CENTER FOR DIVERSITY AND INCLUSION

UNIVERSITY of HOUSTON
CENTER for DIVERSITY & INCLUSION

Student Fees Advisory Committee (SFAC)
PROGRAM QUESTIONNAIRE FY17–18

1. Please provide a one-page executive summary of your questionnaire responses. This summary should include, in brief terms, your unit's mission, how you accomplish you unit's mission, and a justification of your unit's student fee allocation in terms of benefits for students
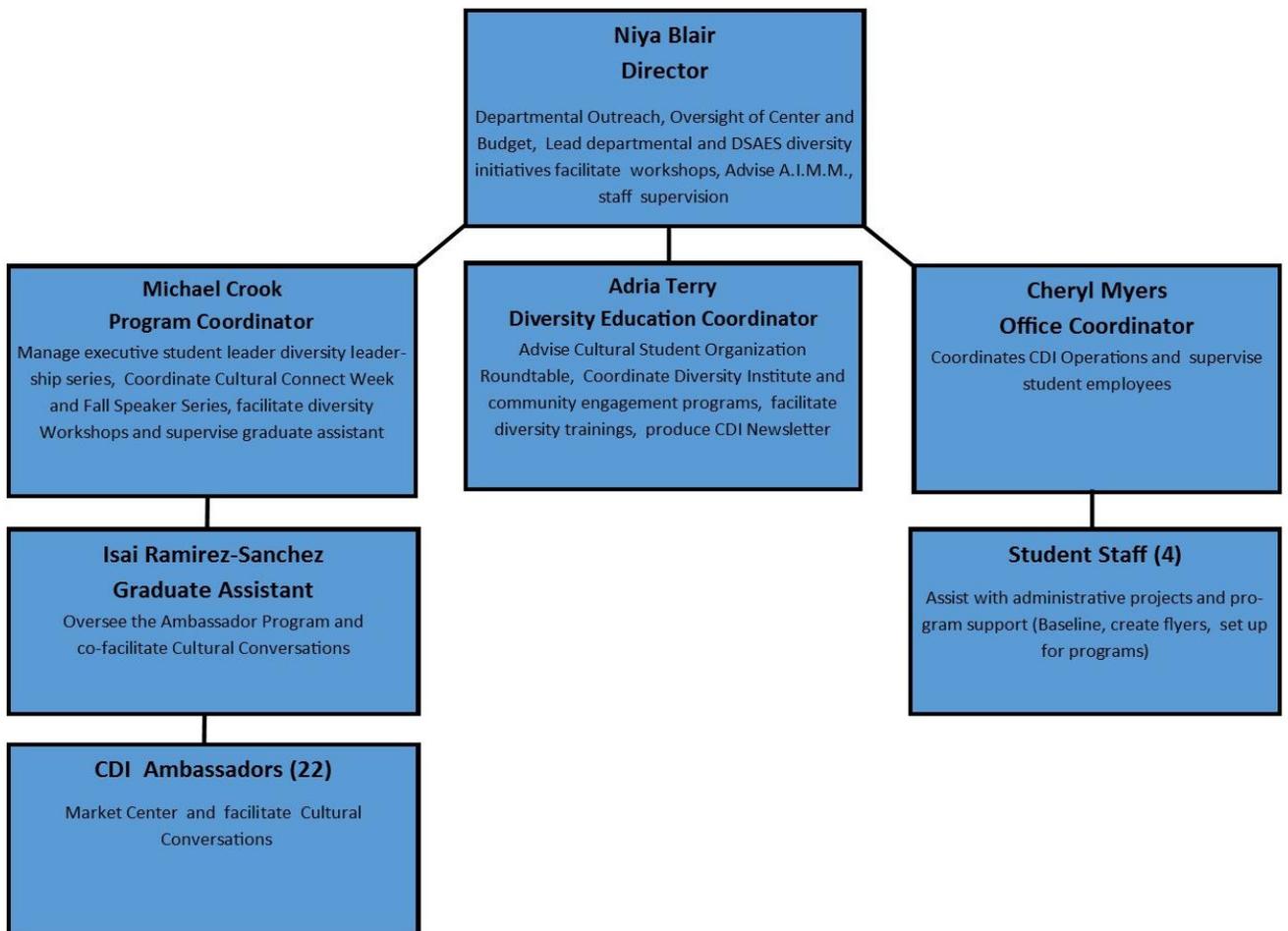
The Center for Diversity and Inclusion (CDI) is a safe space on campus that provides educational, cultural, and leadership experiences. The Center engages campus constituents by providing intercultural dialogues, university program partnerships, and highlighting organizations and services that promote diversity and inclusion. The Center empowers students to celebrate and appreciate their cultural heritage and others by offering transformative diverse campus programming and by providing leadership experiences that maximizes student's potential. Also, the Center for Diversity and Inclusion educates the University of Houston campus by offering lecture series and workshops that advance diversity education and cultural competence. The Center serves as a change agent in fostering an inclusive environment.

For the past two years, the Center has been extremely successful in providing opportunities to cultivate the diversity on campus through its offerings. The Center for Diversity and Inclusion has seen a 400% increase in the number of guests visiting the Center (FY15-716 and FY16-3,581). In fiscal year 2016, the department hosted 15 signature programs and co-sponsored 21 programs with other departments, 5 programs with student organizations, and 3 collaborations with faculty members for a total of 43 programs reaching 3,042 UH attendees. In addition, the Center provided 66 diversity workshops for 6,190 students.

The Center for Diversity and Inclusion benefits the University of Houston student population by leading efforts that help cultivate the diversity on campus that directly impacts the Division of Student Affairs and Enrollment Services strategic initiatives and the universities retention and graduation goals. The Center provides a space that is a home-away-from home environment and a safe space for students to be themselves while engaging in conversations about difference and how that impacts their UH experience. The Center for Diversity and Inclusion's diversity education programs, trainings, and celebrations foster inclusion, increases student's cultural competence, and empowers students to develop a greater sense of belonging. The Center also serves as a voice for student's whose voices often go unheard. Recognizing the challenges that some students face with understanding what it means to be inclusive, the Center works with faculty and staff to create a more welcoming campus environment for all students. Working in conjunction with other offices to ensure policies and practices for UH students are comprehensive while working to remove systemic barriers, is also a primary responsibility for the Center. Overall, the Center for Diversity and Inclusion fosters a global learning community for students that provides a richer collegiate experience.

2. **Provide an organization chart of your unit. Large units may need to have an overview chart then more specific charts for each program. Where you have multiple staff in the same position (e.g., counselor, advisor, etc.), note this on your chart. Student employees should be cited on the chart and identified as students.**

Center for Diversity and Inclusion Organization Chart 2017

Niya Blair
Director

Departmental Outreach, Oversight of Center and Budget, Lead departmental and DSAES diversity initiatives facilitate workshops, Advise A.I.M.M., staff supervision

Michael Crook
Program Coordinator
Manage executive student leader diversity leadership series, Coordinate Cultural Connect Week and Fall Speaker Series, facilitate diversity Workshops and supervise graduate assistant

Adria Terry
Diversity Education Coordinator
Advise Cultural Student Organization Roundtable, Coordinate Diversity Institute and community engagement programs, facilitate diversity trainings, produce CDI Newsletter

Cheryl Myers
Office Coordinator
Coordinates CDI Operations and supervise student employees

Isai Ramirez-Sanchez
Graduate Assistant
Oversee the Ambassador Program and co-facilitate Cultural Conversations

Student Staff (4)
Assist with administrative projects and program support (Baseline, create flyers, set up for programs)

CDI Ambassadors (22)
Market Center and facilitate Cultural Conversations

3. List your unit's strategic initiatives and action steps identified for the 2015-2016 academic year and cite the specific Division of Student Affairs and Enrollment Services (DSAES) Strategic Initiatives and University of Houston Strategic Goals to which they relate (links below). Please comment on your success in achieving these strategic initiatives/action steps. If a strategic initiative/action step changed during the year, please note this and explain. Also, list any new strategic initiatives/action steps, the rationale for the addition, and comment on your success in achieving these items.

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

Action Steps:
Goal- Create a customized student leader diversity seminar for executive members of student Organizations- DSAES 4
Status-Partially Accomplished
Narrative-The seminar, *Good to Great* was created and offered twice in the fall. The seminar explores ways that executive student leaders can modify current practices within t heir organization to embrace the diversity on campus and take their organization from good to GREAT! The seminar was offered four times in the spring.

Goal- Establish phase two of student diversity workshop series -DSAES 4a
Status-Accomplished
Narrative- There were three customized workshops offered a total of six times in the fall. Workshops were *DREAMzone Ally Training*, *Inclusive Language*, and *Intent vs Impact* (Microaggressions). A total of 74 students, faculty and staff were in attendance. The Center also hosted a webinar presented by Maura Cullen on Microaggressions. Along with workshops offered in the fall, there were two new workshops added to the spring workshop series, *Power of Privilege* and *Diversity 101*. There were 82 students, faculty and staff in attendance.

Goal-Establish Center for Diversity and Inclusion Diversity Faculty Lecture Series 3c
Status-Accomplished
Narrative- The Diversity Faculty Lecture Series took place during Culture Connect Week and featured Dr. Sharon Hill from the Department of Communication Science and Disorders and the Center for Diversity and Inclusion co-sponsored a faculty lecture with the Center for Mexican American Studies and Department of Sociology featuring Dr. David Embrick.

Goal- Create a diversity awards luncheon 3c
Status-Changed
Narrative- The luncheon was added to the Diversity Institute. The department recommended that the diversity awards section be implemented later and should be a university-wide award ceremony.

Goal- Co-lead the Diversity Institute- DSAES 3b
Status-Accomplished. Lead the Institute that included a Diversity Luncheon
Narrative-.The conference took place in the spring featuring keynote speaker Dr. Alan Dettlaff, Dean of the Graduate College of Social Work and four presentations lead by faculty, staff and student leaders. There were 80 people in attendance.

Goal- Host a fall "Speaker Series"- DSEAES 3b
Status-Accomplished
Narrative-The Fall Speaker Series occurred on Monday, October 12th and featured inaugural poet Richard Blanco. The Center collaborated with the Center for Mexican American Studies faculty.

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

Goal- Co-Lead Black Male Leadership program focusing on retaining and graduating African American males DSAES 1d
Status-Accomplished
Narrative- Planned and create year-long workshops and activities that connects members to campus and the community. The AIMM program held interviews in the fall and five additional males were selected. The process was evaluated and adjustments will be implemented for fall 2016.

Goal-Implement a level II student staff experience that connects work/volunteer experience in the Center with student's academic schedule-DSAES 3b
Status-Partially Accomplished
Narrative- CDI staff developed learning outcomes, a rubric and skill sets for student employees in the fall. In the spring, CDI staff continued to implement activities to help student employees develop their skills such as implementing assigned reflections and help with the creation of their professional resume. This will be an ongoing goal for CDI student staff.

Goal-Communicate with new students and their families during the summer to ensure incoming students are aware of the Center and our programs and services 6a
Status- Accomplished
Narrative- CDI presented a 40 minute diversity presentation at all New Student Orientations and worked with New Student Orientation (NSO) leaders on diversity activity that was facilitated by NSO leaders at orientations.

Goal- Create a multicultural graduation reception 3c
Status-Changed
Narrative- CDI staff developed learning outcomes, a rubric and skill sets for student employees in the fall. In the spring, CDI staff continued to implement activities to help student employees develop their skills such as implementing assigned reflections and help with the creation of their professional resume. This will be an ongoing goal for CDI student staff.

Goal- Continue to foster relationships with campus and community partners 6a
Status-Accomplished

Narrative- The Center has formed collaborations with faculty members from Mexican American Studies, African American Studies, Hispanic Studies members, the School of Communication, Law School and the College of Education. The Center has worked with all fee funded student organizations in some capacity and have established relationships with a few registered student organizations. Establishing partnerships with additional college departments, faculty members, and student organizations is on-going.

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

    Action Steps:

    Goal- Maintain an on-going list of all student graduates affiliated with the Center for Diversity and Inclusion 6a

    Status- Accomplished

    Narrative-Center continues to compile a list of all student graduates.

    Goal- Launch a centralized calendar for all campus events supporting diversity and inclusion 5c

    Status- Accomplished (2015-year ahead of schedule)

    Narrative-The center houses all diversity and inclusion related events on campus on the centralized calendar. Each semester the department receives more calendar submissions. In addition, the calendar is the most viewed page on the Center for Diversity Inclusion website.

    Goal- Continue to maintain an ongoing list of departments/services that provide diversity initiatives and services to list on CDI website and post on social media 5c

    Status-Accomplished

    Narrative- The Center list diversity related academic areas and departments on their website and marketing materials. These resources are also included in every Center for Diversity and Inclusion workshop.

    Goal- Launch Part 2 of #IAMUH campaign 5a

    Status-Accomplished

    Narrative-The committee met in the fall and developed a plan for the campaign with two kick off celebrations in the spring with over 250 students participating. The Center also worked with UH administrators, faculty, staff and students who participated in the campaign. The #IAMUH campaign was also highlighted during Culture Connect Week activities.

Foster a welcoming and inclusive university environment (DSAES Strategic Initiatives: 1b, 3d,4a, 5d)

    Action Steps:

    Goal- Work with departments in the division of Student Affairs and Enrollment Services to ensure student workers and student leaders participate in diversity seminars hosted by the Center for Diversity and Inclusion 1b

    Status- Partially Accomplished

    Narrative- CDI director met with other directors within the Division of Student Affairs and Enrollment Services about student participation in workshops. Center for Student Involvement partnered with the Center for Diversity and Inclusion to require diversity workshop attendance for all fee-funded student organizations and registered student organizations.

Goal- Continue to create a positive environment for student support and engagement in Center for Diversity and inclusion 3b
Status- Accomplished
Narrative- CDI hosted "To go Tuesdays" in spring 2016 to engage more students in the Center and help in the creation of a positive environment for those visiting the Center. During To Go Tuesdays students learn more about CDI and its staff and receive a pastry. The Center also developed a customer service statement that drives how they interact and serve those visiting the space.

Goal- Continue to provide diversity lens regarding university policies and practices by serving on committees 5d
Status- Accomplished
Narrative- All CDI staff served on division-wide committees where they provided diverse perspectives on policies and practices to best support our diverse student population.

Goal- Work with DSAES Director of Assessment and Planning to create an assessment tool for departments in the division to track the inclusiveness of their programs and services 4a
Status-Changed
Narrative-Due to future plans being discussed regarding diversity and inclusion within the DSAES, this goal will be reviewed to match priorities.

Goal- CDI staff member work with Division of Student Affairs and Enrollment Services Professional Development committee to give a presentation about being an inclusive office to members in the Division 5d
Status-Changed
Narrative-CDI Director served on the Global Benchmark committee with other members within the Student Life unit to examine inclusive practices within each department within Student Life.

Additional Goals Accomplished:

Goal- Develop a workshop about the undocumented student experience that is presented several times in the fall and spring semesters-DSAES 3c
Status-Accomplished
Narrative- The DREAMzone workshop was created and three workshops were presented in the fall. There were three workshops held in the spring.

Goal- Work with selected faculty members to infuse the Center's diversity programs and initiatives into their curriculum-DSAES 6a
Status-Partially Accomplished
Narrative-Conversations have taken place with faculty members from African American Studies, Center for Mexican American Studies and the Graduate College of Social Work about CDI's programs and possible link to their curriculum. CDI continued to engage with faculty members in the spring and had some success with one faculty member. This goal may not be completed until spring 2017 as CDI must forecast out our events earlier than usual.

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

Status-Accomplished

Narrative-The Center's director co-chaired the University Diversity Statement Workgroup that met during the summer. The workgroup submitted a recommended statement to administration.

Goal- Increase creative and effective marketing via flyers, social media, and website throughout the fall and spring semesters-DSAES 5b

Status- Accomplished

Narrative- Ambassadors designed a template flier for the CDI Workshop Series .Also, CDI Ambassador Marketing & Outreach team developed a social media marketing plan that was implemented in spring.

Goal- In the fall, create an internal communication plan for Center's programs and outreach-DSAES 5c

Status-Completed

Narrative-A form that outlines the Center's communication plan was created and is being used by the center's staff.

4. **Please discuss the means that you are utilizing to evaluate both your success in achieving the aforementioned strategic initiatives and/or action steps and their importance as compared to others that you might pursue. Where data exist, discuss the number of persons served by each of your programs and any assessment measures and/or learning outcomes used to evaluate program success. Please provide the method for collecting these data.**

	FY15	FA15	SP16	SM16	FY16	% Change FY16 over FY15
Center Utilization						
Number of Guests Visiting Center	**716**	1578	1601	384	**3,563**	**397.63%**
* peak times of center utilization can be found in appendix						
Number of Bookings[1]	**86**	8	9	8	**25**	**-70.93%**
Programming						
Number of Programs	**33**	15	26	2	**43**	**30.30%**
# of events Center hosts annually	**8**	7	7	1	**15**	**87.50%**
# of collaborations between Center & departments	**14**	8	12	1	**21**	**50.00%**
# of collaborations between Center & students organizations[2]	**7**	0	4	1	**5**	**-28.57%**
# of collaborations where Center works with faculty members [2]	**4**	0	3	0	**3**	**-25.00%**
Total Program Attendance	**2,073**	1298	1530	214	**3,042**	**46.74%**
Diversity Education Presentations						
Number of Diversity Education Presentations (DEPs)	**29**	12	33	21	**66**	**127.59%**
Total Diversity Education Presentation Attendance	**4,482**	136	717	5337	**6,190**	**38.11%**
Number of IDI Individual Coaching	**0**	0	27	0	**27**	**N/A**
Number of informal DEPs conducted by center staff	**5**				**0**	**-100.00%**
Outreach Efforts						
Number of tabling hours	**114**	44.5	35	42	**121.5**	**6.58%**
Number of Page Views	**22,457**	10,921	12,433	6,439	**29,793**	**32.67%**
Number of Facebook page views	**3,439**	1,124	1331	258	**2,713**	**-21.11%**
Number of CDI website views	**17,772**	9,797	11,102	6,181	**27,080**	**52.37%**
Facebook "likes"	**791**	908	1,007	1,213	**1,213**	**53.35%**
Twitter "followers"	**389**	436	500	610	**610**	**56.81%**
Instagram "followers"	**66**	121	192	298	**298**	**351.52%**
Conference Sponsorships						
Conference Sponsorships		0	12	8	**20**	
Number of Collaborations through RSO Support Funds	**NA**	3	2	0	**5**	
Conference Sponsorships		0	1	6	**7**	

[1] Increase utilization of center resulted in decrease in reserve-able time of center.
[2] Lower because category was split between student orgs and support funds. Actual increase is 57.14%. 11 programs in FY16 and 7 in FY15.

Assessment Projects:

Title or Area Assessed: **CDI Ambassador Program -** *Articulate importance of diversity and inclusion*

Summary**:** Ambassadors defined and gave person testimony tied to diversity and inclusion in their Ambassador applications and discussed with one another in meetings. They were also surveyed at the end of the year.

Results: 100% of the people surveyed were able to articulate a personal definition of diversity and inclusion; many of which reflected what was taught throughout the year.

Planned actions based on assessment results/findings**:** The concepts and definitions are present. The next step is to help each student identify specific examples of how diversity and inclusion impacts their life; this could possibly be done by examining the ambassador effectiveness in sharing the importance of diversity and inclusion with others.

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

Summary**:** Ambassadors self-rated their comfort level speaking about their own and others' culture, identities, and values in their Ambassador applications. They were also surveyed mid-year and at the end of the year on a post-program assessments. If they indicated that the program helped increase their comfort, they were asked to identify which activity specifically helped them.

Results: 100% of all ambassadors surveyed indicated that the ambassador program has increased their level of comfort discussing diversity and inclusion related topics. Specifically, the highest perception of increased comfort was in speaking about race/ethnicity, sexual orientation, and gender identity. Weekly ambassador meetings, and the opportunity to participate in, and lead, cultural conversations were the primary activities that were noted as the most helpful activities in increasing comfort in this area.

Planned actions based on assessment results/findings**:** We will continue to host weekly meetings for the fall semester and continue to provide opportunities for leading and participating in cultural conversations.

Title or Area Assessed: **CDI Ambassador Program - StrengthsFinder Assessment Checklist**

Summary**:** All ambassadors completed the StrengthsFinder Assessment and identified their top five strengths.

Results: Ambassadors are able to identify and describe their top five listed strengths.

Planned actions based on assessment results/findings**:** Ambassadors will complete another Strengths-based activity to tie personal abilities and potential to actual accomplishments each semester that they continue with the program.

Title or Area Assessed: **Achievement Initiative for Minority Males –** *Increase Grade performance*

Summary**:** Grade checks were completed after the fall and spring semesters.

Results: AIMM members increased their GPA by .01 point. They GPA went from 2.86 to 2.87

Planned actions based on assessment results/findings**:** AIMM advisors are researching other ways they can assist members in increasing their GPA including developing a more intentional academic plan that provides checkpoints with members more frequently throughout the semester

Title or Area Assessed: **Achievement Initiative for Minority Males –** *Increase sense of campus connectedness.*

Summary**:** Twice during the academic year AIMM members were given paper questioners that asked how connected did they feel to campus

Results: In the fall 2015 – 93% of the 15 people who completed surveys indicated that they feel somewhat connected (66.6%) or completely connected (26.6%) to campus. 7% (one respondent) indicated that they were completely disconnected to campus. In the spring 2016 survey - 92% of the 13 people who completed the survey indicated that they feel somewhat connected (69.2%) or completely connected (23%) to campus. 7% (one respondent) indicated that they were somewhat disconnected to campus.

At the end of the year survey, 100% of the people who completed the survey indicated that they feel connected to campus (50% agree and 50% strongly agree).

Planned actions based on assessment results/findings: AIMM advisors will continue to outreach and invite more members of the campus community to speak at AIMM meetings and serve as mentors

Title or Area Assessed: **Achievement Initiative for Minority Males –** *Identify academic related campus resources/faculty to assist with academic success*

Summary: AIMM members were provided a list of campus resources that assist with their academic success in the fall during their training. Twice during the academic year AIMM members were given paper questioners that asked them to name academic resources on campus and they had to circle the ones they used.

Results: In January 2016, 13 out of 17 members were present and completed the assessment. All 13 members were able to identify academic related campus resources. At the last meeting in May, 8 members completed the assessment and were able to identify academic related campus resources and identified which semesters they utilize the resources

Planned actions based on assessment results/findings: Better partner with academic areas/faculty to assist AIMM members in their academic performance. Also, explore the option of providing tutors for members who struggle in particular subjects

Title or Area Assessed: **Marketing and Outreach –** *Workshop and Cultural Conversation attendees will be able to identify at least two resources offered by the Center*

Summary: At each Cultural Conversation, surveys were handed out and attendees were asked to identify 2 programs or services offered by our office.

Results: The surveys were reviewed and it was determined that 47% of attendees were able to accurately identify two CDI programs and services as a result of attending cultural conversations.

Planned actions based on assessment results/findings: Data collected suggests that participants are taking other meaningful take-aways from attending cultural conversations. However, we will need to increase the effectiveness in learning about other programs and services offered by our office. We will also leave more time at the end of the program to allow time to completely fill out the survey.

Title or Area Assessed: **Marketing and Outreach –** *Increase utilization of the Center*

Summary: During Fall 2015, the center implemented Zumba Wednesdays, To-Go Tuesdays and continued the Stress-free finals week programs to help increase the center's utilization. We also continued to track walk-ins and bookings of the center.

Results: We had 3,581 people visit the Center which was an increase of 400% over FY15. To-Go Tuesdays has increased attendance as the semester progressed and Zumba Wednesdays had decreased attendance as the fall semester progressed. After-hours study times also experienced an increase in visitors.

Planned actions based on assessment results/findings: The Center will continue to do To GO Tuesdays the upcoming year, extend hours of the center to 8 p.m., two nights of the week. The Center will not host Zumba or Yoga Wednesdays in the upcoming year.

<u>Title or Area Assessed:</u> **Marketing and Outreach –** *Increase utilization of Center's services*
<u>Summary</u>: We tracked attendance at the programs and workshops to compare data from the previous year to see if there was an increase in usage of the programs and services.
<u>Results</u>**:** There was a significant increase in Center Utilization of programs, workshops and services. In addition to the increase in Center utilization (mentioned above and is one of our services). In FY14-15 we had 2073 people attend programs. This year, we had 3042. That is an increase of attendance in programs by almost 46% in one year. Workshop attendees also had a dramatic increase of 38% with 4482 attendees in FY15 and 6190 attendees in FY16.
<u>Planned actions based on assessment results/findings</u>**:** The Center's efforts are effective in increasing utilization of the center so we will keep advertising our programs and building partnerships with campus constituents in order to keep increasing these numbers from year to year. We also surveyed participants at select programs to determine the best times to host programs. We will consider this data in order to increase the attendance at the events.

5. **Please discuss any budget or organizational changes experienced since your last (FY2017) SFAC request, their impact on your programs, and your reason for implementing them. SFAC recognizes that some programs did not receive the funds that they requested, that some programs were impacted by additional expenses after the conclusion of the budget cycle, and that some programs may be ahead of or behind their self-generated income projections. In addition, if your unit concluded FY2016 with a Fund 3 addition to Fund Equity, please describe the conditions which caused the addition.**

   There are no budget changes to report.

6. **Please list your 2017-2018 strategic initiatives and action steps in priority order and cite the specific Division of Student Affairs and Enrollment Services Strategic Initiatives and University of Houston Strategic Goals to which they relate. Larger units may wish to group responses by subprogram. Under each strategic initiative, please state the specific action steps (programs, activities, services, policies/procedures, etc.) that you intend to implement to accomplish your stated initiative**.

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

Action Steps:
  A. Partner with Academic Affairs to create an advanced diversity certificate program for UH students that includes academic diversity related courses as a part of the certificate
  B. Continue to expand diversity education offerings to include presentations from faculty whose research is on social justice or diversity
  C. Continue to expand efforts that measure increasing student's cultural competency
  D. In conjunction with the Diversity Education Consortium, host campus-wide diversity dialogues that explores issues of social justice and diversity
  E. Create an Asian American History Month Celebration event(s) partnering with other departments and student organizations on campus

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

Action Steps:
  A. Enhance the Achievement Initiative for Minority Males program that includes a more intensive and hands-on experience that incorporates professionals on campus and in the community to present workshops to members on the topics of professional etiquette, physical, emotional and mental well-being
  B. Work with selected faculty members to infuse the Center's Fall Speaker Series into their curriculum-6a
  C. Work with community agencies and alumni to create a scholarship fund for members of the Achievement Initiative for Minority Males
  D. Create a paid Diversity Peer Education Program for CDI student ambassadors in their third year of the program where they facilitate Diversity 101 workshops to their peers

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

Action Steps:
     A. Collaborate with Human Resources to have the Center for Diversity and Inclusion co-sponsor two diversity workshops for staff only each semester-6b
     B. Meet and present to various departments about the FY2017 Campus Climate survey findings about how the information can assist their areas serving students
     C. Create a diversity report for the Division of Student Affairs and Enrollment Services

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

Action Steps:
     A Plan and organize a one-day intercultural student leadership conference for students during the fall semester working with the LGBTQ Resource Center, International Student Scholar Services, WGRC, Veteran Services and Center for Students with DisABILITIES
     B. Provide online diversity education trainings/resources to CDI website
     C. Sustain and strengthen relationships with marginalized students and student organizations through the Cultural Student Organization Roundtable, the Achievement Initiative for Minority Males, CDI Program Grant Support Fund, Homecoming and Frontier Fiesta

7. **What are the other possible sources of funding available to your unit and what efforts are being made to access them (e.g. grants, donations, etc.)? If you receive funds from other sources, please briefly describe the source, purpose, and duration of the funding and report the amounts received in the appropriate rows/columns on the SFAC Spreadsheet.**

The Center for Diversity and Inclusion receives $115,600 in ledger 1 funding to support a significant portion of the staff salaries and expenses. The other possible sources for funding for the Center for Diversity and Inclusion is to work with the Director of Advancement for Student Affairs and Enrollment Services when hired to seek additional funding from alumni, corporations, and foundations who may provide financial assistance to support services and programs for the Center for Diversity and Inclusion. In addition, the Center works with academic departments and other areas within Student Affairs for co-sponsorship opportunities to support the office's programs and initiatives as available.

8. **Please describe any services that are similar to yours and/or any overlap between your unit and any other unit(s) providing services to students and the rationale for the overlap.**

The Center for Diversity and Inclusion (CDI) and the Council of Ethnic Organizations (CEO) work together to provide similar support for students organizations through the Cultural Student Organization Roundtables. The roundtables are an opportunity for cultural student organizations to receive support through program grants, fundraising tips and to further connect the organizations to one another and to campus departments. Additionally, the roundtables are a way for both CDI and CEO to stay abreast of the needs and concerns of cultural student organizations on campus. In addition, the Center for Diversity and Inclusion programs are not only from a student's perspective but they strive to increase student's cultural competence. All of the Center's programs have an educational component. The Center for Diversity and Inclusion works directly with faculty and other units within Student Affairs and Enrollment Services to provide a larger reach and to be more intentional to link educational experiences inside the classroom with educational experiences outside the classroom.