

# S&A Annual Financial Report Questionnaire

## Diversity and Equity Center (FY2019)

1. *Please provide an explanation of how the program plans to spend the budget in each line item of the Annual Financial Report. Items that are vague, such as "contract services" should be clearly explained. Please include an explanation of increases or decreases from the previous year's expenses.*
  - a. From FY18 to FY19, salary and wage increased for staff due to the creation of a director position which began 7 months into FY 19. Student staffing has fluctuated (up to 12 student staff) depending on the support needed for programs and support for professional student staff as the professional staffing model has re-adjusted to support a director.
  - b. For Goods and Services, most costs reflect programmatic supplies that ebb and flow based on yearly initiatives; in part this was lower in FY18 than FY19 due to having transition of full-time staff. Notably, facilities costs increased quite a bit due to physical moves from Barge, the SURC and Black Hall. In FY 19, the cost of renovating Black Hall to be a student-ready space is reflected through the increase in Repairs/Maintenance. Notably, travel also increased as the DEC used funds to send student delegations and professional staff alike to conferences for professional development including the White Privilege Conference and Students of Color Conference in FY19 which reflect an effort to expand knowledge, capacity and skills for our campus community and provide developmental opportunities to stay current.
  - c. As the director, I was only in my role for the last 5 months of FY19, which may contribute to gaps in knowledge or differences of interpretation. I welcome any additional questions!
2. *What was your fund balance at the end of the year? If positive or negative, please provide a detail explanation.*
  - a. For FY2019, there was carryforward in the amount of \$86,875. This money was used to purchase furniture for the Diversity and Equity Center in FY2020, which included furniture including chairs, tables, desks, whiteboards and soft seating for the multipurpose room, front desk, student staff workspace, reception and conference room areas.
3. *Have alternative (non-S&A Fee) funding sources been pursued to the fullest possible extent? If yes, please elaborate. Please list all funding received for this program and the source(s) of the funding.*
  - a. The Diversity and Equity Center does not receive any non S&A sources of funding; at current the only additional sources of funding are from the Foundation and are specific to supporting specific initiatives and/or communities such as Native American students or non-traditional student honor societies.
4. *Are there any long-term obligations or contracts associated with this funding request?*
  - a. The Diversity and Equity Center's S&A request includes 4 full time employee salaries/benefits in addition to student staff, all of whom are vital to the needs of the center.

- b. Additionally, long term-obligations include support for traditions keeper events such Parade of Nations.
- 5. *Does your program provide employment opportunities for students? Please explain the nature of student employment within your unit, including total FTE and number of students employed.*
  - a. In this past year, the Diversity and Equity Center employed up to 12 student staff. These students co-create and execute engagement opportunities such as programs, workshops and support to ESC organizations. These are para-professional roles that amplify the work of professional staff and also serve as opportunities for students to hone in specific skills with regard to program planning, graphic design, and working with groups/teams. Students work up to 20 hours per week and are also provided with professional development opportunities including travel to conferences and on-campus opportunities to network and grow skill sets related to their work and for their success as students.
  - b. The DEC has four FTE's: OA3, two assistant directors and a director.
- 6. *How many students utilize the services and activities provided by your program? Describe how statistics are obtained and provide demographics as applicable.*
  - a. In FY2019, most activities were tracked by attendance including clicker counts at cultural awareness programs (i.e. Day of the Dead, Parade of Nations). Throughout the year, over 1000+ students have attended the following events: Day of the Dead, Haru Matsuri, Operation Elf, Parade of Nations, Shaun King (guest speaker) and Diversity Awards. These are noted by "clicker count" and do not include demographic information. Additionally, all first-year students interact with the DEC during Wildcat Welcome Weekend. An important consider also includes cultural graduation celebrations through ESC (i.e. Raza Grad, Lavender grad) – 300+ students attend these graduations which are student-led through ESC, but supported by DEC staff with assistance to navigate policy & procedures needed.
  - b. Finally, the DEC supports anywhere from 10-60 students individually each year through one-on-one support provided by FTE staff. Staff meet with students to explore their own identities. Examples include topics like LGBTQ+ identity, seeking undocumented student resources and experiencing bias related to race/ethnicity. This also includes advising and support for students facilitating diversity and social justice work on campus and ranges to event-based coaching to referrals to other resources such as counseling, case management or financial support and are often sustained over the course of months or even multiple academic years.
  - c. Notably, the number of students attending a program does not necessarily reflect success; more accurate measures of impact include student learning, connection to communities, and a sense of belonging. For FY2020, the DEC is engaging in assessing impact in this way in addition to collecting statistical information such as the number of program attendees or number of events created and also tracking usage of our physical center.
- 7. *How do you asses the effectiveness of the services and activities you provide to students? Is student input collected and used in this process?*
  - a. The Diversity and Equity Center uses program evaluations for most workshops and engagement events. We receive a large amount of anecdotal feedback from participants and students who frequent our center. Additionally, after each event, the students in charge engage in a debrief to analyze strengths, growth areas and opportunities for the next time. We engage in a formal feedback process from our student staff and invite *feedback in person*.

8. *Does your program have an advisory committee? If so, in what capacity is it involved in your budgeting process?*
  - a. During FY 2019, the Diversity and Equity Center had an advisory council. This council determined how \$10,000 worth of funds would be allocated to student events via a fund request process.
9. *What would be the impact to students if this program's funding were increased by 15-20%? What would be the impact to students if this program's funding were decreased by 15-20%?*
  - a. Looking at *total* funding, the impact of a 15-20% increase could include additional staff and/or capacity to create events related to first-year retention and focus on serving students of color, undocumented students, LGBTQ+ students at deeper levels. It would allow the DEC to develop more resources that directly address and respond to some of the challenges that individuals/communities experience on campus. It would ultimately allow the DEC to do more in-community support. Right now, the DEC focuses a large amount of engagement in providing educational opportunities that expose students to understanding *why* diversity and social justice is important. In doing so, there is an imbalance in providing opportunities for those *experiencing what it means to hold marginalized identities* and build skills to be successful and thrive at CWU. There is a clear need for increased support in this area.
  - b. Decreasing funding by 15-20% would be devastating. It would have a direct impact on the amount of students employed by the Center in addition to smaller budgets for engagement opportunities. At a time where the student body is diversifying, identities have become politicized and targeted, and there is energy to promote inclusive practice, decreasing funding would jeopardize student support.
10. *What are your program goals or learning/operational objectives? How are you assessing the effectiveness of your program in achieving those targets?*
  - a. Learning goals/operation objectives:
    - i. Promoting learning across both similarity and difference
    - ii. Centering the experiences of marginalized groups and individuals and campus (and providing support around identity development)
    - iii. Cultivating opportunities for exposure, awareness, and exploration related to identity, culture and inclusive practice
    - iv. Creating a physical space on campus for community to gather and thrive (including meeting spaces for student clubs & orgs)
    - v. These will be assessed in FY2020 through anecdotal feedback, surveys and structured community engagement sessions.