
- Establish regularly scheduled educational programs around issues of diversity and inclusion for the UH community and assess the activities

***Year 3***

- Create and facilitate two significant programs in the fall and spring semesters and assess the programs
- Conduct a departmental review
- Reexamine the strategic plan and measurable outcomes and adjust as needed

***F. Opportunities for multicultural-based collaborative programs with departments outside of the Division of Student Affairs and in partnership with agencies in our surrounding environment***

The following are opportunities for potential collaboration between this Center and existing departments on campus and in the greater community. General themes will be discussed first followed by specific collaborations with particular departments identified as serving diverse students. Please see [Appendix D](#) for details about these existing departments and programs providing multicultural services

General Themes

The departments surveyed suggested that the Center can:

- function as a referral center
- serve students who do not meet the specific criteria to participate in existing programs
- co-sponsor events with other departments
- provide a student lounge
- assist with educating the greater campus community regarding the needs, strengths, and challenges of diverse student populations
- establish a council to exchange information regarding ongoing programs to assess students' needs and to discuss opportunities for collaboration.

Specific Collaborations by Department

***AD Bruce Religion Center:***

The AD Bruce Religion Center works closely with a number of different religious student organizations providing opportunity for these organizations to co-sponsor and co-create programming and events for students of diverse religious affiliations.

***African American Studies***

Collaboration can occur with A-AS via their internship, volunteer service, study abroad, scholarship and cultural experience programs. The potential Center can advertise and refer qualifying students to A-AS.

***Asian American Studies***

The potential Center can advertise AAS study abroad opportunities, research projects, training programs and Chinese Proficiency Test administration.

***Center for Mexican American Studies***

The potential Center can advertise CMAS fellowship, recruitment, and retention programs. CMAS suggested that the potential Center generate a data base to identify incoming students, who wish to seek the Center's services, to be able to assess students' needs and refer them accordingly. CMAS emphasized the importance of the potential center serving transfer student since the current focus of their programs is serving incoming freshman. CMAS also suggested expanding existing programs to serve more students, for example, serving students who may not qualify for specific CMAS services based on income, GPA, and generational status criteria. CMAS noted that the potential center can assist with the transition to campus, provide a student lounge, monitor student progress, provide a sense of community, and serve as a campus referral center.

***Center for Students with disABILITIES:***

CSD offers educational programs that can potentially create a more informed campus regarding the needs, abilities, and expectations of students with disABILITIES. CSD works closely with the Office of Affirmative Action/Equal Opportunity Services and may appreciate the potential center's emphasis on social justice advocacy.

***Council of Ethnic Organizations:***

CEO creates a number of programs throughout the year including concerts, celebrations and speaker series. The speaker series and educational events can potentially be a collaboration between CEO and the potential center, hence providing social and educational opportunities for UH students.

***International Student and Scholar Services Office***

The potential Center can collaborate with ISSSO by helping recruit families for ISSSO international friendship program. The potential Center can also provide "language based" services if possible, for example, have international film screenings in students' native languages. ISSSO suggested that the potential Center can collaborate in the implementation of international education week –to promote internalization and diversity on campus. In addition, ISSSO serves mainly international students and the potential Center can provide services addressing the intersectionality of multiple identities for UH international students.

***LGBT Resource Center:***

Collaboration during the "Lives of LGBT Muslims" event that highlights the intersectionality of multiple identities for UH students can be a particularly good opportunity to work with this potential Center. This event can serve as a manner to embrace the diversity of students and provide an avenue for social justice advocacy.

***PROMES:***

The potential Center can collaborate with PROMES by supporting PROMES efforts to work with the Texas alliance for minorities in engineering. PROMES also sees the need to expand and recruit more student mentors. PROMES is interested in cosponsoring events and identifying space for students to study. PROMES suggested that the potential Center serve as a "clearing house" to reach out to students and direct them to other program opportunities. In addition, they recommended that the potential Center organize a council meeting once a month to exchange information regarding ongoing programs, to assess students' needs and to discuss opportunities for collaboration.

***Urban Experience Program***

UEP offers academic and career development workshops, academic monitoring, opportunities for engagement, tutorials (not time restricted). Grants are available as well. Their primary function is to provide Academic Support; Personalized Student Services that offers new opportunities through Learning, Engagement, and Discovery; and the Promotion of Civic Responsibility, Campus Engagement, Community Service, and Leadership. The potential Center can collaborate with UEP through representation on their Advisory Board, networking, and in promoting, supporting and/or offering services and events for their students.

***Women's Resource Center:***

The potential Center can collaborate with the Women's Resource Center (WRC) by advertising and co-sponsoring their ongoing programs, e.g., Dress for Success and

supporting women's issues, to name a couple. The Women's Resource Center would also like to ensure that their educational violence prevention classes are reaching a broader audience. The Women's Resource Center recommends a mandatory sexual assault prevention program to increase campus safety. The Women's Resource Center would also like to start a young women's leadership program on campus. The potential Center can partner with them to implement these initiatives. The Women's Resource Center supports social justice advocacy via education, awareness, and action which often necessitates confronting oppression and addressing privilege. The WRC recommends consideration of not duplicating efforts particularly with the availability of limited resources.

# **Appendix A: Memorandum**



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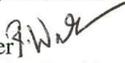
**RICHARD WALKER, Ed.D.**

Vice Chancellor for Student Affairs, UH System  
Vice President for Student Affairs, University of Houston

**MEMORANDUM**

**April 5, 2013**

TO: Dr. Norma Ngo, Director, Department of Counseling and Psychological Services - Chairman  
Dr. Christine LeVeaux-Haley, Assistant Dean, Honors College – Vice Chairman  
Dr. Maria-Elena Solino, Associate Professor, Department of Hispanic Studies; President-Elect, Faculty Senate – Vice Chairman  
Sebastian Agudelo, Senator, Student Government Association  
Cedric Bandoh, President, Student Government Association  
Myra Conley, Assistant Dean of Students  
Dr. Guillermo De Los Reyes, Associate Professor, Department of Hispanic Studies; Associate Director, Women's, Gender & Sexuality Studies Program; Faculty in Residence  
Dr. Imani Goffney, Assistant Professor, Department of Curriculum and Instruction; Faculty in Residence  
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Dr. Susan Moreno, Director, Institutional Research  
Dr. Willie Munson, Associate Vice President for Student Affairs and Dean of Students  
Rani Ramchandani, Vice President-Elect, Student Government Association  
Sondra Tennessee, Associate Dean for Student Affairs, Law Center

FROM: Dr. Richard Walker   
Vice Chancellor/Vice President for Student Affairs

RE: Multicultural Student Services Task Force

I want to thank each of you for agreeing to serve as a member of the Multicultural Student Services Task Force. A sincere expression of gratitude to Norma Ngo for agreeing to chair the task force and to Christine LeVeaux-Haley and Maria-Elena Solino for serving as vice chairs.

This past fall the Division of Student Affairs unveiled our strategic plan for 2013-2018 – Supporting Student Success. One of the six strategic initiatives is “Foster the creation of a global learning community that actualizes and embraces inclusion while preparing students to become active citizens.” An action steps within this initiative is “Explore the feasibility of creating and implementing a Multicultural Student Affairs department to assess and increase the Division’s contribution to and support of a diverse student body and fostering a global learning community on campus.”

The Multicultural Student Services Task Force is charged to engage in a comprehensive exploration of the feasibility of creating a new department to focus on meeting the needs of our diverse student population with specific emphasis on our “no excuse priority” of student success. The Task Force’s review and recommendations should include, but are not limited to an examination of:

- Benchmarking Multicultural Student Services departments at Tier One institutions
- Assessment of the need to create such a department on the UH campus
- Proposed staffing structure - short-term and long-term
- Proposed name of the department
- Purpose/mission of the department and focus of potential programs and services with thought given to identifying measureable outcomes to demonstrate impact and support student success
- Opportunities for multicultural-based collaborative programs with departments outside of the Division of Student Affairs and in partnership with agencies in our surrounding environment

The Multicultural Student Services Task Force final report should be completed by August 16, 2013.

Kristin Deville, Executive Assistant for the Office of the Vice Chancellor/Vice President for Student Affairs will be in touch regarding the first task force meeting.

Again, I thank you for your willingness to be part of the Multicultural Student Services Task Force. Your dedication and commitment to strengthen our efforts to better serve our diverse student population and enhance the student experience at the University of Houston is greatly appreciated. Student success is our ultimate goal and I am very excited for the task force to begin its work on this much needed endeavor.

# **Appendix B: Detailed Meeting Summaries**

Wednesday, May 1, 2013

**Division of Student Affairs**  
**Multicultural Student Services Task Force**  
**4:00-5:00pm**  
**A.D. Bruce Religion Center, Conference Room**  
**Discussion Summary**

*Members present: Norma Ngo, Christine LeVeaux-Haley, Maria-Elena Solino, Sebastian Agudelo, Cedric Bandoh, Myra Conley, Guillermo De Los Reyes, Imani Goffney, Daniel Gray, Carolina Jimenez, Keith Kowalka, Susan Moreno, William Munson, Rani Ramchandani, Sondra Tennessee*

- 1) Task Force members discussed how people “form pockets” because of issues relating to racial/ethnic, age, sexual, gender, physical disabilities, religious/spiritual, and other diversity characteristics. The members discussed how to maintain these pockets of support while uniting people to achieve layers of support within the university.
- 2) Awareness that this department would not replace established campus programs (i.e. Center for Mexican American Studies, etc) but rather collaborate with them to create and provide more student support was agreed upon. Utilizing this office as a central referral location to other campus services and departments was agreed upon as well.
- 3) Students’ needs and the types of support to assist them in becoming academically successful were also discussed.
- 4) Potential names and purposes for the “multicultural” department were discussed; members noted that it is important to provide students:
  1. A sense of school spirit.
  2. Network opportunities.
  3. A space to socialize.
- 5) Members also noted that it is important to serve commuter students and provide them with a sense of campus community. A suggestion for Finals Mania during day hours to target commuter students was made.
- 6) Task Force members engaged in the following discussion regarding multiculturalism:  
What this means to us? How it may change student life.  
How can we become more diverse?
- 7) Different sources of stress were discussed including: financial stress, academic stress, and social climate stress.
- 8) Members agreed about providing a unique opportunity for UH to be a leader in MC as a model to other schools.
- 9) Members discussed a speaker series in which speakers from different backgrounds such as Asian, African-American, Hispanic, would be invited to campus. There was consensus that students should select some of the speakers.

- 10) An orientation for minority students was discussed.
- 11) Sharing of information from across groups was encouraged to invite students to conversations, make everybody feel comfortable, feel that they are included so they can come together and talk to each other in order to integrate various student groups. First generation college student status was discussed as a potential way to promote communication among the various groups.
- 12) Importance of encouraging students to graduate, believing in them, and setting up role models was also discussed. Suggested manners to achieve this include: providing mentorship programs, diversity core-curriculum, and leadership retreats.
- 13) Ways to integrate family members were also discussed; for instance:
  1. Family nights – social networking events that parents can attend with students.
  2. Professors/staff attending the events and talking to the parents to show that we care about students so the parent can feel comfortable, welcomed, and safe with their students attending UH.
- 14) The overall goal agreed upon by Task Force members is to provide a safe place for all students.
- 15) Suggestions: Provide events/programs for students to celebrate cultural, historical, traditional, and underrepresented events and populations.
- 16) Similar to, “*The Race Card Project: Six-Word Essays*” featured on NPR, there was a suggestion that Task Force members each come up with six words they would use to describe this future Multicultural center as a way to start the discussion about vision, purpose, objective of this center.

Wednesday, May 15, 2013

**Division of Student Affairs**  
**Multicultural Student Services Task Force**  
**A.D. Bruce Religion Center, Conference Room**

*Discussion Summary*

*Members present: Norma Ngo, Christine LeVeaux-Haley, Maria-Elena Solino, Sebastian Agudelo, Cedric Bandoh, Daniel Gray, Carolina Jimenez, Keith Kowalka, Susan Moreno, William Munson, Rani Ramchandani, Sondra Tennessee*

- 1) Task force members shared six words that came to mind when they think of a department for multicultural student services
  - Words shared included: “Inclusion, understanding, success, spirit, mentorship, safe haven, diversity, innovative, leadership, networking, proactive, integration, acceptance, tolerance, celebration, collaboration, support, empowerment, engaging, school pride, celebrate, capability, exploration, justice, inter-culture, student needs, guiding, respect, ‘free to be you and me.’”
  - The most repeated words were: “inclusion, collaboration, networking, engaging, support, leadership, success.”
  - The words that were not repeated but people verbalized as being important to consider were: “celebrate, empower.”
- 2) Members discuss the definition of “student success” and suggested analyzing students’ graduation rates. Members agreed that every student admitted to University of Houston should graduate.
  - Members discussed potential ways to measure student success.
- 3) Members discussed potential ways to assess the need for a multicultural student department. Suggestions included:
  - Focus groups
  - Student surveys
  - Potentially obtaining archival data from specific colleges that administer post-graduation questionnaires
  - Enlisting the student government association and student leaders to obtain their perspectives regarding the needs and purpose for this department
  - Defining a focus/target population/group to serve
- 4) Members agreed that this department can potentially address campus social climate stress and therefore assessment of the campus climate may be required.
- 5) Members pose the questions of incorporating programs that can be implemented to address students’ academic stress during final examination periods.
  - Questions to address regarding this concern include:

- Who do we call when students disappear at finals week?
  - Who should attempt to contact students?
- 6) Members noted the importance of students networking and including family members to enhance students' support on and off campus.
- 7) Members discussed culturally based retention programs.
- 8) Potential action items:
- Delegating responsibilities regarding the items that the MC task force was charged with
  - Identify and assess students' need
  - Benchmark other schools and campuses to determine how UH could establish a multicultural center
  - Some suggested schools mentioned:
    - ✓ Texas A & M
    - ✓ UIC
    - ✓ UC Riverside
    - ✓ UCLA
    - ✓ New York University
    - ✓ New Jersey City University
    - ✓ "Urban 13"
  - Information we should ask other campuses:
    - ✓ Collaboration with other campus departments
    - ✓ Events they hold on campus
    - ✓ Name and mission
    - ✓ Funding sources/ budget
  - Committee concluded with agreement that the Chair and Co-Chairs would meet to determine a list of universities (similar in size and student population to UH) seek assistance from committee member to contact these universities. The Chair and Co-Chairs will also suggest specific questions that each committee member would ask the universities they are contacting.
  - In preparation for the next meeting, committee members also agreed to review the articles previously emailed by Keith Kowalka and may also read the book suggested by Dr. Norma Ngo, "Multicultural Student Services On Campus: Building Bridges, Re-visioning Community" editor- Dafina Lazarus Stewart.
- 9) **Next meeting is scheduled for Wednesday, June 5, 2013, 4:00-5:00pm at the A.D. Bruce Religion Center Conference Room.**

Wednesday, June 05, 2013

**Division of Student Affairs**  
**Multicultural Student Services Task Force**  
**A.D. Bruce Religion Center, Conference Room**  
*Discussion Summary*

*Members present: Norma Ngo, Christine LeVeaux-Haley, Maria-Elena Solino, Sebastian Agudelo, Cedric Bandoh, Daniel Gray, Carolina Jimenez, Keith Kowalka, Susan Moreno, William Munson, Sondra Tennessee, Imani Goffney, and Myra Conley*

- 1) Members discussed the research they conducted regarding multicultural student services programs implemented by universities across the nation:
  - A. Bowling Green State University provided: scholarships for incoming high school students, website link where students can report incidents of discrimination, retreat for group leader, big gay picnic...
  - B. UCLA celebrated Equity, Diversity, Ethnicity,...
- 2) Members discussed if the new Multicultural Center would overlap with programs offered by other campus departments i.e. LGBT Resource Center, Hispanic Studies, Center for Mexican-American Studies, Asian-American Studies, African-American Studies, etc.
- 3) Members agreed that the Multicultural Center should host, sponsor, or provide go-to programs that will break down all difference barriers, create a safe place for students, and bring all people together so they can celebrate diversity.
- 4) Members suggested doing an inventory of programs available at UH and conducting focus group for student leaders to learn ways a multicultural office can support them and expand the services they already provide (including hosting evening and weekend activities).
- 5) Members agreed on the need for assessment of students' needs to provide specific and appropriate student support and programming.
- 6) Members emphasized creating an opportunity to include all students and UH staff so everyone learns about and appreciates diversity.
- 7) Members suggested conducting a campus climate survey for staff and faculty members.

Action Items:

- The following subcommittees agreed to complete the following tasks:
  - **Agudelo, Bandoh, Gofney, Kowalka, Moreno and Ngo:** Conduct student survey.
  - **Gofney** will gather questions and email to the subcommittee to review and post.

- **Bandoh** will brainstorm potential programs/activities that can be offered to meet multicultural students' needs.
  - **Conley, Gray and Jimenez** : contact administrators of various student service departments to determine how their services may be expanded and supported.
- Subcommittees will meet on their own and report back to the entire task force.

**Next meeting is scheduled for Wednesday, June 26, 2013, 4:00-5:00pm at the A.D. Bruce Religion Center Conference Room.**

**Wednesday, July 10, 2013**

**Division of Student Affairs  
Multicultural Student Services Task Force  
A.D. Bruce Religion Center, Conference Room  
Discussion Summary**

*Members present: Norma Ngo, Christine LeVeaux-Haley, Maria-Elena Solino, Sebastian Agudelo, Cedric Bandoh, Imani Goffney, Daniel Gray, Carolina Jimenez, Keith Kowalka, Susan Moreno.*

*Members present: Norma Ngo, Christine LeVeaux-Haley, Maria-Elena Solino, Sebastian Agudelo, Cedric Bandoh, Imani Goffney, Daniel Gray, Carolina Jimenez, Keith Kowalka, Susan Moreno.*

- 1) Members suggested that programs offered by other campus departments such as: LGBT Resource Center, Hispanic Studies, Center for Mexican-American Studies, Asian-American Studies, African-American Studies, etc. utilize the new Multicultural Center as an “umbrella”.
- 2) Members expressed concern that students who currently seek services at the LGBT Resource Center might not feel as comfortable at the new Multicultural Center.
- 3) Members agreed that students’ well-being should be the focus of any endeavor resulting from the Multicultural Student Service Task Force.
- 4) “Gift with purchase” concept was mentioned. Members suggested implementing programming and services in a manner that encourages student learning while providing fun social activities as they engage in the center’s activities.
- 5) Members suggested finding multiple departments to co-host the events/activities.
- 6) Members suggested potential names for the department to include words such as: “Inclusion”, “Unity”, and/or “Diversity”. A suggestion that the word “Multicultural” should not be included was made in order to minimize confusion regarding the center’s programming and a desire to be inclusive of all. “Center for Campus Unity” was suggested as a potential name.
- 7) Members discussed steps needed to complete and document the charges as outlined by Dr. Walker. Members agreed divide into subcommittees to complete the remaining items/charges.

**Completed Items:**

- Benchmarking Multicultural Student Services department at Tier One institutions
- Assessing the need to create such a department on the UH campus.

Action Items:

- The following subcommittees agreed to complete the following tasks:
  - *Propose name of the department and staffing structure: **Gofney (who would approach Munson and Tennessee for assistance):***
  - *Establish purpose/mission of the department and focus of potential programs and services with consideration given to identifying measureable outcomes to demonstrate impact and support of student success: **Aguedelo, Bando, Kowalka, LeVeaux-Haley, Moreno and Ngo and Solino***
  - *Continue to contact administrators of various student service departments outside of the Division of Student Affairs. Determine potential collaborations and partnerships with established campus departments and agencies in the Houston community. Determine how services may be expanded and/or supported: **Conley, Gray and Jimenez***
- Subcommittees will meet on their own their respective charges and submit their recommendations in writing to Ngo by July 22, 2013, who will organize the information into a Task Force report to be reviewed and edited by the entire committee on July 31. The committee recommendations will be due to Dr. Walker by August 16, 2013.

**Next meeting is scheduled for Wednesday, July 31, 2013 from 12:00pm – 1:00pm at the University Career Services Conference Room (please note location and time change).**

**Wednesday, July 31, 2013**

**Division of Student Affairs  
Multicultural Student Services Task Force  
University Career Services Conference Room  
*Discussion Summary***

*Members present: Norma Ngo, Maria Solino, Myra Conley, Imani Goffney, Carolina Jimenez, Keith Kowalka, Susan Moreno.*

- 1) Members reviewed a draft of the committee's responses/recommendations to the original charges.
- 2) Members reviewed the list of academic institutions that the Task Force benchmarked. A few committee members need to submit their benchmarking info in writing to complete the list.
- 3) Members suggested potential name for the center: Office of Diversity and Inclusion or Center for Campus Unity.
- 4) Members proposed short-term staff structure consisting of: Director, graduate assistant (to support Director), receptionist, and student workers; proposed long term staff would include Director, Administrative Assistant, Office Coordinator/Program Coordinator, graduate assistant, and student workers.
- 5) Members discussed potential job description/qualifications for the director position. Members suggested that the director should possess at least a master degree focused on diversity education, be student oriented, have deliberate and formal diversity training, have the ability to facilitate sensitive discussions, and possess demonstrated experience in diversity programming.
- 6) Members agreed to use a sample job description that will be attached in the appendix of the final report to include some of the following qualifications: "Master degree in Higher Education Administration, Student Personnel, Counseling, Psychology, or related field; Minimum of three (3) years experience in managing a multicultural/diversity program at an institution of Higher Education in the United States; Extensive knowledge of diversity and multicultural theories and practices within higher education; Organizational skills, budgeting, planning, training, and experience facilitating cross functional teams with experience in conflict mediation".

Action Items:

- *Ngo* will follow up with committee members who have pending benchmarking information and request that they submit the information about the schools they

benchmarked in writing to complete the list that will be included in the appendix of the final report.

- **Goffney** will work with her subcommittee (**Munson and Tennessee**) to complete the staffing narrative recommendations and email to Ngo.
- **Moreno** and **Bandoh** will complete the focus group summary that Ngo requested and will email it to Ngo.
- **Conley** will submit the UEP section for her subcommittee's report and email it to Ngo.
- Chair and Co-Chairs will meet to draft the final report and will email the whole committee to approve before it is sent to Dr. Walker.

**No further meeting of the whole committee has been scheduled. Final report will be emailed to every member to review.**

# **Appendix C: Benchmarking Institutions**

School Name	Name of the Department	Mission Statement	Programs/Services	Events	Staffing Structure	Budget	Location	Collaboration with other Departments/Units
<a href="#">Arizona State University</a>	Multicultural Student Services (MSS)	Vision: An institutional culture that values academic achievement, equity, and human diversity. Mission: Multicultural Student Services promotes the academic success and socio-cultural development of students from diverse cultural communities. We will achieve our student-centered mission through partnerships that facilitate:	Academic and career support services. Student and organizational leadership development. Cultural and social programming. Consultation to and collaboration with academic units and other entities. Student advocacy.		Director	NA	Division of Student Affairs Student Services Building (Rm. 394) Direct Report N.A.	NA
<a href="#">Bowling Green University</a>	<a href="#">Office of Multicultural Affairs</a>	The Office of Multicultural Affairs mission is to promote and facilitate a welcoming, socially just and inclusive campus community by supporting the retention of diverse student populations, providing diversity education and multicultural programs for students, faculty, staff and the surrounding community.	The Office of Multicultural Affairs provides academic, personal, social, and cultural support to students as well as working with faculty, staff and the community. Multicultural Affairs plays a crucial role in the recruitment and retention of underrepresented students. Through programs, such as Diversity Education Training and the Safe Zone Workshop, we strive to promote a campus environment that understands and embraces multiculturalism.	Multicultural Affairs offers culturally rich programming experiences in the form of events such as Kwanzaa, Latino Issues Conference, and the Mosaic Diversity Series. It also houses the LGBT Resource Center and Ethnic Student Center.	Director Associate Director for Programs Administrative Assistant Assistant Director for Diversity Education Program Associate Director (oversees retention and assessment issues) Assistant Director for LGBT Programs Coordinator for Multicultural Programs		Housed in the Math Sciences Building	NA
<a href="#">California State University, Los Angeles</a>	<a href="#">Cross Cultural Centers</a>	The mission of the Cross Cultural Centers at California State University, Los Angeles is to encourage student learning as well as foster an inclusive campus environment that challenges racism, sexism, heterosexism, and other forms of oppression. With a commitment to increasing cross-cultural awareness, we offer a wide variety of programs and services that explore both the shared and unique experiences, histories, and heritages of our diverse community	Asian Pacific Islander Student Resource Center Chicana/o Latina/o Student Resource Center Pan African Student Resource Center Gender & Sexuality Resource Center (as Women's Resource Center) 1, Provide leadership training and development opportunities for students. 2, Operate an effective communication plan for each of the resource centers. 3, Present cross-cultural programs for the University. 4, Develop and maintain resource libraries for each resource center. 5, Create partnerships or collaborations with other University departments. 6, Help enable student retention and recruitment. 7, Provide safe space and a welcoming environment for diverse communities.		Front desk assistants (5-7 students), Program coordinators (5 students for each APISRC, CLSRC, and PASRC; 2 for GSRC); 1 Admin Assistant; 1 Coordinator, Gender & Sexuality Resource Center; 1 Assistant Director; 1 Director		Student Affairs in Student Union	
<a href="#">Cleveland State University</a>	<a href="#">Office of Diversity &amp; Multicultural Affairs</a>	Mission Statement available	Major Retention, achievement and student support program AHANA peer mentoring Program (African American, Hispanic American, Asian American) and GLBT Student Services	Hispanic Awareness, Native American Heritage, Urban Community Forum, Celebration of Latino Graduates and Salute to CSU Black Graduates.	Director; Administrative Coordinator; Coordinator of Multicultural Programming and Retention; Program Director of AHANA & STARS; Secretary		Rhodes Tower (library)	Offering more than 100 courses with a cultural/ethnic focus, including the human diversity general education requirements. GLBT Student Services
<a href="#">George Mason</a>	<a href="#">Office of Diversity, Inclusion, and Multicultural Education (ODIME)</a>	Office of Diversity, Inclusion and Multicultural Education (ODIME) Mission: ODIME leads the university in creating an inclusive learning environment through identity development and cultural competency. Our mission is to assist the university in retaining, actively engaging and successfully graduating students with specific attention to historically underrepresented and marginalized groups. We achieve our mission by:	Creating opportunities for student engagement and retention. Conducting research and implementing emerging trends in the areas of multicultural education and social justice. Increasing cultural competency and multicultural relations within the Mason community. Implementing programs which critically examine social justice issues within and across identity groups. Expanding the number of diversity training models utilized at Mason.		Director (1) Associate Director (2) Assistant Director (4) Office and Program Manager (1) Business Manager (1) GA (3) Office Assistant (9)	NA	Located in Union Building Report to the University Life Division Direct Report N.A.	Part of the Multicultural Education and Research Coalition Including: ODIME Office of LGBTQ Resources (University Life, Union) Women and Gender Studies Center (Humanities and Social Sciences, Johnson Library)

<a href="#">Indiana University, Purdue University, Indianapolis</a>	<a href="#">Multicultural Success Center (MSC)</a>	<p>The IUPUI Multicultural Success Center (MSC) at IUPUI plays an active role on campus in creating an inclusive environment of excellence that embraces diversity and promotes social justice. The MSC seeks to inspire all students to be creative, engaged, responsible, and ethically sound global citizens by providing opportunities for personal and professional growth, and community development.</p>	<p>Leadership Institute Cultural Café Study Skills Boot Camp Diversity Film Series Get on the Bus Multicultural Leaders Reception Cafe con Pan</p>	<p>Welcome Back!: First Floor Festival Food for Thought Leadership Institute Student Financial Check-up Diversity Film Festival</p>				
<a href="#">Rutgers</a>	<a href="#">Office of Institutional Diversity &amp; Equity</a>	<p>The Office of Institutional Diversity and Equity (OIDE) was created in 2008 to help meet the challenge to maintain the wonderful diversity of Rutgers' student body and to increase that of its faculty and senior leadership. While much diversity work is going on at Rutgers, until now there has not been one centralized information source to highlight that activity. OIDE serves as a clearinghouse to promote and coordinate diversity and equity initiatives, programs, and research on all three Rutgers campuses in New Brunswick, Newark, and Camden. We hope that you will visit the site often, send us your comments and suggestions, and join with us in celebrating and enhancing diversity and equity at Rutgers.</p>			<p>Vice President for Academic Affairs and Administration; Director, Office of Institutional Diversity and Equity (one position)</p>			
<a href="#">San Diego State University</a>	<a href="#">Office of intercultural relations</a>		<p>Cultural competency certificate program; African Diaspora Resources; LGBTQ resources; Multicultural resources; Women's resources</p>				<p>Student Affairs</p>	
<a href="#">San Jose State University</a>	<a href="#">MOSAIC cross-cultural center (Multicultural Opportunities and Student Awareness in different Cultures)</a>	<p>Provide a safe and welcoming environment that honors and celebrates diversity. We offer support, advocacy for historically underrepresented groups, leadership opportunities, and intentional programming that focus on critical thought, social justice, and cultural empowerment for the SJSU community</p>	<p>Committed to provide services, programs, advocacy, and growth opportunities for SJSU students, staff, faculty, and community members.</p>	<p>Welcome Receptions, Leadership Today, Tunnel of Oppression, Hip Hop for Change Conference, Diversity Advocate Intern Programs</p>	<p>Director (1) Assistant Director (1) Graduate Intern (1) Diversity advocate Interns (5) Office Assistant (1) Graphic Designers (2 part-time)</p>	<p>NA</p>	<p>Located in the Student Union. Division of Student Affairs</p>	
<a href="#">SUNY, Stony Brook</a>	<a href="#">Office of Multicultural Affairs</a>	<p>They offers students opportunities for learning, leadership, internships and employment, campus involvement, and personal development through programs, campus traditions, collaborative efforts, community service, and related academic experiences. We also work with University departments to promote student success and serve as a resource on matters related to diversity.</p>	<p>Diversity Education &amp; Training - We offer a variety of workshops and educational sessions designed to help individual students and student organizations constructively deal with diversity. Mentoring and Student Leadership Development - Student learning is enhanced through mentoring relationships with University faculty and staff members who create and maintain a supportive climate where continuous learning takes place.</p>		<p>Associate Dean for Multicultural Affairs Multicultural Affairs Assistant Staff Assistant</p>			<p>Today's UNITI Cultural Center, is a partnership between the student organization and the University. The UNITI Cultural Center Student Organization offers numerous cultural programs that reflect the rich ethnic and social diversity represented at Stony Brook. The UCC continues to grow as the campus community evolves.</p>

<a href="#">UC Riverside</a>	<a href="#">Common Ground Collective</a>	Members are passionate about community building, diversity training, and social justice education.	Each October, students from varied backgrounds come together for a weekend to build community, establish and strengthen working relationships, commit to ongoing engagement in joint projects, and develop collective responses to issues affecting them at UCR. Participants form teams to implement selected projects on campus. Be part of welcoming new students to our diverse campus! Each summer during Highlander Orientation, all incoming students participate in community building activities facilitated by Common Ground Collective members and an orientation leader. Our student facilitators participate in the "Building Our Common Ground" Workshop and assist in leading peer discussions to: <ul style="list-style-type: none"> <li>• Create positive peer-to-peer interactions for incoming students.</li> <li>• Facilitate understanding and insight into the complexities of _ diversity.</li> <li>• Focus on the nature of building relationships and establishing community.</li> </ul>	The Common Ground Collective builds community, establishes working relationships, creates joint projects, and promotes continued collective work. We support and encourage collaborative programming or events that satisfy three major criteria: Collaborative Projects: Involving multiple groups of students or student groups with a common interest and shared goals or objectives. <ul style="list-style-type: none"> <li>• Community/Campus Impact: Projects designed to have a demonstrated positive community or campus impact. For example: Educational messaging or campaigns that foster equity and inclusion for all students.</li> <li>• Sustainability: Activities that can transition leadership successfully from year to year and establish positive contributions to our community.</li> </ul>	Combination of staff members, students and alumni		Dean of Students	The Common Ground Collective is a union of campus departments including the Ethnic & Gender Programs, International Student Resource Center, Student Special Services, and The Well.
<a href="#">UCLA</a>	<a href="#">Intergroup Dialogue Program</a>	The UCLA Intergroup Relations (IGR) program equips students, faculty and staff with knowledge, skills, awareness, and commitment for active participation in an increasingly diverse and global society.	Intergroup dialogue-2 credit course, Intergroup dialogue facilitator training-4 credit course, mini-dialogue workshops	Beyond the checkbox project art initiative exploring the diverse social identities comprised at UCLA.	The IGR Committee is a group of UCLA students, faculty, and staff who meet quarterly to discuss programs, initiatives, and potential partnerships to promote a more inclusive campus community.		Bruin Resource Center	
<a href="#">University of Alabama at Birmingham</a>	<a href="#">Department of Equity and Diversity</a>	It is the mission of the Office for Equity and Diversity to increase, retain and enhance faculty, student, and staff diversity at all levels of the University and to ensure equity.	Enhancement Programs Faculty Recruitment Commission of the Status of Women		President (1). Vice President for Equity and Diversity (2). AVP for Administration and Academic Affairs Programs.(3) Executive Director supplier Diversity.(3) Senior Executive Director Minority Outreach Programs.(3)	NA	Campbell Hall	Human Resources LGBT UAB Safe Zone Health & Safety
<a href="#">University of Massachusetts Boston</a>	<a href="#">Student Support Services Program</a>	The mission of the Student Support Services Program is to retain and graduate first-generation, economically disadvantaged college students, and students with disabilities."	Services: <ul style="list-style-type: none"> <li>• Academic advising, financial-aid, and personal counseling.</li> <li>• Referral to appropriate on- and off-campus resources</li> <li>• Advocacy and coordination of institutional efforts</li> <li>• Supplemental instruction, extended orientation, and workshops designed to enhance academic achievement</li> <li>• Tutoring and mentoring for academic and academic support related skill</li> </ul>		Director (1) Academic Advisor (2) Academic Coordinator (1)	N.A.	Campus center (unclear which division/department the program is under)	

<a href="#">University of Memphis</a>	<a href="#">Office of Multicultural Affairs</a>	The mission of the Office of Multicultural Affairs is to promote and advance the personal development and academic success of students of color enrolled at The University of Memphis. This is accomplished by developing and administering programs, activities and services that address the social, educational, cultural and personal needs of students of color.	Office of Multicultural Affairs provides a welcoming and supportive environment that advises students of color with regard to their academic, social, cultural, and financial affairs. With a caring, professional staff, the office helps students adjust to learning, living, and working in a large university setting. Students also utilize the office as a source of information about opportunities for leadership development, conferences, internships, scholarships, professional schools, and community involvement. The office is home to several student organizations, including the Black Student Association, Black Scholars Unlimited, Empowered Men of Color (EMOC), the Hispanic Student Association, and the University of Memphis chapter of the National Association for the Advancement of Colored People (NAACP).	Black History Month Black Scholars Unlimited Scholarship Breakfast FRESH Peer Mentor Program Hispanic Heritage Month Minority Awareness Mixer Workshops	Associate Dean Program Coordinator Office Coordinator	M&O (Programming) Budget = \$100,000	Division of Student Affairs	
<a href="#">University of Missouri-Kansas City</a>	<a href="#">Office of Multicultural Student Affairs</a>	We support the growth and development of multicultural students through educational, social and cultural programming. Our office's efforts support the Division of Student Affairs and Enrollment Management's mission of enriching the lives of students and others through quality educational services and purposeful co-curricular programming	Services: African-American History & Culture House, Organization Support, Leadership Training. Programs: African-American History Month, Freedom Breakfast to kick off Black History month, Latino Heritage Month, Youth Days		Director, Assistant Director, Student Services Coordinator, Administrative Assistant, and GA	NA	Division of Student Affairs and Enrollment Management, Student Union	Collaborations with Office of Admissions
<a href="#">University of Missouri-St. Louis</a>	<a href="#">Office of Multicultural Relations</a>	The Office of Multicultural Relations (MCR), provides comprehensive student development and educational services to our campus' diverse student population. MCR is committed to creating a strong sense of community amongst students, faculty, and staff that personifies respect, accountability and acceptance of all individuals. Students in a variety of academic disciplines are encouraged to utilize the support services offered in MCR. Comprehensive services offered to students include personalized academic support and coaching, tutoring, mentoring, leadership development, social and cultural experiences, professional development and networking. All services by professional staff are strategically developed to retain and promote student degree completion.	NA	Coming Soon	NA	NA	NA	NA
<a href="#">University of New Orleans</a>	<a href="#">Office of Diversity Affairs</a>	Mission Statement available	Diversity Week - info table; World Religions Brown Bag; Unity's LGBTQQA Panel; MSA and LASA Screening; NIPPON Japanese Film screening; Disability as diversity brown bag and Health Disparities brown bag; Multicultural Fair; Faculty lectures series "Sexual taboos and Cognitive Constructs"; ISO Movie " Crossing Borders"; Safe Space Training; Disability Workshop.		Director Part-Time also the Assistant Dean of the College of Business and one GA. Cabinet Members includes faculty, staff, and student representatives meet monthly	Small	College of Business	UNO Diversity Cabinet; Office of Disability Services; Office of International Students and Scholars; Student organizations; International Education; Institutional Research and Data Management; UNO TRAC; Women's Center.

<a href="#">University of Oklahoma</a>	Don't have a Multicultural Center. Instead they have 4 multicultural groups within the <a href="#">Office of Student Life</a>	The mission of Student Life is to guide students in realizing academic, professional and personal goals as they progress toward graduation and beyond.	1, African American Student Life provides: A mentoring program for incoming freshmen, assistance with financial aid and scholarship information, tutorial guidance, counseling, leadership and career development information, grade evaluation sessions, and cultural enrichment. 2, American Indian Student Life. 3, Asian American Student Life. 4, Latino Student Life	New Student Orientation & Reception, Distinguished Guest Speakers, Career Development Workshops, Black Heritage Month, Annual Awards Banquet, African-American Graduation Celebration, and Graduation Celebration Ceremony	Each have their own Advisor (each advisor is of that group's ethnicity)	NA	The four multicultural groups have windowed offices in one large room. There is an open floor with 12-16 couches in the middle that allow the students to organically mingle and foster collaboration/communication.	N.A.
<a href="#">University of Toledo</a>	<a href="#">The Office of Multicultural Student Success/The Office of Multicultural Student Services.</a>	The mission of the Office of Multicultural Student Success is to create a campus environment for students of various cultures and diverse backgrounds that is conducive to learning by providing programs and services that meet their needs. Through its programs and services, the Office of Multicultural Student Success strives to enhance the recruitment and retention efforts of the Division of Student Affairs and explore the indigenous roots of African American, Asian American, Latino American, Native American, and LGBTQA, students.	While it is the mission of the Office of Multicultural Student Success to specifically address the needs of these students, programs and services are intended for the benefit of all the University community in an effort to foster understanding, acceptance, and cross cultural communication.	January - Unity Week February - Black History Month March - Women's History Month April - Asian American and Pacific Islander Heritage Month Jewish Heritage Month September - Hispanic Heritage Month LGBTQA History Month Filipino Heritage Month UT Interfaith Week November - Native American Heritage Month	Program Coordinator	N/A	Component of the Division of Student Affairs	African-American Initiatives Office, Office of Latino Initiatives, and Provides LGBT Initiatives
<a href="#">Virginia Commonwealth University</a>	<a href="#">Office of Multicultural Student Affairs</a>	The Office of Multicultural Student Affairs (OMSA) is a resource for Virginia Commonwealth University (VCU) students, faculty and staff. The primary mission of OMSA is to assist traditionally underserved and/or underrepresented student populations (i.e. race, ethnicity, sexual orientation, and gender) through advising, support, program development, retention, mentoring and by promoting an appreciation of diversity throughout the campus community	Advising Ethnic Student Organizations Mentorship Programs OMSA Volunteer Team Referral Services	Annual Programs Cultural Month Celebrations Kwanzaa Celebration Mosaic Week Ongoing Programs Brown Bag Luncheons Cultural Café Cultural Excursion Series Cultural Explorations LGBT Social Network Group Men of Color Discussion Group Women of Color Discussion Group	Director Assistant Director Program Specialist Graduate Assistant (2)	\$345,000	Division of Student Affairs	All events are done in collaboration with stakeholders around the VCU community.
<a href="#">Wayne State</a>	1. <a href="#">Office of Diversity and Inclusion – Medical School</a> 2. Various programs in the graduate school - <a href="http://gradschool.wayne.edu/diversity/programs.php">http://gradschool.wayne.edu/diversity/programs.php</a>	The formal department is located in the medical school. Its mission: The Office of Diversity & Inclusion at the Wayne State University School of Medicine innovatively promotes the outreach, mentoring and recruitment of persons who represent the diversity of our global community, in an effort to broaden the availability and diversity of exceptional students who will become tomorrow's successful physicians. The graduate school mission: The primary goals of these programs are to increase enrollment of students from traditionally underrepresented groups and to promote an academic and social environment in which scholars can flourish.	All support services focus on facilitating leadership skills and academic excellence, enhancing minority student retention, graduation and continuation to graduate programs, and entry into professional and academic careers.		Medical school - Three staff – Director, K12 Outreach Coordinator and Pre-Med Advisor Graduate school – Five programs with individual contact people. In addition, there are an office services clerk and secretary. The clerk tracks student attendance, processes program and event evaluations and compiles graduation data for students in the pipeline. The secretary processes files/paperwork, monitors the budget, reconciles accounts and oversees expenditures (office supplies, textbooks, etc.) for the department.	The current total general expenditures budget is approximately \$275,800.00, after a series of budget cuts. The personnel budget is approximately \$327,000, which includes not only the listed staff members, but part-time faculty who teach in the Post Baccalaureate Program.	The Office of Diversity and Inclusion is located inside of the medical school, which is separated from the main campus. It is in the Student Services suite with Admissions, Financial Aid, Records and Registration, and Students Affairs. The director of Diversity and Inclusion reports to the Associate Dean of Admissions, Diversity and Inclusion, who reports to the Vice Dean of Medical Education. The Vice Dean reports directly to the Dean of the medical school.	Though our department has made significant strides in interdisciplinary collaborations with other schools/colleges on main campus, the Office of Diversity and Inclusion remains an entity of the medical school. The office has collaborated with the athletics department for diversity training. The office recently met with the undergraduate admissions counselors for summer training with regards to students interested in the field of medicine.

**Appendix D:  
Summary of  
Departments and  
Programs Providing  
Multicultural Services**

## African American Studies

“The mission of African American Studies at the University of Houston is reflected in the larger vision of Black, Africana and African American Studies departments and programs' commitment to the development of the knowledge of people of African descent in America, throughout the greater Diaspora and on the Continent. The program develops, promotes and enhances the knowledge and information of the discipline as well as the collective consciousness of African descended people, which will in turn lead to the growth and prosperity of strong communities and a powerful nation. AAS focuses upon the cultural and historical heritage of Africans on the Continent, in America and throughout the greater Diaspora and their contributions to the world's history and civilizations.”

African American Studies is a distinct academic discipline that engages Africa-centered research and teaching through an interdisciplinary approach to scholarly inquiry.

History: Established in 1969. Research indicates a correlation between the existence of Black / Africana / African American studies programs and departments and the recruitment and retention of students of African descent. This has been done by providing a more representative and culturally balanced college curricula.

Offers:

- minor in African American studies.
- graduate Certificate in African American Studies, concentration open to students in all UH graduate and professional degree programs and post baccalaureate professionals interested in enhancing their knowledge and understanding of Africana phenomena.
- annual study abroad program to Ghana, West Africa, part of mission to embrace knowledge of African life on the continent and throughout the Diaspora.
- internships, supervised practice and educational experiences to study, address, express, or resolve contemporary issues influencing African and African-descended communities.

Examples of internships:

\*Houston Hip Hop Collection, an archival collection includes audio, video, photographs, publicity materials, and handwritten raps. Once cataloged, it will be available for use by students, scholars, and the general public in the Special Collections reading room.

\**Tré* Magazine, experience in the field of print, photo and online journalism; focuses on seven key topics in the areas of business, community, education, faith, art & culture, health & wellness, and politics.

**Is there a list of events that are sponsored/hosted available?**

- Guest lecturers
- Arts and Films festival
- Symposium
- Scholarship banquet/fund
- Separate commencement ceremony?
- community connection, calendar of community events:

<http://www.uh.edu/class/aas/news/community-connection/index.php>

**How does the department/program collaborate with other departments/units within the university and the surrounding community.**

Via their internship, volunteer service, study abroad, scholarship and cultural experience programs.

## Asian American Studies

The Asian American Studies Center (AASC) founded in 1995 and established in recognition of the many cultural, social, historical, economic, political and linguistic contributions made by Asian Americans to this country.

“The AASC is an interdisciplinary academic center, dedicated to the study of Asian/Asian Americans in the United States and abroad. Its mission is to generate knowledge, increase awareness and foster rich opportunities for learning about the Asian/Asian American experience.”

Offers:

- a 15 hour minor and “substantial and relevant courses for undergraduate and graduate students on selected Asian and Asian American topics.”
- study abroad opportunities.
- research projects intended to document the ethno-histories, unique languages, cultures (including arts, crafts, painting, dance, music, cuisine, religions and lifestyles), political and economic organizations and immigration experiences of the Asian and Asian Americans in Houston, and throughout the United States.
- more than thirty higher level training programs. More than 1500 educators, public administrators and business executives from the People's Republic of China received training in the AASC's programs (including lectures, discussions, opportunities to visit government, corporate, organization and academic venues and cultural and historical sites in the Houston area.)
- visiting scholars teach, conduct research, offer lectures and collaborate with members of the community in service activities.
- Chinese Proficiency Test as governed by the State Committee within the Chinese Ministry of Education.

Implements an academic specialization, research projects, study abroad programs, scholar exchange programs and community activities focused on the Asian/Asian American experiences.

### **Is there a list of events that are sponsored/hosted available?**

Gala, study abroad, art shows, awards, scholarships.

### **How does the department/program collaborate with other departments/units within the university and the surrounding community?**

Via their study abroad opportunities, research projects, training programs and Chinese Proficiency Test administration.

## Center for Mexican American Studies

### *Mission Statement*

“The Center for Mexican American Studies (CMAS) at the University of Houston was established in 1972 as an interdisciplinary academic program encompassing the liberal arts, education, and social sciences focusing on the Mexican American and broader Latino experience in the U.S. Its mission is to advance knowledge, promote critical thinking and foster the value of service to the community. This involves designing a broad spectrum of public and scholarly programs. Located within the College of Liberal Arts and Social Sciences, CMAS has evolved into an academic unit with several major components: teaching, research and publications, recruitment and retention, leadership training, academic advising, and community service.”

### *Assist with recruitment and retention; Offers:*

- Minor in Mexican American Studies.
- College career day
- Graduate fellowship
- Academic achievers H.S (academic, financial, social support; professional, leadership dev)
- Academic achievers (academic, financial, social support; professional, leadership dev)
- Visiting scholars

### **Is there a list of events that are sponsored/hosted available**

- Speaker series
- Newsletter
- Books and other publications
- Noche cultural, scholarship banquet

### **How does the department/program collaborate with other departments/units within the university and the surrounding community?**

Via the fellowship, recruitment, retention programs.

## Center for Students with DisABILITIES

The mission of the Center for Students with DisABILITIES (CSD) is to help ensure that qualified students who have disabilities have an equal opportunity to learn and succeed at the University of Houston. CSD provides a wide range of services to students who have temporary or permanent learning disabilities, health impairments, sensory impairments, physical limitations and psychological disorders.

**Services:** Examples of services provided to students include identifying their accommodation needs and developing accommodation plans, disability-related counseling, advocacy, referral, and support. Exam facilities and computer labs are housed within the Center.

**Outreach activities:** Outreach activities include making contact with students within the university as well as potential students who have not yet applied to the University. Outreach activities are conducted at various fairs and orientations at UH, student service and academic departments, high schools, organizations that serve people who have disabilities, through the media and our web page.

**Education and training:** Orientation to CSD services, education, and training are provided on a wide variety of disability-related topics for target audiences, including staff, faculty, students, high schools, and community organizations.

**Resource and referral assistance:** To services and supports, both within and outside the university, that may assist students who have disabilities and the faculty and staff who work with them.

### **How does the department/program collaborate with other departments/units within the university and the surrounding community?**

We work closely with numerous academic and student service departments, student organizations, the Academic Accommodations Evaluation Committee (AAEC), and various community organizations to ensure that students who have disabilities receive appropriate, well-coordinated accommodations and services. Examples of University departments we collaborate with frequently include: University Career Services; Counseling & Psychological Services; Learning & Assessment Services; the Office of Affirmative Action/Equal Opportunity Services; the Office of General Counsel; various academic departments; Academic Program Management; Office of Admissions; Student Financial Services; Pi Kappa Phi; Adaptive Athletics; etc.

CSD presents at numerous community conferences and participates in various school and community fairs each year. Some recent examples include the Pasadena I.S.D. Transition Fair, The Children with Special Needs Conference, H.I.S.D. Social Work Conference, two DARS conferences, and several high school fairs.

## International Student and Scholar Services Office

<http://issso.uh.edu/>

- Spoke with director Anita Gaines.
- “The mission of the International Student & Scholar Services Office (ISSSO) is to: Provide for the special needs of approximately 4,216 international students, research scholars, and foreign faculty related to their status as non-immigrants of the United States. Non-immigrants are authorized to stay in the U.S. temporarily in contrast with immigrants who are authorized for permanent residency in the U.S.
- Meet the University of Houston's responsibility for compliance with the laws and regulations of the U.S. government.
- Promote internationalization at the University of Houston through our services and programs.”
- International Student Counselor will review and discuss a student or scholar’s immigration options in multiple areas: immigration concerns, academic policies, intercultural adjustment, on and off-campus resources, employment, personal concerns, financial issues, and advocacy. International Student Counselors also serve as cultural guides for international students and scholars by connecting students with appropriate offices and resources both on and off campus.
- Assistance with visa status, employment resources, driver’s license, enrollment verification, invitations for commencement, social security card application, international travel, changing degree levels. Employment seminars, software for tax preparation, international student check in and orientation. Acculturation topics/seminars for new international students, retention programs, study skills.

### **Is there a list of events that are sponsored/hosted available?**

- International Friendship Program (IFP), matching UH international students and scholars with area families for a once a month visit with each other.
- Annual IFP festivities: October Fun Night, and the annual July 4th Independence Day Party (exclusive to IFP students).

### **How does the department/program collaborate with other departments/units within the university and the surrounding community?**

- IFP enlists families in the community.
- Reports to Internal revenue service re: students’ financials.
- Social security office/Driver’s license to provide these documents to students.
- Follows mandates from the US department of education re: providing quality edu to international students.
- Working with residential life and housing to have “language based dorms.”

### What kind of programs and services does the center offer?

- **LGBT speakers bureau** made up of students and staff that help train other students, staff, and faculty about LGBT issues such as how to be respectful, supportive, and inclusive.
- **Cougar Ally Training** assists faculty, staff and students in increasing their awareness of issues that Lesbian, Gay, Bisexual, and Transgender people face. In a non-threatening setting, CAT teaches participants to create an accepting campus environment for UH's LGBT population. Allies are given a placard to display as a visible statement of support for the LGBT community.
- **Cougar Allies Meet 'n' Eat** - Staff and Faculty meet monthly for lunch to socialize, relax, and network with LGBTAs. We meet the last Thursday of every month at the LGBT Resource Center, 279A University Center
- **Brown Bag Social Lunch** - Every Monday during the Fall and Spring semesters students are invited to bring their lunch to the Center where they can engage in structured discussions, share their ideas about programs for the Center, or just hang out with friends.
- **Lending Library** - The ever-growing Lending Library contains books and DVDs that may be borrowed by UH students, staff and faculty. See the list [online](#) or stop by and browse any time.
- **Academic Check-up** - Students who have questions regarding any academic issue or would like assistance with study skills or study habits can make an appointment with Lorraine Schroeder. Referrals to other campus resources will be made as needed.
- **Misc. Programs include**
  - Lives of LGBT Muslims
  - Out Comes Butch – one person performance about identity
  - LGBT Career Panel
  - LGBT Religion Panel
  - Bisexual Awareness Day
  - National Coming Out Day – Gay? Fine by Me t-shirt give away
  - Transgender Day of Remembrance
  - Sexual Health Jeopardy
  - Decreasing Heteronormativity in the Classroom
  - So you have a LGBT Roommate
  - Visibility Project
  - Creating a LGBT Alumni Network

The LGBT Resource Center is a place...

- where LGBT students can hang out and openly talk about things – network, make friends – where it is ok to be who they are without self-censoring or fear of rejection.
- where LGBT students can come and ask for guidance/advice on LGBT issues such as coming out, sex, relationships, STDs, discrimination, family, religion
- where allies can come and ask questions about how to be supportive to the LGBT community, their LGBT friends; how to teach tolerance and acceptance to their children
- where progressive LGBT students get support for their ideas and gain skills that prepare them to be the next generation of activists
- where LGBT student leaders find opportunities to get involved in issues that interest them
- where LGBT student find LGBT role models that help them develop a more positive image of themselves

What type of issues do we encounter at the Center?

- Students whose parents will discontinue college support if their child comes out
- Transgender students who change clothes in my office to avoid physical and verbal abuse at home
- Gender nonconforming students who do not use the restroom all day to avoid being harassed
- Students experiencing increase anxiety due to homophobic remarks made by professors
- Students struggling with internalized homophobia and having difficulties making connections with anyone.
- Students that come out to me and I am the first person they told
- Students whose family discovered they are LGBT and have stopped speaking to them, or some variety of this
- Students trying to decide about their sexual orientation
- Students who told their parents and their parents were totally accepting.
- Students with questions or anxiety about being LGBT in the workplace.
- LGBT staff that decide they want to be more visible and get more involved.
- Students who want to meet other LGBT students but are afraid to go to the student org meeting by themselves.
- Transgender student who have questions about hormones or about job related background checks that might reveal the opposite gender.
- The LGBT Resource Center Advisory Board addresses policy issues such as LGBT in athletic, equal access for same sex partners (library use, Rec Ctr use), preferred name on school id and roster for transgender students.

**Does the department/program collaborate with other departments/units within the university and the surrounding community?**

- With Social Science departments doing presentations in their classrooms.
- With all departments, we offer Cougar Ally Training
- Health Center – help promote Free HIV testing
- Wellness – provide volunteers for World Aids Day and promote “Quilt” event
- With Learning Support Services – giving LGBT students tours
- With CAPS promoting their LGBT Support Group

- With UH Career Service – increasing our rating on the Out For Work certification of LGBT friendly career center.
- With Housing and Res Life so that LGBT students are comfortable with their roommate assignment
- In the community – on the Creating Change planning committee – a national event that will bring over 3000 people to Houston.
- With the VA – reaching out to LGBT veterans since the repeal of DADT
- With influential people in the Houston LGBT community to help raise funds for the Resource Center

**Is there additional information the departments may want to share or think is helpful for us to be aware of to assess the need for a multicultural student service office?**

*Overall, I do not know whether or not we need a Multicultural Center. I will leave that to you. However, I would like to warn against having the LGBT Resource Center merged into a Multicultural Center. Our issues are very unique and are not commonly recognized when people discuss diversity or multiculturalism. In addition, people from diverse cultures can still be homophobic so having them in the same physical space is not a good idea.*

*Only someone with direct LGBT experience and with strong connections to the LGBT community at large can provide adequate services to the LGBT population on campus. I have included some anecdotal stories that further demonstrate the uniqueness of the needs of LGBT students.*

- a. A male-to-female transgender student explained that he had never cross-dressed before (outside of his bedroom) and that his parents continually give him negative, abusive messages about being transgender so he has been scared to begin cross-dressing in public. Through many discussions, we decided that he would change clothes in my office and sit in the LGBT Center. The other LGBT students have embraced “her” and by the next semester this student went from being a nervous, shy, quiet, self-hating person to one who cross-dresses full time while on campus, has friends, and attends GLOBAL meeting and function.
- b. A lesbian student had been outed to her family (not her choice). She lives alone with her mother who stopped speaking to her for about a month except for mean, critical remarks. Her older sibling had also rejected her to some degree. Luckily, we had the mentoring program and I was able to match her with another lesbian from her culture. Together we supported the student until her family worked through their issues. The student’s grades were poor that semester. One year later she is off of probation and got above a 3.0 last fall. We no longer have the mentoring program because it was too labor intensive for me to handle.
- c. A Chinese student came to the US because he is gay and that is not “allowed” in China. He has been here for two years and is too afraid to “come out”. He saw Dr. Wimpleberger’s poster for the Visibility Project and decided that if Dr. W could post his picture all over campus, it was time for him to come out. He made an appointment with Dr. W, then came to visit me. I connected the student with a Chinese Am. LGBT staff. He had concern because of what the bible says. I connected him with Rev. Guinn on campus and a Chinese LGBT professor I know at UHCL who is more his age and also came to the US as an international student. The student is also a father so I connected him to this Gay Dads group I know of.

- d. A bisexual student came to my office very upset because her professor had just made a very offensive bi joke in class. Although we discuss ways she could handle this anonymously, she was too scared to risk her grade. She would not tell me who it was.
- e. I met with a Japanese teacher who had two non-hormone taking female-to-male transgender students in her class. I educated her about transgender people and what type of issues she may face in the classroom as the students further transition. She took notes and was very receptive. She keeps the environment safe for these students and they are flourishing in her classes (according to them).
- f. A lesbian who is planning to adopt children with her partner wanted advice about how to strengthen their relationships with their families.
- g. Comment from the mentoring program: "I've made some friends. I learned a lot and had a lot of fun. My only goal was to meet more people in the gay community and to be more involved. Being able to meet and hang out with new people makes me happy and keeps me motivated to make good grades. I used to not enjoy studying because it was all I did when I felt lonely."
- h. A staff person stopped in to ask for advice about how to speak to her children about LGBT people as her children are starting to ask questions, e.g. "Are John and Jim married?"

The main focus of the LGBT Resource Center is to support students, staff, and faculty who may be struggling with identity or discrimination issues and to educate the campus to create an environment where everyone feels included and accepted. The center's presence on campus has made a difference in the morale of the employees at the University of Houston, and contributes to the retention and graduation rates of our students.

## Program for Mastery in Engineering Studies

The Cullen College of Engineering seeks to provide increased opportunities for students with diverse backgrounds. PROMES (Program for Mastery in Engineering Studies) provides support in the academic, social, and financial areas, with strong emphasis on making a student's first year in college a success. Students enroll in special courses and workshops receive academic monitoring, tutoring, general orientation, and where applicable, career and personal counseling.

### **Is there a list of events that are sponsored/hosted available?**

- Annual Holiday social and spring awards banquet enhance the campus social life of PROMES students.
- Orientation weekend.
- Outreach events with middle and high school students. PROMES serves as “umbrella” for specific student groups (National Society for Black Engineers, Society for Hispanic Professional Engineers, Society of Women Engineers, etc.) and provides volunteers for community service.
- Provides “project” based learning.

### **How does the department/program collaborate with other departments/units within the university and the surrounding community?**

Collaborates via scholar enrichment program and serves high school and middle school students to strengthen their math and science skills; Also works with the Texas alliance for minorities in engineering.

## The Challenger Program

The Challenger Program is a comprehensive student retention program that offers a multitude of services that includes" tutoring, academic advising, limited personal counseling, academic workshops, developmental studies course for 3 credit hours, financial aid and personal finances counseling and assistance, priority registration.

### **Is there a list of events that are sponsored/hosted available?**

Once or twice a year depending on cost our primary funding source has line item for cultural and/or academic enrichment. This includes but not limited to field trips to theatrical performances at Alley Theatre or Ensemble Theatre; annual Challenger banquet; museum visits (Dead Sea Scrolls, Holocaust Museum). We do make it a point that in our attempts to make our students more culturally enriched that it is not limited to European culture. We have attended theatrical productions at the Ensemble, the oldest black theatre in the southwest and have attended mainstream theatre productions that depict other cultures such as productions of MISS SAIGON and a musical production of SELENA.

### **How does the department/program collaborate with other departments/units within the university and the surrounding community?**

We integrate both departments/units and outside agencies into our twice a semester student meetings as guest speakers to inform students of their services. We also routinely refer students to the appropriate programs to address their needs such as financial aid, bursar's office, academic advisors, Dean of Students office, and graduate admissions.

## The Urban Experience Program

### **What kind of programs and services does the center offer?**

Academic and career development workshops, academic monitoring, opportunities for engagement, tutorials (not time restricted). Grants are available as well.

### **Is there a list of events that are sponsored/hosted available**

#### Academic Support

- Guaranteed 4.0 Seminar – September 6-7, 2013

#### Personalized Student Services that Offers New Opportunities through Learning, Engagement, and Discovery

- Social Services Benefits Enrollment (4)– First Monday of Every Month. September 9, 2013, October 7, 2013, November 4, 2013, December 2, 2013
- UEP General Fall Meeting/Potluck “Fall Fill-Up” (1) – September 3, 2013 in the OB Ballroom
- Mock Interviews for Juniors and Seniors (in partnership with Career Services) (3 Sessions) – October 11, 2013, October 25, 2013, November 8, 2013
- Mentorship Series (2) – September 20, 2013, October 18, 2013
- Letter of Recommendation Workshop (Working Title) (1) – October 21, 2013
- EELAA Grant Application Deadline – November 4, 2013
- EELAA Grant Committee Meeting – November 13, 2013
- Financial Empowerment Seminar (1) – November 21, 2013
- Myers Briggs/STRONG Assessments (in partnership with Career Services) (3 Sessions) – TBA in Career Services

#### Promotion of Civic Responsibility, Campus Engagement, Community Service, and Leadership

- Volunteer with Covenant House (1) – September 25, 2013
- Volunteer at the Community Garden (1) – October 6, 2013

### **How does the department/program collaborate with other departments/units within the university and the surrounding community?**

We collaborate with other departments/units within the university and the surrounding community in through our Advisory Board, Friends & Family Network, and in offering services and events for our students.

## Women's Resource Center

### Our Mission:

To advocate, educate, and provide support services for the advancement of gender equity on campus

### Our Goals:

- To provide a comfortable place where UH students, staff, and faculty can seek information on a variety of topics, obtain confidential referrals to appropriate campus and community resources, and discuss issues of concern
- To educate the University of Houston community on topics that concern women with a special focus on violence against women due to gender, sexual identity, race, or disability
- To identify and research issues that affect University of Houston women
- To serve as a liaison between women on campus and the administration, often by working with the *University Commission on Women*
- To celebrate the achievements of University of Houston women by featuring a UH female faculty, staff or student each month on our web site in the "Spotlight" feature.
- Programming: A primary focus is on student safety and violence prevention. We have young women in crisis come in that range from an unplanned pregnancy to reporting a sexual assault. We also teach young men how to gain sexual consent. We provide a range of resources for young women including suits for interviews to feminine hygiene products. We also provide a range of educational program to address and educate students, staff, and faculty on a range of gender issues. We have hosted screening documentaries on a range of topical topics. We provide information and referral services on a range of issues. We offer a \$start \$mart program that teaches young women how to negotiate for their first salary in their first job after college. We have weekly informal Gender Talks that cover a range of issues from sexting to interracial relationships to birth control. We have our signature yearly programs including Take Back the Night (sexual assault violence prevention), The Vagina Monologues (sexuality education and violence prevention), Love your Body Day (body acceptance). Some of our programs also follow the month's topics. For example, October is Domestic Violence Awareness month and Breast Cancer Awareness and Prevention month. We do some topic specific tabling at locations in the UC and UC Satellite. We also offer sexuality educational programs. We receive many requests from student organizations to talk about sexuality and safety topics. We work with the University Commission on Women to monitor the status of women on campus and to serve as an advisory board to President Khator on gender issues.
- Intersectionality: One of our goals is to not only focus on gender equity but how gender interacts with race, sexual orientation, class, and other categories to disadvantage people. Therefore, although our focus is on gender and women, we look at how men have a gender, too, and how women are not only affected by their gender, but also affected by how their gender intersects with their sexual orientation, class and race.

**How does the department/program collaborate with other departments/units within the university and the surrounding community?**

We work with many other programs at UH, most often CSI, CAPS, Wellness Residential Life, EOS, Health Center, Women's, Gender, & Sexuality program. We also collaborate with off campus agencies such as the Ft. Bend Women's Center, Bridge over Troubled Water, Houston Area Women's Center, Houston Rescue and Restore (Human Trafficking), Dress for Success, Houston, and The Women's Home, by and large organizations that support women's issues and often focus on a single women's issue. We also work with student groups such as the Student Feminist Organization, and other groups that ask for us to table at their event or present a program on a certain topic or provide resources.

# **Appendix E: Student Focus Group**

## **Student Leaders Focus Group – June 20, 2013**

The University of Houston, through the work of a Multicultural Student Services Task Force, is reviewing the possibility of creating and implementing a new department that would take advantage of the rich diversity we have in our student population. The Taskforce is exploring interest in the possibility of establishing such a department or center, and if established, what that office would do. This department would need to have measurable outcomes to identify impact and to support student success.

**Please introduce yourself and the organization you're involved with.**

**1) What are your thoughts about the possibility that UH will have a student services center or department that focuses on the area of multiculturalism, diversity, inclusion or ideas along that line?**

- Good idea because people don't know a lot about it. Example: not knowing the difference between Latino and Hispanic.
- Good idea because Houston is 2<sup>nd</sup> most diverse city in U.S.
- Good idea – other schools (UNT, UT, etc.) have centers like this
- Good idea – we have a number of international students; could possibly help them with English
- Good idea – Houston is a “melting pot” but people of different backgrounds often don't come together. Many student organizations have a single cultural/ethnic focus, but they may not have a lot of resources and a center could help with that.

**2) Do you think this center could contribute to a more supportive campus climate around the topics of diversity and inclusion? If yes, how so?**

- Yes, by exposing students and the community to things not usually exposed to, e.g., difficult topics
- Help assimilate students to the campus community especially international students.
- If a one-stop shop similar to the Welcome Center that incorporates student organizations, academic centers, and other resources and programs that provide assistances to students of color.

**3) How might such a center work with your organization? The Council of Ethnic Organizations?**

- It will be a support system.
- Could work with the community.
- It could be a one stop shop for resources for both students and organizations.
- Help with sponsorship of events that CEO doesn't usually offer e.g., discussion of difficult subjects around race/ethnicity or social issues within the community.
- Potentially provide financial resources especially for registered student organizations. Could also provide services for them, like copying or publicity.
- It should work in collaboration with student organizations through sponsorship of programming and providing resources.

**4) What type of services would you like such a center to offer?**

- It's important to focus and do one thing well.
- Need a broad mission statement that addresses “diversity within diversity”.
- Tutoring in languages other than English.

- Would that be a duplication of effort?
- Are there too many languages spoken on campus to choose from?
- Be a support system for students of various backgrounds/cultures.
- Make connections with the community for campus events.
- Serve as a one-stop-shop for multicultural resources – like the Welcome Center.
- Open dialogue on campus about serious and sensitive subjects that student organizations (e.g., CEO) have trouble addressing with students.
  - Think tank – discussions of difficult issues lead by a professor who would serve as an expert on the topic.
  - Roundtable discussions
- Host seminars and workshops to eliminate misconceptions/educate people on other cultures.
- Showcase current events around the world.
- Host discussions.
- Have an International Day to showcase different cultures.
- Coordinate multicultural programming on campus.
- Make connections with departments and existing centers. Would need full-time staff to do this well.
- Add credibility to the events hosted by student organizations.
- Host discussions about social issues in the community. Serve as a resource for faculty and the community to share their input and knowledge on these subjects.
- Must be limited – cannot be all things to all people.
- Help international students and first generation Americans in their transition to UH and the U.S. This may attract more international students to UH.
- Have displays related to racial/ethnic/gender issues that are of historical significance specific to the University of Houston.
- Allow flexibility in the development of the center. Expect growth in the future.
- Hold a cultural festival on campus.
- RSOs shouldn't be under the center – should remain with the Center for Student Involvement vs. assisting RSOs with needs not met by the Center for Student involvement.

**5) What type of services would you like such a center to support? See above.**

**6) Do you see the office focusing more on programming and events, resources and support, or all of the above?**

- All of them
- Programming and resources
- In programming, mostly providing support for student organizations. For example, CEO can't sponsor programs held off-campus, but the center could.
- Advising
- Making people aware that organizations with ethnic names are open to all. For example, you don't have to be African American to join NABA (National Association of Black Accountants).
- Collaborating with student organizations to add informational aspect to programming.
- The center could operate much like the Student Media Center.
  - CEO could become the programming branch of the center
  - The center could organize the organizations.

- 7) What populations of students should the center incorporate within its focus? For example - The Women's Resource Center and the LGTB Resource Center. How might it do that? Should these continue to stand alone?**
- The center should focus on all students. Some students have lived in segregated areas all of their lives and coming to UH is culture shock.
  - It should have a focus – can't be too broad.
  - Focus on different heritages.
  - It should focus on international students.
  - Could be a place for individual centers to make connections with each other.
  - Perhaps hold a discussion on "What is a Culture?"
  - The center should bring cultural organizations on campus together physically in one location.
  - It should be for race/ethnic/cultural differences but maybe do programming with centers for other populations like the Women's Resource Center.
- 8) How might such an office/center contribute to a stronger or weaker sense of campus community?**
- There is still separation among students along ethnic/cultural lines. The center could help students open up to those of different backgrounds.
  - The center could allow the community to be part of the campus (through events, etc.) and feel connected to UH. This could increase UH pride.
  - Working with festivals throughout the city would increase recognition of UH and UH pride.
  - The center could help students develop leadership skills that they will use on campus and take into the community.
- 9) Is there a goal or goals you might suggest for the center?**
- Helping students assimilate to life in the U.S.
  - Letting students know that they can live here and not leave their culture behind.
  - Work with RSOs to provide information
  - Be a resource for RSOs to be able to hold larger events.
  - Be a think tank to foster discussion about sensitive subjects.
  - Help students develop communication, public speaking, and conflict resolution skills.
  - Assist students to leave the university knowing other cultures yet adapting to the US and still maintaining connections to one's own culture.
- 10) What suggestion do you have about what the center should or should not be called?**
- "Unity Center"
    - "Multicultural" brings to mind international and may not attract some students
    - "Unity" is very broad
  - Use the word "diversity" in the name.
  - Liked the words unity and diversity to be used as part of the name. Not the word multicultural – some indicated they would think this would be a center for international students and so would not think to go there.

**11) How do you think this center/office would measure the positive impact it makes towards student success?**

- Track what's changing with the RSOs over time – like increased collaboration.
- Increase in international students
- If there are gains in national recognition of diversity for UH
- Set goals for number of RSOs and departments working together.
- Gather testimonials from students who have been helped by the center.
- Survey – if an organization gets assistance, they must participate in a survey.
- Track student involvement.
- Measure if the center helped RSOs achieve their goals
  - Programming goals, membership goals, etc.

# Appendix F: Student Survey

## UH Multicultural Student Services Task Force Assessment

Description: If possible, we would like to preview by Friday, June 14th

Date Created: 6/12/2013 5:37:25 PM

Date Range: 6/17/2013 9:30:00 AM - 7/8/2013 11:59:00 PM

Total Respondents: 807

Q1. Is a program/service that would provide educational opportunities in the area of intercultural competence and would create an enhanced sense of UH community around the ideals of diversity and inclusion needed at the University of Houston?			
Count	Percent		
662	82.03%	<input type="checkbox"/>	Yes
145	17.97%	<input type="checkbox"/>	No
807	Respondents		

Q2. We are reviewing many possible program/service opportunities that may be included in this potential department: (Please select up to five from the list below that most interest you)															
Count	Respondent %	Response %													
377	46.72%	10.95%	<input type="checkbox"/> Arts programs (highlighting the vast varieties of cultural art including theater/dance, musical heritage, sculpture, painting, etc.)												
368	45.60%	10.69%	<input type="checkbox"/> Diversity/inclusion programs (programs highlighting ways to celebrate the diversity common to the UH Campus and bridge the gap between these groups to provide an inclusive environment for all members of the UH Campus)												
244	30.24%	7.09%	<input type="checkbox"/> Educational resources (examining in-class and out-of the classroom programs related to intercultural/multicultural education)												
219	27.14%	6.36%	<input type="checkbox"/> Equity, diversity and inclusion competency education (providing workshops, webinars, and other educational opportunities for graduate students, faculty, and staff on ways to integrate Equity, Diversity, and Inclusion Competency into their daily life experiences)												
245	30.36%	7.12%	<input type="checkbox"/> Intercultural lunch discussion series (providing luncheons/brown bag discussion opportunities on intercultural concerns. This could include moderated discussions/conversation in immigration, cultural identity, mixed-race relationships, and much more)												
223	27.63%	6.48%	<input type="checkbox"/> Leadership retreats (highlighting intercultural concerns during existing student leadership retreats; considering the possibility for specific intercultural leadership retreats for students, open to the student body)												
294	36.43%	8.54%	<input type="checkbox"/> Mentoring programs (mentoring opportunities for faculty and staff to share their views and experiences with current UH Students)												
337	41.76%	9.79%	<input type="checkbox"/> Monthly Cultural Heritage Celebrations** (celebrating the vast variety of cultural heritages represented on the UH Campus and throughout the U.S. by tying celebrations into the appropriate commemorative "Cultural History Months")												
194	24.04%	5.63%	<input type="checkbox"/> Multicultural programs (programs highlighting multicultural figures and issues)												
265	32.84%	7.70%	<input type="checkbox"/> Social Justice Advocacy (highlighting social justice issues including, poverty/economic injustice, human trafficking, child welfare, etc.)												
250	30.98%	7.26%	<input type="checkbox"/> Speaker Series (bringing guest speakers to campus to speak from a variety of cultural backgrounds)												
376	46.59%	10.92%	<input type="checkbox"/> UH community events (large-scale campus-wide events embracing the entire UH community with a focus on diversity and inclusion)												
51	6.32%	1.48%	<input type="checkbox"/> Other (please specify)												
<table border="1"> <thead> <tr> <th>Count</th> <th>Percent</th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1.96%</td> <td><input type="checkbox"/></td> <td>5 is not enough</td> </tr> <tr> <td>1</td> <td>1.96%</td> <td><input type="checkbox"/></td> <td>A cultural awareness for business or technological curriculums. Providing an insight to cultural customs for those majoring in fields that may introduce them to international environments</td> </tr> </tbody> </table>				Count	Percent			1	1.96%	<input type="checkbox"/>	5 is not enough	1	1.96%	<input type="checkbox"/>	A cultural awareness for business or technological curriculums. Providing an insight to cultural customs for those majoring in fields that may introduce them to international environments
Count	Percent														
1	1.96%	<input type="checkbox"/>	5 is not enough												
1	1.96%	<input type="checkbox"/>	A cultural awareness for business or technological curriculums. Providing an insight to cultural customs for those majoring in fields that may introduce them to international environments												

1	1.96%	<input type="checkbox"/>	all of this is offered at the urban experiece program
1	1.96%	<input type="checkbox"/>	Buddies for students who come straight here with poor english skills
1	1.96%	<input type="checkbox"/>	Computer Science programs (opportunities to help improve social skills)
1	1.96%	<input type="checkbox"/>	Cooking classes for a highlighted country, weekly/monthly.
1	1.96%	<input type="checkbox"/>	Country recognition
1	1.96%	<input type="checkbox"/>	Courses focused on East Asian cultures
1	1.96%	<input type="checkbox"/>	creating a skatepark
1	1.96%	<input type="checkbox"/>	Cuisine Fairs. Food could serve as an introduction to a culture.
1	1.96%	<input type="checkbox"/>	Culinary
1	1.96%	<input type="checkbox"/>	don't think any are needed
1	1.96%	<input type="checkbox"/>	educational aids and equipment
1	1.96%	<input type="checkbox"/>	Faculty training for alternate assignments in case of a conflict with religions that require days off (Judaism, seventh day adventists, etc.)
1	1.96%	<input type="checkbox"/>	GLBT Pride Events widely publicised on campus
1	1.96%	<input type="checkbox"/>	Having minorities attend football games
1	1.96%	<input type="checkbox"/>	I have to answer this or the survey will not allow me to progress.
1	1.96%	<input type="checkbox"/>	I would love a series that explores the major religions of the world
1	1.96%	<input type="checkbox"/>	Movie Theatre
1	1.96%	<input type="checkbox"/>	N/A
1	1.96%	<input type="checkbox"/>	No intercultural, diversity, social justice, or any such programs. Educate in skills and morality, not liberal ideology.
1	1.96%	<input type="checkbox"/>	No to bullying campaigns
2	3.92%	<input type="checkbox"/>	none
4	7.84%	<input type="checkbox"/>	None
2	3.92%	<input type="checkbox"/>	none of the above
1	1.96%	<input type="checkbox"/>	None of the above. All ridiculous and a waste of resources. Why not focus on cleaning up third ward, getting our football program into a major conference, or declaring a war on commuting. Huge waste of resources, very disappointed!
1	1.96%	<input type="checkbox"/>	None of these
1	1.96%	<input type="checkbox"/>	NONE!
1	1.96%	<input type="checkbox"/>	none, this is ridiculous
1	1.96%	<input type="checkbox"/>	None. We already have a diverse student body.
1	1.96%	<input type="checkbox"/>	None. UH uses funding poorly and shouldn't be waisting money to create an unneeded department/program such as this.
1	1.96%	<input type="checkbox"/>	Not needed we have enough!!!!
1	1.96%	<input type="checkbox"/>	Please see my comments below. Also, I do not see all cultures included in the monthly celebrations below.
1	1.96%	<input type="checkbox"/>	Public speaking in English and/or accent correction for foreigners
1	1.96%	<input type="checkbox"/>	Sporting events

1	1.96%	<input type="text"/>	sports, running, or biking
1	1.96%	<input type="text"/>	these are all crap
1	1.96%	<input type="text"/>	UH should focus on expanding college of engineering and NSM and careers for students in those departments.
1	1.96%	<input type="text"/>	we don't need any of this.
1	1.96%	<input type="text"/>	Workshops regarding Workplace Diversity
807 Respondents			
3443 Responses			

**Q3. Please share any additional ideas, information, comments, or suggestions you would like the Task Force to consider:**

Count	Percent		
199	100.00%	<input type="text"/>	
Count	Percent		
1	0.50%	<input type="text"/>	Please focus on European descendant groups and their contributions. Need more focus especially for Asian, Jewish and Latino cultures.
1	0.50%	<input type="text"/>	
1	0.50%	<input type="text"/>	
3	1.51%	<input type="text"/>	.
1	0.50%	<input type="text"/>	All ridiculous. Instead of celebrating how were different why not celebrate how we're all the same. "Celebrations" like this are keeping people from moving forward.
1	0.50%	<input type="text"/>	As a Dutch Australian, i find that there should be something European, and South Pacific / Asia Pacific
1	0.50%	<input type="text"/>	As an orthodox jew (which is a VERY small minority here) I find that while most teachers are accommodating in most areas, in my chosen major, geology, I find the course structures surrounding field trips to be incompatible with my religious requirements. I am not talking about evolution or the age of the world thing, I am talking about how the field trips which are fundamental to the courses are always on Saturday. Not only is there no alternate assignment (surprising since that also keeps people with health issues from learning) but when I do bend over backwards to go anyway I have one less day to work or have to stay out there by myself in the middle of nowhere without any help that other students get for the assignment or for safety. Why should I give up my dream because of my religion?
1	0.50%	<input type="text"/>	As long as it doesn't use tuition money. The cost of education is high enough, please stop forcing us to take out loans in order to fund your programs that are not necessary to our education
1	0.50%	<input type="text"/>	As someone who is biethnic (Pakistani-Mexican-American), I would like the task force to to also include programs that bring religious stereotypes to light and aid in the understanding among groups of people, specifically Muslims, Jews and Christians (all denominations including, Catholics). I love attending this university because of it's rich diversity --it makes me feel right at home. Most students on campus are very accepting and open to other cultures, religions, sexual orientations, etc., however, I do think it would be nice to see money allocated towards enhancing and embracing the diversity that exists on campus through lecture series, intercultural/inter-religious dialogue series', and other inclusive on-campus events.
1	0.50%	<input type="text"/>	As teacher we should try to teach student to think for them self and not for the memory of a test or quiz.
1	0.50%	<input type="text"/>	Assessment to see if these workshops make a difference really matter, we want progress and incentives may or may not work for such workshops. Free food can draw in a crowd. But effective workshops can draw in changes and success.
1	0.50%	<input type="text"/>	Bias and discrimination toward immigrants is huge in the US. I think general exposure to the political and social climate in other countries will help expose American students to more realistic view of their personal situations and help dispose of negative views of immigrants.
1	0.50%	<input type="text"/>	By highlighting a few cultures, you are praising those and yet still ignoring others. My culture still doesn't make the cut, even for the cultural heritage months you suggested. There are many more than just 12 months. Can we consider American cultural events? We are all (except for international students, that is. They are in America though, just the same) Americans. Can we focus on what unifies us rather than what

			divides? We will never have unity in America as long as we focus on how non-American we are, in my opinion. I don't mean to sound harsh, and I greatly appreciate the effort and intentions behind things like this, but I humbly argue that they are not helpful.
1	0.50%	<input type="checkbox"/>	Campus events that bring the community together are of the utmost importance. For example, the Gym Class Heroes Concert was an excellent example of something that really got the student body excited. Also having more weekend festivals and events would encourage students on campus (many of whom are bored) to be more active and embrace their Cougar community, while meeting new people and forging friendships.
1	0.50%	<input type="checkbox"/>	Coming from a small town in north Louisiana, I was not accustomed to the vast cultural diversity that is found in Texas, and on the UH campus. I'm in awe. I've been here for 3 years, and I love it. I've made many friends that come from different cultural backgrounds, and I just love asking them questions and broadening my knowledge and horizons in my own backyard, so to speak. So, to know that the school is interested in fostering and furthering relationships like the ones that I've made is awesome.
1	0.50%	<input type="checkbox"/>	Community Service opportunities in non-profits serving diverse populations
1	0.50%	<input type="checkbox"/>	Competence with other cultures is a crucial social skill. If students are wholly unfamiliar with other cultures how could they serve as a member of American society? Even different regions within the United States have different cultures to interact with. Being familiar with cultures besides your own opens networking, business, employment, and social opportunities.
1	0.50%	<input type="checkbox"/>	Consider all of this divisive. What about Northern European Heritage Month? Or German-American Heritage Month? Or Men's Health Month?
1	0.50%	<input type="checkbox"/>	consider including how multinationals are leaving imprint on the history of the university and houston in general.
1	0.50%	<input type="checkbox"/>	consider not wasting any more time or money on meaningless programs that do nothing to enhance student's educational experience.
1	0.50%	<input type="checkbox"/>	Create a program that would help combine the sciences and world cultures. Something for those who are fascinated by culture as well as science. An organization that might promote opportunities such as study abroad or trips to learn about other countries through experience.
1	0.50%	<input type="checkbox"/>	Creating a Multicultural program just divides more the UH population by cultures and races. This idea has a good intention but, as a double edged sword, it strikes back and it only damages those students that want to integrate. If you really want to help those persons, the UH shall implement more program with the goal to "Nationalize" those of us that just arrived to the US. Nationalization or Integration (as you wish to call it) will bring people together in the US culture. Giving special months special names only makes a diversity more obvious; walking across UH, you can see many cultural/race groups of students that do not leave their circle because the University keeps separating them instead of Welcome them and Integrate them to US culture. Make programs rich in US history, traditions, laws. Social events that bring together everyone (race and culture). Courses on good behavior and social tradition. Driving classes. Programs on Family Integrity and well being (Not Welfare). Self Defense for women. Crime Awareness and prevention. Increase security instead of spending extra money on these. I respectfully invite you to walk through the classrooms and sidewalks in UH, look at all those students socially divided by their culture because they have not integrate yet, they are afraid to go outside their circle because no one encourage them, instead they have special months for them. I grew up in Mexico and Joined the US Army at 18. I DO know that the best way to help someone is not by setting them aside or pointing them out as different (special) but to help integrate better to US society. PLEASE do not let this comment go ignored and Think about it seriously. Thanks for your intentions.
1	0.50%	<input type="checkbox"/>	cultural foods
1	0.50%	<input type="checkbox"/>	December-French-American Heritage Month
1	0.50%	<input type="checkbox"/>	diversity of religion among students
1	0.50%	<input type="checkbox"/>	Don't forget the LGBT community.
1	0.50%	<input type="checkbox"/>	Education and the betterment of any educational institution should never be based on race or cultural differences. These programs should be based purely on merit and never on the color of your skin or the god you pray to.
1	0.50%	<input type="checkbox"/>	Education for all students about different cultures and religions would be wonderful. I think it's great that UH wants to take advantage of its diverse student body. The only way to end inequality is to end ignorance. Thank you!
1	0.50%	<input type="checkbox"/>	Emphasizing and developing the study abroad programs would greatly impact intercultural competence within the university.
1	0.50%	<input type="checkbox"/>	Excellent initiative
1	0.50%	<input type="checkbox"/>	Exchange programs, volunteer abroad opportunities, major-related courses on dealing with diversity in one's field
1	0.50%	<input type="checkbox"/>	Festivals would be great. Each ethnicity can display their culture while student can explore what each one had to offer. (i.e. food, dance, clothing, selling, etc.) It could possibly help students be more open-minded to such a diverse environment.

1	0.50%	<input type="text"/>	Fix the parking. Thanks.
1	0.50%	<input type="text"/>	fix the roads
1	0.50%	<input type="text"/>	Food festivals, cultural "fashion shows", music festivals, etc. Campus-wide celebrations of multicultural holidays such as dia de Los muertos, carnival, etc.
1	0.50%	<input type="text"/>	For being a diverse school, UH doesn't have many cultural classes outside of the typical of other schools. Include Korean!
1	0.50%	<input type="text"/>	For DIVERSITY/INCLUSION PROGRAMS: Activities like 'Crossing the Line' that ask questions that highlight common experiences regardless of ethnicity/culture while also debunking stereotypes might be considered. Maybe this activity and other activities like it could be incorporated into a type of workshop? Another similar activity is the Star Exercise they do for Cougar Allie training.
1	0.50%	<input type="text"/>	Frankly, the fact that this is even a question shows me that the people who thought this up are living in some sort of bubble. The most important aspect of UH is getting to spend time with people from all over the planet. All else being equal, it is the only thing that one can count on. Mostly the faculty could care less, the administration is a joke and the campus is a big giant mess. The only reason I would consider telling someone to spend time at this institution is its diversity. Get your priorities in order and ask me something relevant!
1	0.50%	<input type="text"/>	Free events, occur multiple times a day, group activity to help students get to know one another
1	0.50%	<input type="text"/>	Free Food!! From Different Traditions
1	0.50%	<input type="text"/>	Grants and scholarships maybe?
1	0.50%	<input type="text"/>	Having a deep knowledge of other religions has helped me form bonds with people of that religion. It is often one of the most personal, yet misunderstood, aspect of someone's life.
1	0.50%	<input type="text"/>	Having a diverse group of greek organization to introduce themselves to build cultural awareness of there organization. How they are helping us as a whole build and become more united within the University of Houston and the world as a whole.
1	0.50%	<input type="text"/>	Having a festival of cultures throughout one time of the year, "Diversity Fair" & retreats to state/regional locations ex: explore new mexico, florida, san antonio to study the cultural influences of each city
1	0.50%	<input type="text"/>	Help international students who have a strong accent to be able to improve their written and verbal communication skills to help them build confidence when addressing a group or whenever they participate in class.
1	0.50%	<input type="text"/>	Hire students to work within the department
1	0.50%	<input type="text"/>	Historical films, lectures, speakers to showcase how history explains current events, such as immigration & poverty, and shows the interconnected relationships that different countries and ethnic groups have with each other
1	0.50%	<input type="text"/>	History is a crucial role in understanding cultures. I think a more diverse history curricula would be great. Most of the courses are Mexican-American and US History. The world is made up of more than those two.
1	0.50%	<input type="text"/>	Host festivals/ carnivals
1	0.50%	<input type="text"/>	How about adding a celebration of Ramadan during July. Chinese new year celebration, and something to dedicate to the rodeo as well.
1	0.50%	<input type="text"/>	How about instead of trying to divide the student body into box catagories, you focus on what it means to be American without sub categories for previous nationality. In my mind the word diversity is use when someone believes there to be too many caucasians in the mix.
1	0.50%	<input type="text"/>	How about Judaism? It would be a big help if the professors knew about the Jewish holidays and that Jewish students can not attend class on those dates. It is the law that students can miss for religious holidays.
1	0.50%	<input type="text"/>	I am hoping that this proposed center or organization can shoulder programs that are beyond the capacity of most small student-run organizations to produce. It would be great if UH could position itself as a champion of diversity and multicultural plurality by intentionally fostering it on each campus within its own system. I think this center or organization will set us apart for the changes to come.
1	0.50%	<input type="text"/>	I believe that any particular focus on inclusion of differences is a de-facto divisional practice. It lends itself to the promotion of those deemed to have insufficient opportunities based on cultural background and the exclusion of those deemed to have more opportunity based on cultural background from those same promotional opportunities. This is a way to focus on perceived cultural deficiencies and allow those perceptions to be used to promote ideas of oppression by other cultures to justify unequal treatment of individuals . Instead, promotion of personal excellence and responsibility regardless of cultural background should be translated into a new program. The programs and services included in this department could be assistance with and educational programs related to the management of personal credit, leadership retreats focusing on

			successful communication and business practices, speakers series that invite prominent leaders in the fields of emerging and leading edge industries, community involvement in the University of Houston surrounding neighborhoods to promote awareness and compassion. All of these programs could be initiated and accept students regardless of their skin color or cultural background.
1	0.50%	<input type="checkbox"/>	I believe that raising "awareness" of minorities reinforces the outdated notion that special recognition of a people group promotes equality. In fact, it accomplishes the opposite. How can continually reminding each generation to classify people in distinct groups of ethnicity and heritage possibly bring about unity? UH should instead focus its resources and efforts on improving the quality of classes and education, for the true purpose of a university is to have unity in diversity through education.
1	0.50%	<input type="checkbox"/>	I do not feel it is a good thing to bring different cultures into view as "celebrating" each culture. We are American and diverse in that. We need not separate each cultural/racial group to further the idea that there are racial lines.
1	0.50%	<input type="checkbox"/>	I do not like the idea of race-segregated months in this system unless this is a study of multiple cultures as opposed to an integrated culture and the interaction of these cultures amongst each other. There are plenty of sociology classes that examine specific cultures on its own, there isn't an exact need to repeat this.
1	0.50%	<input type="checkbox"/>	I don't believe we should have cultural heritage month. I believe every month should be Native American month this was their land originally. This is why this country is so divided everyone wants more or what's best for their culture instead of what is best for all. Blacks only fight for black rights and Mexicans only fight for Mexicans rights. People come to this country and segregate themselves and they cluster with their own. Monthly cultural heritage month would just acknowledge that.
1	0.50%	<input type="checkbox"/>	I don't know what you are talking about.
1	0.50%	<input type="checkbox"/>	I don't see anything geared for an individual with Caucasian status, I'm not Irish, probably heading for a minority, but I'm German and probably cannot be guaranteed a day for my heritage can I?
1	0.50%	<input type="checkbox"/>	I don't think it's a good idea to have a "month" for each heritage. It may become repetitive. I think it is surprising that a school as diverse as UH does not have International Relations or Middle-Eastern Studies as majors. Also, Hindi, Urdu, and Korean are not widely offered as languages. While it is important to incorporate cultural events on campus, I think that UH CEO takes care of much of that. It is time for the UH course book to start incorporating a higher level of diversity. I was accepted to both UH and UT. Like many of my friends, I was torn between choosing the scholarship that UH offered me or the diversified major choices that UT offered me. Adding majors at UH would promote diversity and help UH compete with the other Texas schools.
1	0.50%	<input type="checkbox"/>	I don't think we need this. There are many ethnic clubs established at this school that already do what you want to do. I have not seen any issues regarding race on this campus.
1	0.50%	<input type="checkbox"/>	I enjoy the diverse environment provided by the University of Houston, and I feel like this most likely gives me an advantage with the ever-growing world market/global economy. With that in mind, I would ask that you take care not to marginalize certain groups throughout this process. White males enjoy being a part of our diverse community and want to feel included too!
1	0.50%	<input type="checkbox"/>	I feel as though there is no need for a new program like this because there is a program already like this that offers the something but more know as the urban experience program. If a new program is made I feel as though it would take away what we at UH have worked so hard to achieve.
1	0.50%	<input type="checkbox"/>	I feel that, Programs and events would do more on opening the eyes and bridging gaps between ethnic groups; such as Holi, Chinese New Years, Eid, Dance Concerts, and Art exhibitions .
1	0.50%	<input type="checkbox"/>	I guess all Caucasians are classified as of Irish nationality in your list?
1	0.50%	<input type="checkbox"/>	I guess since someone being of European decent is considered a majority, but UH is such a diverse school I feel like they are on the same playing field as the rest of the school when it comes to numbers. However, I guess my Italian culture is being represented amongst the Irish-Americans. Then why is the Filipino's separate from Hispanic? They are not from what I understood. Why not have a month that purely celebrates the diversity of all cultures? So even though some cultures are not represented with a FULL MONTH TO THEMSELVES, then they can be celebrated without discrimination. I mean we are missing a whole continent in this list. Australia. Just saying. February is nationally recognized as Black History Month, but there are other months to change.
1	0.50%	<input type="checkbox"/>	I haven't heard of any Russian/Ukrainian or any other post Soviet Union cultural community or event on campus. Meanwhile the Russian speaking community does exist at UH, so it would be nice to be included.
1	0.50%	<input type="checkbox"/>	I hope this idea comes to pass. I love these possibilities!
1	0.50%	<input type="checkbox"/>	I just think this is a great idea.
1	0.50%	<input type="checkbox"/>	I like the idea of the (forgive the copy/paste): Intercultural lunch discussion series (providing luncheons/brown bag discussion opportunities on

			intercultural concerns. This could include moderated discussions/conversation in immigration, cultural identity, mixed-race relationships, and much more). I think it would be even better if the luncheon itself consisted of an exploration in the culinary arts of the cultures being discussed. It could be a break in-between discussions of more serious issues like immigration as mentioned previously.
1	0.50%	<input type="checkbox"/>	I like the Leadership Retreats idea. Maybe a camp out could be hosted to bond and get to know each other's culture more through this melting pot of diversity, but with everyone's connection of being a Coog.
1	0.50%	<input type="checkbox"/>	I love the educational resources program. I really hope this is implemented because this is key to the success of many students of diverse backgrounds. Professors need to develop the ability to tailor their teaching to our multicultural environment and have a understanding of cultural obstacles that students face that don't exemplify traits of the dominant culture.
1	0.50%	<input type="checkbox"/>	I love the idea. Please do not block off parking lots for any celebrations... It is already a nightmare.
1	0.50%	<input type="checkbox"/>	I noticed that LGBT issues are absent, specifically. Programs that limit their scope to racial and ethnic concerns are cannot be filed under "cultural competence." I realize that there is a LGBT Center on campus. Perhaps your groups should get together on something. Thanks!
1	0.50%	<input type="checkbox"/>	I really enjoy when the UH has days dedicated to different ethnic backgrounds, for example, Turkish Day.
1	0.50%	<input type="checkbox"/>	I really like the idea of monthly cultural celebrations. I think people will respond positively to that idea
1	0.50%	<input type="checkbox"/>	I think having monthly multicultural heritage celebrations would be something that EVERY UH student would enjoy!
1	0.50%	<input type="checkbox"/>	I think that providing a awareness to multiculturalism and diversity is essential to one's growth in working for present day America.
1	0.50%	<input type="checkbox"/>	I think the center should focus more on the educational aspect about the variety of cultures that exist on our campus. It should be not be heavily programming-based but offer more of a support to students who want more information about the diversity on campus and provide a central location for students to discuss about a variety of topics like social issues, cultural customs, etc.
1	0.50%	<input type="checkbox"/>	I think the students themselves do a pretty good job of meeting multicultural inclusion and awareness goals just by speaking, studying, and growing with people of cultures different from them. However I might have a "rose-colored glasses" view of this since I spend all my time in the college of engineering. I think small discussion groups that bring together students from different cultures and have the students ask each other questions would be the best way to increase "awareness" and multicultural competency.
1	0.50%	<input type="checkbox"/>	I think there are already many events that each exclusively represent each culture, but grouping them together in a coherent program that can advertise and promote them efficiently would be a good move, especially creating opportunities for different cultural groups to work together to have events that showcase multiple cultures in one night's event.
1	0.50%	<input type="checkbox"/>	I think there should be more free intercultural events at the University of Houston.
1	0.50%	<input type="checkbox"/>	I think UH does a good job with diversity and inclusion. This new department seems unnecessary and is not reflective of a truly diverse environment.
1	0.50%	<input type="checkbox"/>	I truly believe that as close to full immersion (if full immersion isn't possible) is the best way for people to experience and consequently embrace other culture. If there were art, music, cooking, dance, and (most especially) language courses for people to do for FREE that would be awesome. I stress the FREE part because FREE means that it will be accessible to ALL people, regardless of their background and financial hardships. Students already have it hard enough with these ridiculous tuition hikes. A place for them to gather to laugh, eat, live, love, and connect for FREE to experience otherworldly gems would be fantastic.
1	0.50%	<input type="checkbox"/>	I wish there were a center where we can learn to cook foods from our countries, how to dress the traditional wears, dance classes, language, etc.
1	0.50%	<input type="checkbox"/>	I would hope that the idea of cultural humility would be taught as well as intersectionality theory, and that diversity would be SO much more inclusive than race/ethnicity/heritage. For example, I would make sure that voices of diverse abilities (deaf, blind, short stature, wheelchair bound, etc.) sexualities (gay, lesbian, bisexual, queer etc.), sexes (intersex), and gender identities (transgender, genderqueer etc.) are woven into the curriculum.
1	0.50%	<input type="checkbox"/>	I would like some of European nations or just culture as whole to be addressed.
1	0.50%	<input type="checkbox"/>	I would like to have some representation in the monthly heritage month to include Indian/Pakistani/Bangladeshi or South Asia all together.
1	0.50%	<input type="checkbox"/>	I would like to see a focus on helping participants find a bridge to professional employment opportunities abroad as well as within the local Houston community and the wider United States.
1	0.50%	<input type="checkbox"/>	I would recommend working with Dr. Carol Archer, who originated the Culture Bump method and approach to cross-cultural communication.

			culturebump.com
1	0.50%	<input type="text"/>	I'm eager to be involved with this program in any way possible. I think educating and embracing each other in new cultures is so important in helping students to feel more comfortable, not to mention adding to their character in being well rounded.
1	0.50%	<input type="text"/>	I'm white, like liquid paper white and a mutt i guess. There are no Monthly Cultural Heritage Celebrations for me. It seems like people like me have been forgotten. There are less scholarships out there for me than other students with diverse backgrounds and no advocacy groups on my behalf. I'm aware that there are still groups that are shown intolerance, hate, and are subjected to severe racist acts; but, I'm also aware that in the fourth grade I was accused of being in the KKK just because I'm white in Houston. I do believe that students need to be more prepared and aware on a global scale because business in the US has become more global. Houston is also being considered an "international city" more and more, so I'm aware that there is a growing need for knowledge of different cultures. My concern lies in this: some of the events suggested are limited to specific multicultural groups. I worry that some of these programs would cause me to feel even more left out.
1	0.50%	<input type="text"/>	Ideas surrounding multi-racial identity.
1	0.50%	<input type="text"/>	Ideas: Multicultural contests with awards and prizes Comments: This is a welcomed addition and program to the expansion of services and programs offered. Suggestions: More services and programs as part of Multicultural Student Services would be ideal. Additional Information: Expanding the Multicultural Student Services' reach and influence on Campus could possibly promote greater acceptance and relations of a variety of the different cultures represented on Campus, including the Faculty, Staff, and Students that are associated or affiliated with the Campus.
1	0.50%	<input type="text"/>	If their is a surplus of funds, it should be put to better use such as education, not social parties. For example, the science classes could definitely use some decent equipment in the labs. I'm pretty sure it looks better fit our school if our math and science department's are enhanced rather than a new diversity program. I've been a student here for three years and I've never felt uncomfortable as a minority.
1	0.50%	<input type="text"/>	If we could send out emails to people telling them when and where these events are instead of lots of flyers everywhere, that would be good. Also, like we have the games at the beginning of the school year for incoming students, maybe we could do something like that. I personally would love to see some campus wide parades.
1	0.50%	<input type="text"/>	Include Russian speaking community as well
1	0.50%	<input type="text"/>	Increase the ability for organizations not in IFC to gain housing on campus.
1	0.50%	<input type="text"/>	Instead of all this waste of money and official reasons to party, why don't you guys work on the faulty computer system, the bumpy road, the lacking facility for research and engineering, and numerous other problems. We don't need more reminders that we are diverse, it's already a given.
1	0.50%	<input type="text"/>	instead of focusing on diversity, look at the self-segregation and ethnic grouping of cultures amongst themselves, and see if there is a way to rid the UH culture of this isolationism....I feel it defeats the diversity advantage if the cultures and ethnicity still segregate amongst themselves
1	0.50%	<input type="text"/>	integration of students from different horizon to the UH educational system.
1	0.50%	<input type="text"/>	It will be nice to be able to learn other languages just for fun and paying less than the formal credit languages classes
1	0.50%	<input type="text"/>	It would be beneficial for a seminar or some type of program to help immigrants from understand and accept American customs. Certain customs in other culture does not mix very well with American culture and values. Considering they have moved to the USA, not the other way around, it is only fair that we teach them the way things work in our part of the world, something I'd hope to be taught if I decided to move to their country. Much tension is created when immigrants migrate to the USA and criticize our customs, our rights, and our values, and try to change that. On the contrary, I believe it is up to the immigrant population, being the newcomers, to be briefed on American culture and that in my opinion is the best way to highlight differences in American and foreign cultures, and bridge the gap so that the benefits of such diversity can be realized.
1	0.50%	<input type="text"/>	It would be fun to meet students from other cultures and have them talk about them
1	0.50%	<input type="text"/>	It would be good to have workshops explaining the importance of understanding and respecting diversity and inclusion in workplace. Also if information could be provided to students who come from different countries and background on what is acceptable and unacceptable workplace behavior; under what circumstances it is OK to make a complaint about a co-workers who are displaying unacceptable workplace behavior. This would tremendously help students (who are from diverse background) who are entering the workforce for the first time.
1	0.50%	<input type="text"/>	It would be great to get in as many countries as possible
1	0.50%	<input type="text"/>	It would be nice if CAPS had special counseling specifically designed for first generation Americans and for students from different countries.
1	0.50%	<input type="text"/>	It's debatable whether this program could have much to offer at a campus that is already so diverse. Sure that makes it an easy place to

			implement it, but it also seems to me that it would be far less useful. Every building, every major, and even every class at UH is quite diverse. Students have no choice but to be to accept diversity. The current US college student generation, in general, already holds diversity and inclusion as a core value. Pair that with one of the most diverse campuses in the nation and you have a culture that is as accepting of diversity as it gets. If anything, I feel that educational resources for those that are interested would be the most effective.
1	0.50%	<input type="text"/>	It's good
1	0.50%	<input type="text"/>	It's not necessary, it's probably wasting money that could go to enhance things like public safety around UH but it would be nice to have.
1	0.50%	<input type="text"/>	Its about time the college who harps on being one of the most diverse colleges in Texas actually takes steps to implement programs geared towards diversity.
1	0.50%	<input type="text"/>	June many people wouldn't be on campus try changing Caribbean to a different month.
1	0.50%	<input type="text"/>	LGBTQ awareness, since UH has a lot of students (and faculty) that identify as LGBTQ [about 300+ or so individuals].
1	0.50%	<input type="text"/>	Many people have almost exclusively friends of similar ethnicity, and this is usually due more to an affinity for the familiar than an aggressive dislike of those from other backgrounds. People from similar socio-ethnic backgrounds will feel the subconscious temptation to primarily seek each other out, even in a gathering focused on racial diversity. To get the most benefit out of the resources used to arrange multicultural events, some measures should be taken to override these tendencies and to actively encourage association between the races. Passively placing the races in the same diversity-promoting event and hoping they will mix is but a smaller-scale reproduction of what already occurs on this campus: Incredible diversity, peaceful coexistence, but separation is unconsciously maintained.
1	0.50%	<input type="text"/>	Many times I've felt initiatives similar to this don't equally celebrate all cultures. Often I attend these events and it is more Middle Eastern or African American when it should also celebrate Asian, Indian, and European cultures, to name a few. I hope the Task Force is able to balance all the cultures and help all feel a sense of belonging and appreciation.
1	0.50%	<input type="text"/>	maybe mixers where some students give a talk on how diversity has changed them at college level.
1	0.50%	<input type="text"/>	Mentoring is highly important specially for Engineering Student or major with higher difficulty where moral support is critically important as well as information in how to succeed in the classes.
1	0.50%	<input type="text"/>	Money would be better spent elsewhere.
1	0.50%	<input type="text"/>	More East Asian cultural events would be good.
1	0.50%	<input type="text"/>	More projects that would enhance the latino community to get more involved
1	0.50%	<input type="text"/>	More scholarships and grant opportunities for minorities
1	0.50%	<input type="text"/>	multicultural events - learning about other cultures in a fun way (music performances, shows etc)
1	0.50%	<input type="text"/>	My ideas have been covered in Question 2.
3	1.51%	<input type="text"/>	n/a
5	2.51%	<input type="text"/>	N/A
1	0.50%	<input type="text"/>	none
1	0.50%	<input type="text"/>	None
1	0.50%	<input type="text"/>	none at this time
1	0.50%	<input type="text"/>	Please consider me for employment if this department comes to pass. I am currently a doctoral candidate in the College of Education at UH. I have many years of experience working with diverse student populations and have the educational training needed to implement an effective program. As an African/Filipino American graduate student at UH I have witnessed and endured prejudice, racism and discrimination- I hope that some type of program is put in place, so other students do not incur the same things. Toya Roberts
1	0.50%	<input type="text"/>	Please consider that our educational goals are about more than just embracing our diversity. We are an incredibly diverse campus, and that's a great thing, but programs like this makes me wonder if the university thinks that's more important than ensuring we have great academic programs.
1	0.50%	<input type="text"/>	Please do not waste money on this.

1	0.50%	<input type="checkbox"/>	Please see Western Europe and the failure of both multi-culturalism and diversity programs. I think we already have a robust and diverse student body where ideas are freely exchanged. Please do not enlarge our already bloated administrative bureaucracy with this program.
1	0.50%	<input type="checkbox"/>	Please tell me I don't have to pay for another racist/nationalistic program like this. Well it isn't as if I have a choice as a student. And hey... why not focus on the stereotypes that are provided by "heritage" celebrations and revive old prejudices? Why not pretend that racist hiring initiatives are not racist? It's the American way. Progress.
1	0.50%	<input type="checkbox"/>	Programs like these tend to have a great deal of things to put in titles but the dealings they actually do are not great. This one in particular uses some excessive verbiage and probably looks great in a brochure but wont really do anything and no one will really care a whole lot about it.
1	0.50%	<input type="checkbox"/>	Public speaking in English and/or accent correction for foreigners. I understand that Rice University offers that service as part of their MBA Program
1	0.50%	<input type="checkbox"/>	Quit wasting students money on these unnecessary programs. We have enough. If the students want them then they will start them!
1	0.50%	<input type="checkbox"/>	Review any outdated policies that are still in effect that are not inclusive. i.e., sexual harassment policies were outdated and focused on victim blaming, so students amended it.
1	0.50%	<input type="checkbox"/>	Russian-American Heritage month
1	0.50%	<input type="checkbox"/>	Set up a website for students to contribute ideas, and have a committee filter the ideas. The Student Government is doing this.
1	0.50%	<input type="checkbox"/>	Sexual Orientation and Gender Identity & Expression diversity training.
1	0.50%	<input type="checkbox"/>	Shouldn't May be Hispanic heritage month? There's already Cinco De Mayo.
1	0.50%	<input type="checkbox"/>	Shouldn't there be an anglo-American month, if all cultures are being celebrated?
1	0.50%	<input type="checkbox"/>	Since diversity is a huge point of pride for UH, we should embrace it more and be more vocal of the support. Since we're a commuter campus that lacks strong student cohesion, there should be opportunities for all cultures to participate in activities that support them personally and educationally here on campus.
1	0.50%	<input type="checkbox"/>	Skateboarding is a very growing and multicultural sport. Skateboarding gives people exercise, relief from stress, a sense of purpose and accomplishment, and creates relationships through a shared passion. Many campuses across the country are starting to build areas on campus for people to skateboard, and I really think UH needs one of these. If you could somehow do this I think it would offer something great to all students, and would certainly be an arena for all cultures to congregate.
1	0.50%	<input type="checkbox"/>	Some kind of discussion on regular basis to overcome the language / accent barrier of foreign students. That would boost the confidence level of such students.
1	0.50%	<input type="checkbox"/>	Sounds like a good idea!
1	0.50%	<input type="checkbox"/>	sounds like you need a reason to burden tax or tuition payers that recognizes--EMPHASIZES that races are isolated, and another reason to emphasize that Americans aren't Americans, but people who wish they could go home
1	0.50%	<input type="checkbox"/>	Thanks for spending time on this very important issue!
1	0.50%	<input type="checkbox"/>	The entire campus culture is very diverse and in admirable shape. To walk around (as I was today) and witness the diverse culture of students are sharing the same goals and some of the same problems is unifying us all. Not much else is really needed. Adding unnecessary changes might work against the goal. No one wants to be aware of the diversity, we just want to enjoy it.
1	0.50%	<input type="checkbox"/>	The focus of diversity is, by nature, divisive. It has been well-documented throughout history that when people identify themselves as part of a separate entity or culture, instead of identifying themselves as a part of the culture they are adopting as part of a new community, the incidents of hostility and an "us vs. them" mentality ensues. Highlighting our similarities as humans and our unity as a community will naturally garner more respect for the unique gifts of individuals.
1	0.50%	<input type="checkbox"/>	The lunch discussion series sounds really cool.
1	0.50%	<input type="checkbox"/>	The reason for "No" on question 1 is because I'm aware that there are already quite a few groups and organizations aimed at familiarizing students with the diverse cultures in UH. Although the majority of the groups I'm aware of are about Asian culture, I'm sure there are groups aimed at other cultures as well. As the saying goes "In UH, there's a club for just about anything you can think of."
1	0.50%	<input type="checkbox"/>	The University of Houston is already diversified so much that I believe this isn't needed. It is a great school in one of the most diverse cities in the United States, if not the world. There doesn't need to be a special service that focuses on inclusion and diversity because there are already

			so many cultures and ethnicities integrated into the university.
1	0.50%	<input type="checkbox"/>	There are many students on campus who have trouble making friends because of their poor English skills, isolating them and exacerbating the problem We NEED a program that would assign these students buddies that can act like translators or just help them take care of themselves, i.e. how to renew your phone plan, how to get a parking permit etc. It would also open up these students to making more friends within the community through these mentors. It REALLY needs to happen.
1	0.50%	<input type="checkbox"/>	There is a tremendous amount of misleading information available to the public which distorts their beliefs and understanding of people from different cultural and religious backgrounds. It is important to spread awareness about the ways of life of a general person and not the extremist side of any race/group.
1	0.50%	<input type="checkbox"/>	There is no better way to understand a culture than to actually experience it. With that, campus-wide events or festivals would be a great way to bring this aspect of immersion to all students.
1	0.50%	<input type="checkbox"/>	There should be some sort if siminar or event that highlights the fact that we all share a common trait, our humanity. We all have various differences that enrich our history and culture that should be celebrated, however we must not forget to celebrate our similarities as well. We are all human after all.
1	0.50%	<input type="checkbox"/>	they should provide a career fair additionally for the all the majors for multicultural students seeking internships.
1	0.50%	<input type="checkbox"/>	This is a great way for UH students to interact with people with different cultural backgrounds.
1	0.50%	<input type="checkbox"/>	This is a TOTAL waste of money. Add more classes and lower our tution. Don't add more fluff to our system.
1	0.50%	<input type="checkbox"/>	This is a wonderful idea - particularly with monthly cultural heritage and social justice advocacy. I hope this works out!
1	0.50%	<input type="checkbox"/>	This is really needed. I am a graduate student and I think this is what UH is missing. I hope to be involved as much as possible.
1	0.50%	<input type="checkbox"/>	This is unnecessary and a waste of tuition money. I have spoken to several recruiters that are put off by UH's emphasis on diversity and are confused as to why more effort is not spent marketing the special studies, research, grades, and accomplishments of the student body. Showcasing diversity is completely unrelated to student ability and accomplishment, rather a measurement of backgrounds that are out of a students control. I hope that the university can discontinue its emphasis on diversity and instead focus on facilitating special studies for students that have extracurricular interests which will lead to showcasing valueable research, experience, and emphasize the niche that UH should be occupying: down to earth and hard working students who are the first in and last out when something needs to be done.
1	0.50%	<input type="checkbox"/>	This isn't something UH needs to spend money on, or MY money on. The different groups already stick together and create their own segregation from that. And unless you'll have something for white people as well, I don't want to see this at ALL.
1	0.50%	<input type="checkbox"/>	This seems like wasted funding. Cultural awareness is already heavily present on campus. Were it an issue, this would be a much better idea to consider.
1	0.50%	<input type="checkbox"/>	This sounds like a great direction to be heading. I would love to attend any invents and awareness of diverse people is very important generally.
1	0.50%	<input type="checkbox"/>	This sounds like a great initiative with vast potential. We at UH always boast about our diversity, but we never seem to do anything useful or practical with that diversity. An initiative such as this through which the UH community will become educated about the wide range of races and cultures that walk its campus and through which it will be immersed in its own diversity would be of great benefit and will give us something to truly boast about. I look forward to seeing this initiative grow and succeed!
1	0.50%	<input type="checkbox"/>	This sounds like a waste of money.
1	0.50%	<input type="checkbox"/>	This would be a nice program granted it doesn't add costs to the student bill.
1	0.50%	<input type="checkbox"/>	This would be awesome if every student participated or knew about. Think of how you can draw incentive for every student to be involved in this, how do they benefit?
1	0.50%	<input type="checkbox"/>	Though, we could only select up to 5 choices on question. I wanted to select almost all of the options. I love the idea of creating more events and programs directed towards connecting the vastly multi-cultural student body on the UH campus. As a guy that appreciates friends and women of all cultures, I love the opportunity to learn about new cultures all of the time. Keep up the great work! I think food is a huge uniting aspect to all cultures as well. People will be more enthusiastic about doing anything with food involved, so show casing various cultural foods would be amazing.
1	0.50%	<input type="checkbox"/>	To the "Multicultural Student Services Task Force" I am an immigrant from England and have lived in this great country for over seven years. My home country, like many others in Europe, is a veritable melting pot of ethnic groups, religions, and customs brought in by the millions of

			so many cultures and ethnicities integrated into the university.
1	0.50%	<input type="checkbox"/>	There are many students on campus who have trouble making friends because of their poor English skills, isolating them and exacerbating the problem We NEED a program that would assign these students buddies that can act like translators or just help them take care of themselves, i.e. how to renew your phone plan, how to get a parking permit etc. It would also open up these students to making more friends within the community through these mentors. It REALLY needs to happen.
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1	0.50%	<input type="checkbox"/>	To the "Multicultural Student Services Task Force" I am an immigrant from England and have lived in this great country for over seven years. My home country, like many others in Europe, is a veritable melting pot of ethnic groups, religions, and customs brought in by the millions of

immigrants given citizenship each year. While this was generally considered a good thing, there are some serious problems that have arisen as a result of this open-immigration. Until the turn of the 20th century, the English had an "iron-clad" sense of national, political, religious, racial and social identity that defined what it meant to be an Englishman. Today, this group makes up only a small portion of the population, the majority of which is made up of immigrants from all over the world. These immigrants have also brought with them their families, customs, languages, and religions. We welcomed all of this, political motions were passed to make it easier for them to do so and politicians fell over themselves to build their platform on words like "religious equality" and "ethnic diversity". These are political buzzwords. To any rational person, they sound fantastically appealing but I can certainly say that the word "diversity" is actually a synonym for "cultural blender". The ethnic groups streaming into Britain are given citizenship in the spirit of "ethnic diversity and friendship" and are entitled to jobs which they will take and work admirably hard at it. However, the jobs that were handed to them across the "racial line" are not reciprocated. An Indian man may become owner of a shop that he was sold by an Englishman; but when the sons of the Englishmen need jobs, the Indian man will only hire Indian boys; a bad deal for the Englishman indeed! England has been Christian for 1300 years; at Christmastime, every house, village, town hall, and city square is decorated by the local government. Due to "religious equality" and fear of offending non-Christians, it is now illegal for any parish to purchase and display Christmas decorations without equally doing so for all the other major religions. Prayer has been removed from schools, the phrase, "God save the Queen" is being phased out for fear of offending. Government documents are presented in over 16 languages, and every school-child must take "religious education" classes. Essentially, people are beginning to feel that it is becoming illegal just to be English in your own country. I read the British news and hear about all the new laws from my relatives. It makes me so sad and frustrated that my children will never see the town square decorated in the winter, be in the school Christmas pageant, or get to grow up with the values and sense of cultural heritage that I did. So that is my story of "equality and diversity". ACTUAL diversity and ACTUAL equality are wonderful things that should always be held sacred. We should absolutely celebrate our differences and share our cultures with one another. I wrote this as a warning to you of the "taskforce" to tread lightly and learn from the lessons of Europe about how horribly wrong it can go. I have heard it said already that UH is practically segregated because so many UH students are still CHOOSING their social circles based on race, religion, or ethnicity. People may try to argue this; but I challenge anyone during the semester to go and see the massive "clicks" of Pakistanis, Nigerians, and Hijabi girls in the library learning commons. Any day of the week on the 2nd and 8th floor of the library one can see the Asians and South Americans studying and socializing in equally large "uniracial" groups. If you really don't think what I am saying is true; take a walk from the library to have a meal at the moody towers dining hall. Tell me that you didn't feel slightly intimidated as you passed by the crowds composed of the top, young intellectuals and scholars of our black community who are "yet compelled to dress and act like released convicts" in the words of Bill Cosby. This is the problem you face at UH and I can tell you that it will not change overnight. Not until students are able to come to terms with the overwhelming diversity thrust upon them will race, religion, and country of origin cease to be a factor in their social decisions. I wish you the best of luck. Tread lightly

1	0.50%	<input type="text"/>	Tuition is too high already
1	0.50%	<input type="text"/>	Turkish-Americans (or Turkic-Americans including peoples of Turkey, Azerbaijan, Uzbekistan, Kazakhstan, Kyrgyzstan, and Turkmenistan) are also a growing population at UH and it would be a shame to leave them out of Monthly Cultural Heritage Celebrations.
1	0.50%	<input type="text"/>	Tutoring for multicultural students
1	0.50%	<input type="text"/>	UH have students, faculty and staffs from many different culture but there are many people that are of multicultural (children of or who are in a mixed-race relationships) and these programs can help set UH apart from other university. Other university may have multicultural programs but UH is multicultural. Having these programs will highlight our strongest charm, the people of UH.
1	0.50%	<input type="text"/>	UH is the most diverse places in one of the most diverse cities. I think it would be great if there was some program to show the growing diversity to those outside the university, of course beginning with the university. If we start with who and what we have we can be a great example to a multitude of people.
1	0.50%	<input type="text"/>	Uniting LGBT groups with Christian Groups.
1	0.50%	<input type="text"/>	Unless you have all races and backgrounds considered, I don't think celebrating a different culture each month is fair. Especially the ones that have to "share" with other cultures. Also, Filipinos consider themselves to be Pacific Islanders. They'll celebrate their cultures for two months. That is also a little unfair. People take their cultures very proudly so I don't think this is a good idea for a school that is so diverse.
1	0.50%	<input type="text"/>	We don't need these things.
1	0.50%	<input type="text"/>	we need a focus on no just culture and tradition but also the new department could offer inter-discipline study and research in multi-culture ideology, politics, economic and social relation.
1	0.50%	<input type="text"/>	We need a more welcoming environment for undocumented students. UH has a huge amount of dreamers who feel at a loss while on campus because they don't have a community to identify with and discuss their struggles. See: <a href="http://labor.ucla.edu/programs/drc.html">http://labor.ucla.edu/programs/drc.html</a>
1	0.50%	<input type="text"/>	We've been told about a thousand times since entering UH that it's a diverse school and have been given the whole speech. But I don't think holding "cultural" events will bring different cultures together.
		<input type="text"/>	

1	0.50%	<input type="text"/>	What a fantastic idea! Cultural competencies would be an excellent thing to work into master's programs (e.g. MPAs and MBAs.)
1	0.50%	<input type="text"/>	What is this "Task Force" about? It almost sounds like a police department. If so, please do something about all of the robberies on campus. Thanks.
1	0.50%	<input type="text"/>	While I do think creating such a department with a focus such as this is admirable and desirable, it will face the usual issue of indifference any attempt at cultural displays faces. It would be a fine addition to UH, and if successful it will be very interesting to see what comes of it. I have moderate interest in seeing cultural displays across campus, but it would be preferable if these things were not blared out through jarringly-loud speakers by overexcited announcers, or shoved in my face by would-be advocates of the whole setup. Subtlety will draw interest, not screaming and banging instruments together.
1	0.50%	<input type="text"/>	While the university has dedicated a LOT to the Indian/Middle-Eastern population of the school as of late, such as new classes, cultural events, clubs, celebrations, new campus restaurants, etc, I would very much like to see some more programs that are dedicated to the European and East/South-east Asian cultures, from which over 1/3 of the international students alone hail from.
1	0.50%	<input type="text"/>	Why doesn't UH have an Area Studies department? It's shameful, in 2013...& if there is one, why don't more of us know about it?
1	0.50%	<input type="text"/>	Why Hispanic? Latino is a wider term
1	0.50%	<input type="text"/>	With so many students graduating with such large loans, the University should be focused on ways to reduce costs. Adding additional departments is highly unlikely to reduce costs, and directly or indirectly, sooner or later, will increase costs and result in higher fees.
199 Respondents			

# **Appendix G: Sample Job Description**

## POSITION ANNOUNCEMENT

### **Director, Center for Inclusive Excellence Southern Illinois University Carbondale**

Southern Illinois University Carbondale seeks nominations and applications for the position of Director of The Center for Inclusive Excellence. Using the theoretical framework of Inclusive Excellence, the Director will lead an institutional effort to address multicultural programs and services with a particular focus on Teaching and Learning, Campus Outreach, Student Support and Community Relations. In addition to coordinating all multicultural efforts on campus, the Director will supervise the coordinators of the Black Resource Center, Hispanic Resource Center and the LGBTQ Resource Center. The Director will work very closely with the Office of the Associate Chancellor for Institutional Diversity, Center for International Education, and other departments on campus and in the community. This position resides within the Division of Student Life and Intercultural Relations and reports to the Dean of Students.

Specifically, the Director of the Center for Inclusive Excellence is responsible for:

- Developing a plan for a comprehensive Center for Inclusive Excellence.
- Managing and coordinating programming and budgets for the various "heritage months" and collaborating with appropriate academic units in effective productions and presentations for these cultural events.
- Developing and articulating a comprehensive vision for recruiting, retaining and supporting historically underrepresented students on campus.
- Collaborating with the office of Fraternity and Sorority Life in the advisement of minority serving Greek organizations.
- Providing a comprehensive plan for organizing, advising and supporting minority serving Registered Student Organizations.
- Facilitating the work of faculty and staff advisors of minority serving (including international) RSOs, through training and collaboration.
- Developing, coordinating and facilitating comprehensive social, educational and community multicultural programming.
- Developing comprehensive and targeted orientation programs for students from marginalized groups.
- Serving as an advocate, liaison and resource for students.
- Developing a plan for the establishment of a comprehensive Black Male Initiative.
- Collaborating with the office of the Associate Chancellor for Institutional Diversity, academic deans, the Center for Teaching Excellence and heads of administrative units to develop training workshops for Inclusive Excellence.
- Working with the Office of the Associate Chancellor for Institutional Diversity to develop a comprehensive institutional diversity plan and ensure system and unit accountability.

**Minimum Qualifications:** Masters degree in Higher Education Administration, Student Personnel, Counseling, Psychology, or related field; Minimum of three (3) years experience in managing a multicultural/diversity program at an institution of Higher Education in the United States; Extensive knowledge of diversity and multicultural theories and practices within higher education; Organizational skills, budgeting, planning, training, and experience facilitating cross functional teams with experience in conflict mediation.

**Preferred Qualifications:** Ph.D. in above areas strongly preferred; demonstrated knowledge of Inclusive Excellence as a framework for diversity.