

UNIVERSITY of **HOUSTON**

WOMEN AND GENDER RESOURCE CENTER

FY21 Student Fees Advisory Committee (SFAC) Questionnaire

Please provide a one-page executive summary of your questionnaire responses. This summary should include, in brief terms: your unit's mission, how you accomplish your unit's mission, and justification of your unit's student fee allocation in terms of benefits for students.

Mission

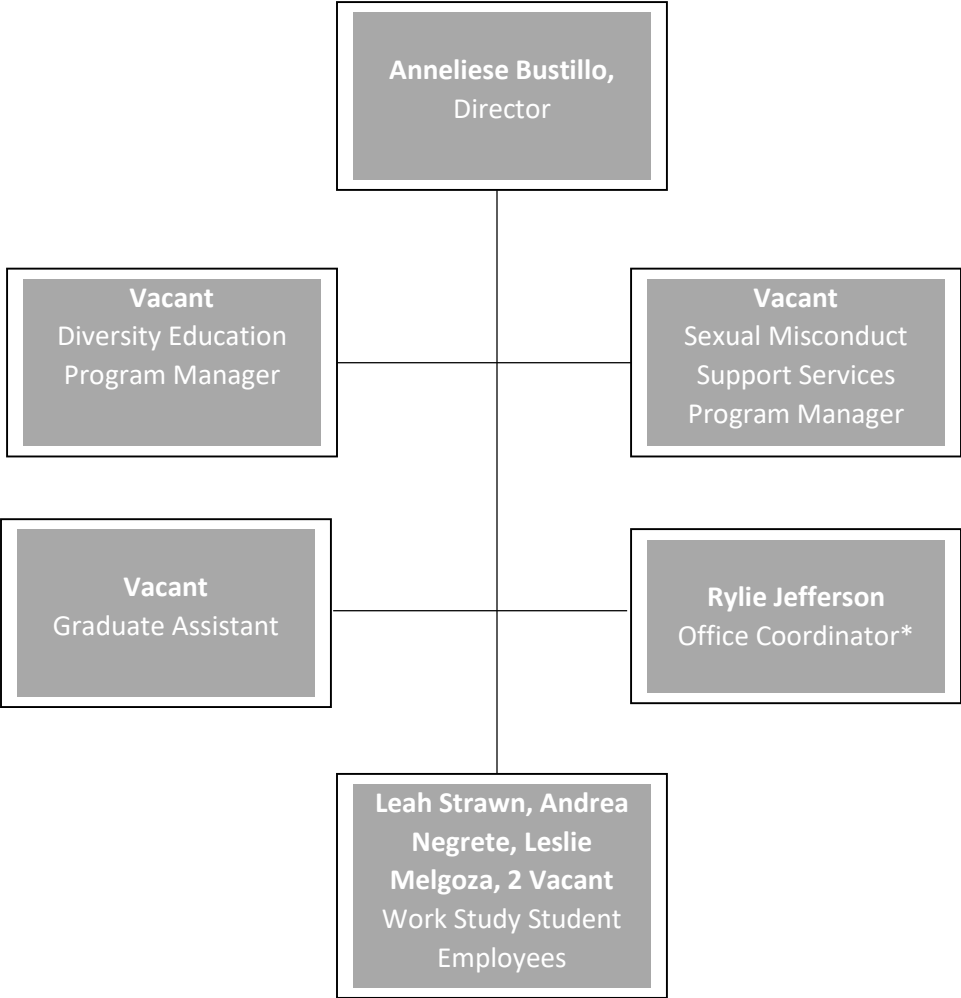
The Women and Gender Resource Center's (WGRC) mission is to promote gender equity, gender justice, and student success at the University of Houston through advocacy, education, empowerment and support services. In 2015, the WGRC hired the first full-time director for the center. With the increase in staffing, the WGRC was able to expand outreach to provide more services, resources and educational programming to the UH Community. Moreover, the increase in outreach has resulted in a continued increase in utilization of the center's resources (FY16 to FY17 18% and FY 17 to FY18 additional 9%). In FY19 the center has seen its largest number of visitors utilizing resources (FY16- 2,341, FY17 -3,436, FY18- 4,000+). Due to staff turnover, there was inconsistent tracking in FY19, however the utilization numbers were above all three of the previous years.

In addition to the center's utilization, educational programming and outreach efforts have increased. The number of WGRC annual signature educational programs has also increased (FY16- 3, FY17- 10, FY18-11, FY19-13), resulting in engagement of more than 10,000 UH students, faculty, and staff over the past three years. These increases have positively impacted the WGRC's efforts of advancing gender equity on campus, making UH more inclusive of gender diversity and equity. Through support services, resources and educational programming, the WGRC addresses the needs of the entire student population and embodies the SFAC philosophy of facilitating student success, creating a social environment that encourages student engagement and a sense of community, enhancing intellectual development, and promoting the development of personal and interpersonal skills of students.

While the increase in opportunities to engage and support UH community members has significantly grown, it has become a challenge to continue to meet the demands of the growing UH population in providing effective educational programming, resources, consultation and support services. The WGRC saw incredible increases with its first year of SFAC funding in FY19. Previously, the entire budget for the unit was allocated through Ledger 2 central funds. Yet with the support of SFAC, the WGRC was able to expand our annual Gender Pride Week, serve more students through the Sexual Misconduct Support Services (SMSS) program, and build the CORE Ambassador program.

For FY21 the Women and Gender Resource Center would like to formally request approval to present to the SFAC committee to receive funding to continue providing services and educational opportunities to students at UH and develop a mentorship program for Women Leaders across campus. The following one-time funding requests reflect the mission of the WGRC, values of the Division of Student Affairs and Enrollment Services, the SFAC philosophy, and the University's commitment to student success.

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



*The Office Coordinator position supports both the WGRC and LGBTQ Resource Centers

List your unit's strategic initiatives and action steps identified for the 2018-2019 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.

Goal 1: Code Red Assist (CRA) Training Program | DSAES Strategic Goal: Student Success, Strategic Initiative: Partnership (Educate and empower campus partners to be our advocates)

WGRC will enhance the Code Red Assist training program by (1) increasing support liaison network to from 56-86 staff and faculty, (2) increasing student awareness of code red assist liaison's purpose and role through outreach including social media platforms, (3) enhancing training, based on feedback from previous liaison's baseline, (4) and increase participant knowledge and skills through CRA training.

This goal was accomplished and as of Fall 2019, over 100 Code Red Assist Liaisons has been trained. The SMSS Program Manager launched an outreach campaign to increase awareness of the Code Red Assist Staff & Faculty Liaison Network.

Goal 2: WGRC Goal 2 Educational Workshop Series | UH Strategic Goal: Student Success, Strategic Initiative: Student Success (Engage all students to intentionally develop leadership qualities, critical thinking and communication skills, diversity competencies, and personal growth)

WGRC will host at least 3 workshops per semester to engage the campus community on educational content regarding gender equity, identity, inclusion, and sexual violence.

This goal was only partially accomplished due to staff turnover. However, it has been re-instated for FY20.

Goal 3: CORE Team Development | UH Strategic Goal: Student Success, Strategic Initiative: Student Success (Engage all students to intentionally develop leadership qualities, critical thinking and communication skills, diversity competencies, and personal growth)

WGRC will redevelop the CORE team ambassador program to incorporate learning outcomes, and experiences to enhance leadership skills, professionalism, and opportunities to engage UH students in learning about the WGRCs programs, services and resources

This goal was accomplished when the CORE Team program was modified to include Learning Outcomes with a method of assessment to evaluate progress and a CORE Team Curriculum which includes educational, professional development and leadership topics that are incorporated into activities on a monthly basis at CORE team meetings.

Goal 4: WGRC Services and Resources | DSAES Strategic Goal: Student Success, Strategic Initiative: Resources (Pursue and develop resources to address identified gaps and needs.)

WGRC will assess services and resources offered to students, staff, and faculty to enhance quality satisfaction.

This goal was not accomplished due to staff turnover. The new Director has partnered with the Director of Assessment and Planning to develop new assessment to identify gaps and needs in WGRC services for FY20.

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 exists, 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. If available, please provide program benchmarking data from comparable institutions.

WGRC Utilization, Programming, and Outreach Participation Data

	FY15	FY16	FY17	FY18
Center Utilization				
Number of visits to the Center	599	2341	3436	3839
Programming				
Signature Programs	3	3	10	11
Collaborative Programs	23	24	24	40
Outreach				
Number of Outreach Initiatives	7	8	15	16

Due to the departure of the previous Director, FY19 tracking was incomplete. However, as of April, over 4,000 students had visited the center, 13 signature programs had occurred, and over 20 outreach initiatives had taken place. All areas saw growth, and the incoming Director set in place mechanisms to ensure tracking numbers for FY20.

WGRC Assessment Methods

FY19 Assessment Activity 1: Code Red Assist Training (Innovation)

Learning Outcome/Assessment Activity Description: To determine the effectiveness of Code Red Assist Training Participant's skills and knowledge to respond to disclosures of sexual misconduct in a compliant and compassionate way.

Purpose of Assessment Activity: Identify participant learning (as a result of training); Identify potential improvements for future training

Method of Assessment: Pre/Post Test

Method of Assessment Description: Pre-Training Questionnaire: electronic through baseline; Post-Training Questionnaire: electronic through baseline

Results:

1. Identify participant learning (as a result of training)

- 97.6% of participants felt very comfortable or comfortable with responding to SM disclosures in comparison to 33.9% before the training
- 92.7% felt their knowledge of the UH SM Policy was above average or excellent in comparison to 22.64% before the training

2. Identify potential improvements for future training

- Clarify what fulfills the mandatory report training since 22% believed reporting to SMSS sufficiently fulfilled their mandatory reporter requirements
- Reiterate reportable offenses for stalking as 7% believed repeat text messages to not be covered under the policy

Action to be taken as a result of the activity: Condense modules 2 & 5 to decrease repeat information; Shorten length overall; Clearly differentiate between SMSS and EOS reporting.

FY19 Assessment Activity 2: Outreach Effectiveness (Accountability)

Learning Outcome/Assessment Activity Description: To determine the effectiveness of marketing and outreach strategies for Take Back the Night, WGRC services and programs, and Sexual Misconduct Resources

Purpose of Assessment Activity: To evaluate students' knowledge of campus resources related to sexual and interpersonal violence; To determine effectiveness of WGRC marketing and outreach efforts; To evaluate student's knowledge of the WGRC programs, services and resources; Continue to compare data collected from 2016 to present

Results:

1. To evaluate students' knowledge of campus resources related to sexual and interpersonal violence

Participants at TBTN appear to have a general understanding of what departments have resources related to sexual and interpersonal violence on campus. Only 2.88% of survey participants either disagreed or strongly disagreed to the question "I am aware of campus resources related to sexual assault/misconduct." The majority of participants at Take Back the Night agreed to the question, proving the effectiveness of the event and resource fair portion of the program. TBTN 2019 can make all students aware of the resources by ensuring all students have properly checked in to the event and visited a table at the resource fair portion.

2. To determine effectiveness of WGRC Marketing and outreach efforts

Marketing for TBTN 2018 was executed through a number of different avenues by the WGRC to include social media, yard signs, and posters. As a result of the survey, 37.51% of students were made aware of TBTN through those avenues. Amongst that group, social media was noted at the highest percentage of 23.08%. An overwhelming percentage of participants (62.50%) learned about the event through other avenues such as word of mouth or through their respective organizations. The results indicate that the WGRC should continue to use multiple outlets of physical marketing as well as building relationships with student organizations who continually help promote TBTN.

3. To evaluate students' knowledge of the WGRC programs, services, and resources

99.04% of the UH community who attended TBTN 2018 are familiar with the Women and Gender Resource Center. 70.19% verified their knowledge of the WGRC by correctly answering where the resource center is located. The participants were also asked to select which office provides confidential resources pertaining to sexual misconduct. 47.50% of participants demonstrated the correct knowledge of the WGRC providing those services. The other participants selected offices such as UHPD, DOS, or EOS. While those departments do help with sexual violence services, they are not confidential. If a member of the community is in need of services, the offices selected have a strong awareness of SMSS resources and they can refer those in need to the WGRC.

4. Continue to compare data collected from 2016 to present

TBTN has proven to be a staple on the University of Houston campus to provide a space for the UH community to learn, share, and support peers on the campus. From 2016-2018 we observed that the UH community learns about the event through a number of different ways. When the weather permits and the event is outside, participants who are passing by make up a large percentage of attendees as we see in the years 2016-2017. In the year 2018, TBTN was relocated to its designated rain site in the Student Center Ballrooms. Due to the weather attendance slightly decreased in comparison to the last years, but participants in 2018 were more involved with the entire event and the WGRC had the largest amount of participants in the march than it has had in previous years. In addition to the WGRC's efforts in marketing, we see that our supporters of the Greek community consistently share TBTN with other Greek members and students on campus.

We also see throughout the years that an overwhelming majority of participants walk away with the knowledge of where to get resources pertaining to sexual violence/misconduct on the UH campus. As a result of these positive numbers, the WGRC will continue to host the resource fair portion of the TBTN event.

The attendees of TBTN show a great amount of awareness of our center throughout the years. The participants who may have a misconception about our office state that it is located in Agnes Arnold Hall. Moving forward, we will help the participants understand that the academic department, WGSS, is separated from the student affairs department. In the last two years, the WGRC has added Sexual Misconduct Support Services to the realm of resources that is provided to the UH community. Between the years 2017 and 2018 we found a 10.75% increase in the participant's knowledge of SMSS. We hope the percentage continues to grow in 2019 with the launch of the #ITCOUNTS campaign.

Action to be taken as a result of the activity:

- Continue to market TBTN through a variety of mediums (social media, yard signs, posters, etc.)

- Send "special invitations" to Fraternities and Sororities because this is the largest RSO participants that we have had over the past 4 years
- If the event has to be moved indoors due to the weather, student ambassadors will market word of mouth about the event on the day of to increase participation

FY19 Assessment Activity 3: Campus Lactation Rooms (Transparency)

Learning Outcome/Assessment Activity Description: To evaluate the satisfaction of students, faculty, staff and visitors who use the lactation rooms on campus

Purpose of Assessment Activity: To evaluate satisfaction of UH community members who have used Lactation Rooms on campus; To provide feedback to facilities staff and to propose recommendations/changes for campus lactation rooms

Results:

1. To identify use of Lactation Rooms on the UH Campus over the last 12 months

According to 26 survey participants, 65% had used one of the UH Campus Lactation Rooms over the last 12 months, while nearly 35% reported they had not used one during the last 12 months.

2. To isolate the primary population of Lactation Room users

According to the survey results, use of the UH Lactation Rooms were pretty evenly split between undergraduate students (23%), graduate students (30%) and staff members (34%). Faculty accounted for only 3% of all Lactation Room use as noted by the survey. Other survey participants identified themselves as attendees of a literary conference held at the University.

3. To determine effectiveness of WGRC Marketing and outreach efforts related to Lactation Rooms

According to the survey results, the majority of respondents discovered the UH Lactation rooms as a result of a Google search or looking on the University of Houston website or Women and Gender Resource Website. Several respondents reported learning about the rooms through a student, staff, or faculty member. No one endorsed learning about them via Social Media or the WGRC newsletter.

4. To locate the most used Lactation Rooms on campus

According to the survey respondents, the most used lactation rooms on campus include the room in Student Center South (46%) and MD Anderson Library (46%). Other rooms used were the UH Children's Learning Centers (Wheeler and Cameron), ERP Building 3, and C.T. Bauer College of Business. The lactation rooms located in ERP Building 4, the Law Center, the Women Studies Program Office, and the College of Education were not identified as being used by survey respondents.

5. To evaluate UH Lactation Rooms user satisfaction

The majority of survey respondents (46%) identified that their experience with the lactation rooms was positive. An equal number (20%) of respondents identified their experience as average as did those identifying their experience as negative. A small percentage (13%) identified their experience as very positive. And no respondents reported their experience as very negative.

Action to be taken as a result of the activity:

Present data to WGRC Advisory Board to identify methods to advocate for the following changes on campus:

- Add additional lactation room in the MD Anderson Library due to high traffic
- Request a room that students can use in the new Health 2 building. The current space is only designated for employees and difficult to access
- Request regular removal of storage being kept in the lactation rooms (specifically in the Bauer lactation room)
- Request installation of sinks in the rooms for washing pumping equipment
- Request the addition of wipes, tissues and paper towels in the rooms
- Request regular improvement in the cleanliness and maintenance of the rooms
- Request properly working refrigerators to store breast milk at the correct temperature
- Request additional electrical outlets for users to use that are not already used by room equipment
- Lactation rooms that are separate from bathrooms for hygienic purposes

Please discuss any budget or organizational changes experienced since your last (FY2020) 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 2019, WGRC saw a complete staff turnover. The Director left in April, followed by both program managers in early October. Because of these departures there has been very inconsistent tracking in terms of utilization, assessment completions, and programs administered. Although the department saw many changes, we have excelled in being good stewards of SFAC funding, returning only \$15, and using funding to develop all the outlined programs.

If your unit concluded FY2019 with a Fund 3 addition to Fund Equity in excess of \$5,000, please describe the conditions which caused the addition and provide a line-item identification of the budgetary source(s) of the addition (i.e. lapsed salary, conference travel, etc.).

N/A

Please list your 2020-2021 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.

Due to the transitional period aforementioned, the WGRC will be continuing it's strategic initiatives and action steps from 2020-2021 in hope of completing incomplete goals and building on accomplished tasks.

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WGRC will redevelop the CORE team ambassador program to incorporate learning outcomes, and experiences to enhance leadership skills, professionalism, and opportunities to engage UH students in learning about the WGRCs programs, services and resources. WGRC will rebuild and recruit a new team of CORE Ambassadors in Spring 2020.

Goal 4: WGRC Services and Resources | DSAES Strategic Goal: Student Success, Strategic Initiative: Resources (Pursue and develop resources to address identified gaps and needs.)

WGRC will assess services and resources offered to students, staff, and faculty to enhance quality satisfaction.

The new Director has partnered with the Director of Assessment and Planning to develop new assessment to identify gaps and needs in WGRC services for FY20.

Recognizing that the potential to generate additional Student Service Fee income for FY2021 base funding is extremely limited and recognizing that it is likely that some units will not be allocated the new base budget and/or one-time funds requested. Please provide a narrative of how your unit would accommodate a reduction of 5% in your total FY2021 base Student Service Fee budget request and provide a line-item explanation of where budgetary cuts would be made.

WGRC would accommodate 5% cuts by minimizing the travel expenses outlined in M&O and travel to allow for CORE Ambassadors to receive off-campus trainings.

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 Women and Gender Resource Center receives all additional funding from ledger two (central funds). These funds support salary and benefits, as well as operating, programming, and professional development expenses. Ledger two funds are annual base allocations. *The WGRC has implemented marketing to gain donations for programming, services and resources, and has applied for grants for programming and services. In FY20, WGRC applied for an Office of Violence Against Women Grant requesting \$350,000. To date, no grants have been awarded; \$1,500 in funds were raised from donations to be used for programming and scholarships.

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.

There are no departments/offices that directly do the same work carried out by the Women and Gender Resource Center. Therefore, there is no direct overlap with other areas/services on campus. However, the following departments/offices provide services and resources that WGRC staff may refer students to and/or collaborate on programs and educational initiatives:

- LGBTQ Resource Center- has a more specific focus on sexual orientation; collaboration exists where appropriate related to gender diversity
- Center for Diversity and Inclusion- has a broader focus; collaboration exists where appropriate related to intersections of diversity and gender
- UH Wellness- collaboration on Sexual Violence education and prevention; however, the WGRC leads support service efforts on campus under the SMSS program
- EOS- focuses on compliance and carrying out policies related to gender equity, and issues of gender discrimination; the WGRC focuses on advocacy and education, and collaborates and refers students to EOS when appropriate