



CENTER FOR DIVERSITY AND ANCLUSION

PROGRAM QUESTIONNAIRE FOR FY 2023

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

The Center for Diversity and Inclusion (CDI) challenges the community of scholars at the University of Houston to redefine and explore diversity beyond their own experiences by participating in guided and intentional programming, workshops, and leadership opportunities. Since fall 2014, CDI has been *empowering, educating* and *engaging* UH students by partnering with student organizations, campus departments, academic areas, and hosting signature programs and workshops.

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

The Center for Diversity and Inclusion provides avenues that build equity and inclusion on our campus community and enhance cultural awareness of our diverse student population. From our first year on campus when we hosted "Black In America" with journalist Soledad O' Brien as a part of our Speaker Series, to 2015 when we began leading diversity sessions at all New Student Orientation for all incoming students; from when we created the RISE Diversity Leadership Certificate program in partnership with the Center for Student Involvement LeadUH Series in 2017 to more recently, when our staff helped the campus respond to the murder of George Floyd and an increased need for diversity education. We responded by providing community spaces for healing, promoting racial justice and developing a greater understanding of difficult societal issues. We continued to meet the need for diversity education this past year with over 65 facilitated conversations and presentations across dozens of departments and organizations, inside and outside of DSAES. These are just a select few ways that our department is able to consistently and actively help respond to the need on campus.

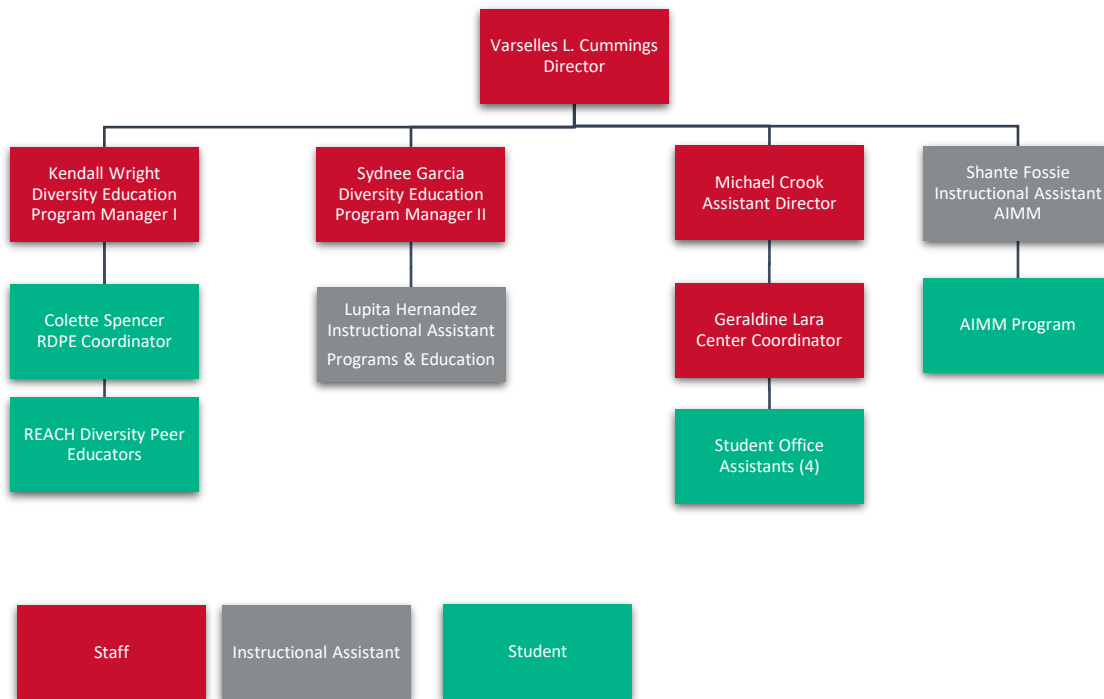
The Center for Diversity and Inclusion benefits the UH student population by leading efforts that cultivate the diversity on campus and directly and positively impact the Division of Student Affairs and Enrollment Services strategic initiatives and the university's retention and graduation goals.

The Center serves as a voice for students' whose voices often go unheard through our educational programming, initiatives, and advocacy efforts such as being a voice on committees and consulting with campus departments on creating inclusive environments.

Recognizing the challenges that some students face with understanding what it means to be inclusive, the Center works with faculty and staff to promote understanding, belonging, and create a more welcoming campus environment for all students. Working in conjunction with other offices to ensure policies and practices for UH students are comprehensive while working to remove systemic barriers, is also a primary responsibility for the Center. Through every one of our programs, initiatives, and conversations we embrace the rich diversity we have on campus and make it an experience for the entire campus community. Once on campus the Center for Diversity and Inclusion fosters a global learning community for students that provides a richer collegiate experience.

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

Center for Diversity and Inclusion Staff



3. List your unit's strategic initiatives and action steps identified for the 2020-2021 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.

DSAES Plan: (http://www.uh.edu/dsaes/about/strategic_plan.html)

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

Goal: Create semester-long cultural education experience for students using the Houston area as the classroom	
DSAES Strategic Initiative: <i>Student Success 1:</i> <i>Engage all students to intentionally develop leadership qualities, critical thinking and communication skills, diversity competencies, and personal growth.</i>	UH Goal 3 - Social Responsibility: Serve as an Exemplar for Equitable & Inclusive Community Engagement
Status: Changed: Currently crafting what this experience will look like and researching donor options.	
Goal: Develop a 6-8 week social justice leadership program for undergraduate students.	
DSAES Strategic Initiative: <i>Student Success 1:</i> <i>Engage all students to intentionally develop leadership qualities, critical thinking and communication skills, diversity competencies, and personal growth.</i>	UH Goal 3 - Social Responsibility: Serve as an Exemplar for Equitable & Inclusive Community Engagement
Status: Changed: Due to staff transition and center reorganization, we have decided to put this goal on hold.	
Goal: Expand the Inclusion Liaison Program framework to other University Sponsored Programs Renamed RSO: Blueprint Institute	
DSAES Strategic Initiative: <i>Student Success 2:</i> <i>Expand diverse experiences on exploration and education while identifying and meeting the needs of our student population through supportive, inclusive environments.</i>	UH Goal 3 - Social Responsibility: Serve as an Exemplar for Equitable & Inclusive Community Engagement
Status: Accomplished We partnered with the Center for Student Involvement (CSI) to create the RSO Blueprint Diversity Institute. Between the two teams CDI and CSI we developed the institute's curriculum with plans to have the institute fall 2021. Due to staff transition and the campus' transition back to in-person, we thought is best to revert to our initial plan to host the institute in the spring.	
Goal: #IAMUH: Strengthen #IAMUH platform to connect diverse identities to university resources.	
DSAES Strategic Initiative: <i>Student Success 5:</i> <i>Enrich the sense of connection, belonging, and shared UH identity among all students.</i>	UH Goal 3 - Social Responsibility: Serve as an Exemplar for Equitable & Inclusive Community Engagement: Support freedom of expression and diversity of views.
Status: In-progress: #IAMUH was rebranded summer 2021 and CDI hosted a Kickoff for the re-launch September 21, 2021.	
Goal: Create a Center student engagement strategy to encourage more student participation in the center activities and programs.	
DSAES Strategic Initiative: <i>Student Success 1:</i> <i>Engage all students to intentionally develop leadership qualities, critical thinking and communication skills, diversity competencies, and personal growth</i>	UH Goal 1 - Student Success: Provide a Top Tier, Inclusive Educational Experience to All
Status: In Progress: CDI is at the beginning stages of creating a Student Engagement Strategy.	

Goal: CDI Staff Development: CDI staff will provide monthly educational opportunities about aspects of diversity, programming, and facilitation skills to center staff, graduate assistant, and student leaders.	
DSAES Strategic Initiative: Student Success 2: <i>Expand diverse experiences on exploration and education while identifying and meeting the needs of our student population through supportive, inclusive environments.</i>	UH Goal 3 - Social Responsibility: Serve as an Exemplar for Equitable & Inclusive Community Engagement: <i>Bolster efforts by our students, staff and faculty to seek social justice and racial equity.</i>
Status: <i>In-progress:</i> At the beginning of every staff meeting, about 15 minutes was dedicated to improving staff morale or professional development. Example topics included, how DEI varies at different institution types, a staff share of all takeaways learned at previous conferences or how might staff apply this to work at UH. Beginning fall 2021 the CDI Assistant Director will began coordinating CDI Staff Professional Development.	
Goal: (old language) Center staff engage in biweekly mindfulness practices. (Updated language) Increase Division Cohesion around Diversity, Equity and Inclusion	
DSAES Strategic Initiative: Division Cohesion 4: <i>Foster collaborative divisional processes focused on common goals.</i>	UH Goal 3 - Social Responsibility: Serve as an Exemplar for Equitable & Inclusive Community Engagement: <i>Bolster efforts by our students, staff and faculty to seek social justice and racial equity.</i>
Status: Changed: The goal was to have bi-weekly mindfulness conversations. However the approach to staff meetings needed to be adapted during this past year. And mindfulness conversations were less of a priority. However, staff wanted to still come together as a team but focus conversations around mindful DEI work and increasing division cohesion around DEI. Quarterly the CDI team will have a meeting specifically focused on DEI efforts in the division and how our goals are aligning as well as ways in which we can support DSAES and its departments in the area of DEI.	
Goal: Online Diversity Education - Provide online diversity education trainings for the campus community.	
DSAES Strategic Initiative: Resources 1: <i>Evaluate resources to identify opportunities for efficiency, improvement, and transformation.</i>	UH Goal 1 - Student Success: Provide a Top Tier, Inclusive Educational Experience to All <i>Use innovative and creative teaching methods to elevate student learning.</i>
Status: <i>In Progress:</i> Currently in the research phase, to see what resources and university support is needed to make this goal a reality.	
Goal: Old Language: Partner with departments, student organizations, and academic areas to increase the number of new students who engage with the department. New Language: Assess the utilization of CDI programs and services to identify gaps in usage and areas of improvement to Increase the reach and sustainability of Center resources by creating and/or fostering collaborative campus partnerships	
DSAES Strategic Initiative: Resources 1: <i>Evaluate resources to identify opportunities for efficiency, improvement, and transformation.</i>	UH Goal 1 - Student Success: Provide a Top Tier, Inclusive Educational Experience to All
Status: Changed: With such a significant shift in student engagement, and significant transition in staff, in particular with a new director, the center staff decided to reflect and re-assess our current engagement to identify gaps in who is utilizing services. Then we plan to intentionally partner with other campus entities to allow us to effectively reach our targeted audiences (all of campus) and fill our gaps in service utilization by demographics.	
Goal: Evaluate and update all Center policies, processes, and procedures	
DSAES Strategic Initiative: Resources 1: <i>Evaluate resources to identify opportunities for efficiency, improvement, and transformation.</i>	UH Goal 1 - Student Success: Provide a Top Tier, Inclusive Educational Experience to All <i>Use innovative and creative teaching methods to elevate student learning.</i>
Status: Partially Accomplished/ In Progress: CDI has created a Staff Manual, updated the Student Employee Manual, and have revamped processes for marketing, processing expenditures and improved workshop request forms and processes.	
Goal: Foster relations with Houston community / organizations to seek funding for the Achievement Initiative for Marginalized Males	

DSAES Strategic Initiative: Student Success 1: Engage all students to intentionally develop leadership qualities, critical thinking and communication skills, diversity competencies, and personal growth	UH Goal 1 - Student Success: Provide a Top Tier, Inclusive Educational Experience to All
Status: <i>Changed:</i> Due to staff transition and the COVID-19 pandemic the AIMM program went on hiatus. It returned fall 2021. Once the program has been re-established the program will move forward with efforts to foster relations with Houston community organizations to seek funding for the Achievement Initiative for Marginalized Males (AIMM).	

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

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

In FY21, CDI experienced an increase of 7.7% in website traffic and a 16% increase in unique users over FY20. Instagram saw a 24% increase in followers whereas Twitter and Facebook saw a decline in users. Likely due to graduated students and decreased activity on campus. Our Instagram was where we hosted Instagram live events.

Workshop and Presentations FY21		
<i>Internal to DSAES</i>		
TAPS Force - CAPS Meeting - Consultation on Department Climate Survey	Consultation	CAPS
Student Center Diversity Discussions - Facilitated Discussion with SC staff	Consultation	Student Centers
Staff Chat - Consultation with individual staff member	Consultation	
Inclusive Coogs - Session /Camp Sampson and Domjan - Cub Camp 2021	Presentation	
Campus Rec Presentation	Presentation	Campus Rec
Diversity and Inclusion Town Halls	Presentation	
Fraternity/Sorority Presidents' Leadership Summit - Session #2 - Anti-Racism and Inclusion within Fraternity/Sorority Life	Presentation	
Harriet Film Q&A Discussion	Presentation	Student Centers
Orientation Virtual Resource Fair (Multiple Dates)	Presentation	
RA/CM In-Service 2: A Talk with CDI-Resource Sharing and Reflecting on Events	Presentation	SHRL
SHRL/CDI Presentation	Presentation	SHRL

Student Centers Student Employee Mandatory Virtual Training - Fall Training - Session # 3 Diversity and Inclusion	Presentation	Student Centers
Student Life Presents: Reality Check	Presentation	STL D&I Team
SUPERVISION: Leading with Intent (Supervisor Training)	Presentation	SLT D&I Committee
XLR: Diversity & Inclusion Workshop	Presentation	
Because I Said I Would Planning/Program	Program	Student Centers
FEP - Meaningful Relationships - Alpha Sigma Phi	Support	
FEP - Sigma Gamma Rho	Support	
FEP Interview	Support	
FEP interview - Gamma Eta Chapter - Lambda Theta Alpha Latin Sorority, Inc.	Support	
Scarlet Seals Panel (Multiple Panels)	Support	
CFSL/CDI Anti-Blackness Presentation	Training	
Rescheduled Campus Rec Presentation - Requested CDI Workshop - KW	Workshop	Campus Rec
Hunger Awareness Week - Bag Decoration in CDI	Program	Hunger Awareness Week
Election Season Preparation	Support	
IDI Individual Debrief (4)	IDI	
<i>External to DSAES</i>		
Athletic Annual Training - All Sports (15 sessions)	Training	
Black & Brown Burnout: The Realities of Racial Battle Fatigue	Presentation	System Conference
CDI/Bauer	Consultation	
CDI/BSU Chat	Consultation	
CDI/College of Arts	Consultation	
Chat w/ UHCL Diversity Office	Consultation	
City of Pearland	Consultation	
COSGA D&I Panel	Panelist	
Cummings, Varselles - Guest Speaker BLN Monthly Meeting	Presentation	BLN
D&I Committee Chat - Staff Council	Consultation	Staff Council
DE&I at Houston Public Media	Consultation	
Diversity Dialogue with UH at Sugar Land Management Team	Consultation	
Requested ELASP for Freshmen & Transfers: Diversity & Inclusion Workshop	Presentation	
Requested ELASP For Transfers/Freshmen: CDI Intent vs. Impact Workshop	Presentation	
Holding Space During a Double Pandemic	Presentation	System Conference
IDI College of Pharmacy	IDI	
IDI Debreif UHCL (16)	IDI	
Office of Administration - CDI Overview	Presentation	
Post Grad Event ASU	Program	ASU
Presidents Operation Group	Presentation	President's Operation Group
Shell/UofH D&I Opportunity	Consultation	
Staff Council Diversity 101: Exploring Your Own Cultural Identity @ 12 pm to 1 pm	Presentation	
Sugarland/Katy Training Chat	Consultation	
Tape Show with Houston Public Media: DEI Now	Interview	
Requested CDI Workshop - VC	Workshop	Bauer – UBP Emerging Leaders Academic Success Program
Requested CDI Workshop - VC	Workshop	Bauer Student Union
Requested CDI Workshop - VC	Workshop	Staff Council
Requested Workshop - Association of Latinx/Hispanic Advocates & Allies	Workshop	Association of Latinx/Hispanic Advocates & Allies

RESJ Communications Campaign Video Chat	Workshop	
RESJ Video	Special	Marcom - George Floyd Video
Sugarland Mangement Team - 9/22	Workshop	
UH STAFF COUNCIL - 10/27	Workshop	
Pakistan Student Association - 9/11	Workshop	
ALHAA - 9/14	Workshop	
College of Pharmacy - 8/17	Workshop	
ALHAA - 2/22	Workshop	
English Dept - 8/18	Workshop	

Improved Programming

During our WOW events, we received record attendance at our identity-based mixers:

Black Student Mixer - 326 attendees

Latinx/Hispanic Student Mixer – 143 attendees

1st Generation Student Mixer – 20 attendees

Asian Pacific Islander Desi American Student Mixer – 74 attendees

During the mixers, we surveyed each of our identity-based student mixers using MS Forms and were able to collect information on how students would like to be reached and what programs they would like to attend. As a result of the surveys, summary information included below, due to popular demand, CDI has decided to host monthly mixers for our student groups.

Black Student Mixer:

Text – 76%

Instagram – 56%

Email – 52%

and a notable 33% also indicated Twitter as the best way to reach them.

Types of events: Mixers, movie nights, bowling nights, and food events as top responses

Latinx/Hispanic Student Mixer:

Email - 66%

Text - 25%

Instagram - 15.3%,

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

1st Generation Student Mixer

Email – 35%

Text – 30%

Instagram – 20%

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

Asian Pacific Islander Desi American Student Mixer

Email – 46%

Text – 27%

Instagram – 8%

Mixers, cultural and social programs with food were top responses

Create a Student Engagement Plan:

Starting fall 2021 at all of our events and programs we have attendees complete a marketing survey asking them to describe what their best way to reach them would be, the types of programs they would like to see and if they would be interested in joining a focus group to talk to us more about our programs and services. We have received interest from 235 people who expressed interest in focus groups who we will reach out with and learn how we can better meet the needs of our diverse student body.

Due to low engagement among students and low response rate to virtual format presentation assessments, we don't have significant assessment data to share for workshops.

5. Please discuss any budget or organizational changes experienced since your last (FY2022) SFAC request, their impact on your programs, and your reason for implementing them. SFAC recognizes that some programs did not receive the funds that they requested, that some programs were impacted by additional expenses after the conclusion of the budget cycle, and that some programs may be ahead of or behind their self-generated income projections.

The Center for Diversity and Inclusion experienced many organizational changes in FY21. In addition to the challenges of operating remotely and navigating the unprecedented needs of a diverse campus community in a COVID-19 environment, the CDI team experienced many staff transitions. In March, our Program Manager 2, Nyocia Edwards accepted an off-campus career advancement opportunity. Five months later we were able to welcome her successor, Mrs. Sydnee Garcia.

In May, with much gratitude for the SFAC committee for funding, we welcomed the center's inaugural Assistant Director, Michael Crook.

In late July we welcomed two new Instructional Assistants, Lupita Hernandez and Shante Fossie. And now, for the first time in 4 years, the Center is now fully staffed. The team has been actively working to realign priorities and readjust to the return to campus and meet the programming and support needs of our diverse student body.

6. If your unit concluded FY2021 with a Fund 3 addition to Fund Equity in excess of \$5,000, please describe the conditions which caused the addition and provide a line-item identification of the budgetary source(s) of the addition (i.e. lapsed salary, conference travel, etc.).

We returned \$106,737 in Fund Equity. This is a result of \$66,579 in salary savings from a five-month vacancy in the Program Manager 2 role, reduced student employees working in the center, and an unfilled instructional assistant position. We are also returning \$90,158 in Maintenance and Operations and Travel funds. Due to COVID -19 there was decreased student engagement and programming from our center which resulted in less spending. There was also no staff travel due to health and safety concerns.

Salary Savings	\$66,579
<ul style="list-style-type: none"> • Program Manager 2 • Instructional Assistant • Reduced student employees 	
<ul style="list-style-type: none"> • Maintenance and Operations/Travel 	\$40,158
Total	\$106,737

7. Please list your 2022-2023 strategic initiatives and action steps in priority order and cite the specific Division of Student Affairs and Enrollment Services Values and University of Houston Strategic Goals to which they relate. Larger units may wish to group responses by subprogram. Under each strategic initiative, please state the specific action steps (programs, activities, services, policies/procedures, etc.) that you intend to implement to accomplish your stated initiative.

CDI Strategic Initiatives

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

Student Success: Champion exceptional opportunities and services to support all UH students	
CDI Strategic Initiative 1 – Develop a diversity/inclusion and global education strategy for UH students	
Action Step: Create, assess and refine the Blueprint Institute (formerly the Inclusion Liaison Program) to focus on diversity and inclusion within registered student organizations in partnership with the Center for Student Involvement. (SS2 & P1) SS2.2	
DSAES Strategic Initiative: <i>Student Success 2: Expand diverse experiences on exploration and education while identifying and meeting the needs of our student population through supportive, inclusive environments.</i>	UH Goal 3 - Social Responsibility: Serve as an Exemplar for Equitable & Inclusive Community Engagement
Action Step: Create a Center student engagement strategy to encourage more student participation in the center activities and programs. (SS5) SS5.4	
DSAES Strategic Initiative: <i>Student Success 1: Engage all students to intentionally develop leadership qualities, critical thinking and communication skills, diversity competencies, and personal growth</i>	UH Goal 1 - Student Success: Provide a Top Tier, Inclusive Educational Experience to All
CDI Strategic Initiative 2 – Implement measures to retain our highly diverse student population	
Action Step: Develop and implement a student support/networking group for black women on campus (SS1) SS5.1	
DSAES Strategic Initiative: <i>Student Success 1: Engage all students to intentionally develop leadership qualities, critical thinking and communication skills, diversity competencies, and personal growth</i>	UH Goal 1 - Student Success: Provide a Top Tier, Inclusive Educational Experience to All
Action Step: Enhance and revamp AIMM program (SS2)	
DSAES Strategic Initiative: <i>Student Success 1: Engage all students to intentionally develop leadership qualities, critical thinking and communication skills, diversity competencies, and personal growth</i>	UH Goal 1 - Student Success: Provide a Top Tier, Inclusive Educational Experience to All
Division Cohesion: Create and foster a cohesive division identity, culture and community	
CDI Strategic Initiative 3 – Provide training, facilitation to students, faculty and staff about diversity equity and inclusion	
Action Step: Host quarterly Center conversations focused on DEI Division Cohesion	
DSAES Strategic Initiative: <i>Division Cohesion 4: Foster collaborative divisional processes focused on common goals.</i>	UH Goal 3 - Social Responsibility: Serve as an Exemplar for Equitable & Inclusive Community Engagement
Resources: Evaluate, actively pursue, and leverage resources to enhance the UH experience	
CDI Strategic Initiative 2 – Implement measures to retain our highly diverse student population	
Action Step: Establish sustainable on-going racial/ethnic affinity spaces using the Discord platform (SS3)	
DSAES Strategic Initiative: <i>Student Success 3: Foster the holistic well-being of all students through coordinated, intentional services and processes.</i>	UH Goal 3 - Social Responsibility: Serve as an Exemplar for Equitable & Inclusive Community Engagement

Action Step: Research and complete grant applications that align with our designation as a Hispanic Serving Institution and an Asian Serving Institution. (R2)	
DSAES Strategic Initiative: Resources 2: Pursue and develop resources to address identified gaps and needs.	UH Goal 3 - Social Responsibility: Serve as an Exemplar for Equitable & Inclusive Community Engagement
Action Step: Foster relations with Houston community / organizations to seek funding for the Achievement Initiative for Minority Males. (R2)	
DSAES Strategic Initiative: Resources 2: Pursue and develop resources to address identified gaps and needs.	UH Goal 3 - Social Responsibility: Serve as an Exemplar for Equitable & Inclusive Community Engagement; Strengthen our partnership with Historic Third Ward and the city of Houston.
Partnerships: Forge and strengthen partnerships to expand our reach into the university and greater community.	
CDI Strategic Initiative 1 – Develop a diversity/inclusion and global education strategy for UH students	
Action Step: Increase the reach and sustainability of Center resources by creating and/or fostering collaborative campus partnerships	
DSAES Strategic Initiative: Partnerships 1: Educate and empower campus partners to be our advocates.	UH Goal 3 - Social Responsibility: Serve as an Exemplar for Equitable & Inclusive Community Engagement
Action Step: Create cultural education experience for students using the Houston area as the classroom	
DSAES Strategic Initiative: Student Success 2: Expand diverse experiences on exploration and education while identifying and meeting the needs of our student population through supportive, inclusive environments.	UH Goal 1 - Student Success: Provide a Top Tier, Inclusive Educational Experience to All; Increase the number of experiential learning opportunities that prepare students to excel in their chosen fields.
CDI Strategic Initiative 3 – Provide training, facilitation to students, faculty and staff about diversity equity and inclusion	
Action Step: Reintroduce the campus' Diversity Consortium. (P1)	
DSAES Strategic Initiative: Partnerships 1: Educate and empower campus partners to be our advocates.	UH Goal 3 - Social Responsibility: Serve as an Exemplar for Equitable & Inclusive Community Engagement

8. Recognizing that the potential to generate additional Student Service Fee income for FY2023 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 FY2023 base Student Service Fee budget request and provide a line-item explanation of where budgetary cuts would be made.

If the Center for Diversity and Inclusion were to reduce our base budget (\$352,662) by 5%, (a total of \$17,633.10) we would cut our Frontier Fiesta sponsorship that supports multicultural based organizations participating in Live at 5 (\$1,500). In addition, we would cut Diversity Institute, the only free day-long diversity-related conference on campus (\$11,000), and we would have to significantly down size Culture Connect Week, an educational week of multicultural performances, lectures and student organization collaborations, by removing half of the programming for that week (\$3,700). We would also have to reduce the marketing initiative budget (\$1,433.10) which we rely heavily on to increase our reach and awareness. This would result in, significantly limiting the Center’s signature programs that celebrate and educate our diverse UH community.

CDI Initiative	Budget Cut
Live@5 Collaboration	\$ 1,500
Diversity Institute	\$ 11,000
Culture Connect Week	\$ 3,700
Marketing	\$ 1,433.10
Total	\$ 17,633.10

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

The Center for Diversity and Inclusion receives ledger one funding to support the director's salary and benefits and a portion of one of the diversity education program manager's salary and benefits.

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

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

The Center for Student Empowerment (CSE) hosts similar programs as the Center for Diversity and Inclusion. CSE caters to a smaller subset of the campus population while CDI caters to the campus-wide population. CDI also partners with many campus departments within Student Affairs and Enrollment Services and Academic Affairs to host diversity related programs.

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