

STUDENT DIVERSITY INITIATIVES

A YEAR IN REVIEW
2013-2014



Student Diversity Initiatives
THE UNIVERSITY OF TEXAS AT AUSTIN



THE UNIVERSITY OF TEXAS AT AUSTIN
**DIVISION OF DIVERSITY AND
COMMUNITY ENGAGEMENT**

TABLE OF CONTENTS

Introduction.....	3
Theme I: Supporting Student Success Through College and Beyond.....	5
Theme II: Supporting Student Leadership.....	14
Theme III: Promoting Excellence In Staff and Services.....	17
Theme IV: Strengthening Our Impact By Working Together.....	19
Conclusion.....	21
Appendix A: Theoretical Framework Informing SDI.....	22
Appendix B: By the Numbers.....	25
Appendix C: Strategic Plan.....	44
Appendix D: Committees Served.....	54
Appendix E: Presentations Made.....	55
Appendix F: Flyers.....	56
Appendix G: Staff.....	82

INTRODUCTION

Student Diversity Initiatives at a Glance

Student Diversity Initiatives (SDI) is housed within UT Austin's Division of Diversity and Community Engagement (DDCE). DDCE advances socially just learning and working environments that foster a culture of excellence through diverse people, ideas, and perspectives. DDCE engages in dynamic community-university partnerships designed to transform lives.

SDI envisions a campus where proud, well-rounded and academically successful students are equipped with the skills necessary to advance social justice work through education, engagement, and advocacy. The purpose of SDI is to provide UT students with resources to reach their academic goals, while nurturing a diverse student body population.

SDI includes the Multicultural Engagement Center and the Gender and Sexuality Center: Serving Women and LGBTQA Communities. SDI centers work with students to develop programs that support students' academic success and develop leadership skills. SDI programs empower students to become engaged scholars who advance diversity and equity. Through the resources that students encounter in each center, they are able to achieve academic excellence while engaging in community building and social justice education. Please see **Appendix A** for article on theoretical framework that informs SDI.

In its strategic plan for 2013-2018, SDI has committed to four key goals:

1. supporting SDI-affiliated students to become successful scholars and effective leaders;
2. serving as a model in advancing social justice education and diversity programming and thereby promoting academic excellence;
3. maintaining and developing positive and productive relationships with other campus units, institutions, alumni, and off-campus communities, so as to enhance and support a diverse student body population; and
4. championing the promotion of an inclusive and welcoming campus climate through advocacy and diversity reporting.

SDI Centers, Agencies, and Projects

The Multicultural Engagement Center (MEC) seeks to transform lives by providing diverse educational opportunities and support services for students. The MEC houses six student agencies, staffed by over 50 student officers. The agencies are:

- Afrikan American Affairs (AAA)
- Asian Desi Pacific Islander American Collective (APAC)
- Latino Leadership Council (LLC) – Currently named Latino Community Affairs
- Native American and Indigenous Collective (NAIC)
- Students for Equity and Diversity (SED)
- Queer People of Color and Allies (QPOCA)

The Gender and Sexuality Center (GSC) provides opportunities for all members of the UT Austin community to explore, organize, and promote learning around issues of gender and sexuality. The center also facilitates a greater responsiveness to the needs of women and the LGBTQ communities through education, outreach, and advocacy. The GSC houses the **Feminist Action Project**, the **Ana Sisnett Library and Peers for Pride**, among a variety of other programs and projects.

Our Work in 2013-2014

In the 2013-2014 academic year, the programs of Student Diversity Initiatives reached over 19,627 students, staff, and faculty members through workshops, training events, programs, and the varied on-site services of the Multicultural Engagement Center and the Gender and Sexuality Center. (Appendices to this report include detailed records of these activities.) Throughout the year, professional and student staff along with student volunteer leaders concentrated on supporting student success, enhancing student leadership, promoting excellence in staff and services, and working in concert to strengthen the combined impact of the Centers on campus.

The themes identified below seek to articulate the major work of SDI in the 2013-2014 academic year.

THEME I: SUPPORTING STUDENT SUCCESS THROUGH COLLEGE AND BEYOND

At its core, Student Diversity Initiatives fosters the academic and personal success of UT students. This work took on several areas of focus in 2013 and 2014: expanding the scope of cultural events to promote academic success and student retention; providing emotional and financial support to improve retention and sustain student presence on campus; and making interventions to improve campus climate.

Theme One: Supporting Student Success

Focus Area 1.1: Expanding the scope of cultural events to incorporate elements that support academic success and student retention

The varied programs of the Multicultural Engagement Center and the Gender and Sexuality Center are well known for their popular and engaging cultural events. These large public events often introduce the programs of the Centers to the student body. This year, SDI consciously worked to include information and resources about academic matters and professional success in these events, creating new conduits to campus and community resources that promote academic achievement. As an example of the type of academic achievement SDI supports, in 13-14 of the 14 seniors that were formally engaged with the MEC (meaning they were members of one of the MEC's agencies), 12 of the students (86%) graduated in 4 years or less. Of the other two, one was a double major and graduated in 5 years and the other graduated in 4.5 years.

“Adding the resource fair and offering raffle prizes and scholarships is more in line with the role of SED on this university campus, so it was great to see that change come about.”

Rocío D. Villalobos
Social Justice Education Coordinator,
Multicultural Engagement Center

Student groups associated with the MEC and GSC integrated a greater focus on academic and community resources from the first opportunity, using welcome events to connect students with information designed to support their success at UT. **Steps for Success** is the major annual welcome event of the student group Students for Equity and Diversity. Traditionally, the program has featured a social mixer and a step show with dance performances by student organizations. In the 2013-2014 school year, event organizers concentrated on how Students for Equity and Diversity can better support students of color on campus. The Steps for Success Resource Fair was geared towards incoming first-year students and transfer students in order to inform them about various services the university offers as well as to provide an opportunity for them to meet and learn

more about diverse and multicultural student organizations on campus. Organizers invited student organizations and university-wide resources to participate in a resource fair, which was well attended throughout the event. Organizers also shifted funds in the event budget from food and giveaway items to raffle prizes and scholarships for students, awarded at the event.

You Bring Out the Asian American in Me (YBO) is the signature fall welcome program of the Asian Desi Pacific Islander American Collective (APAC). This large event, geared towards showcasing Asian American talent and University resources, takes place in the Union Ballroom and consists of a Resource Fair followed by entertainment. Over the past several years, APAC has coordinated with Campus Events + Entertainment's Asian American Culture Committee to produce and host this large event. For the Fall 2013 YBO, APAC student leaders also highlighted the organization's important partnership with the Center for Asian American Studies (CAAS). APAC introduced a new element to the successful event, raising awareness about Asian and Asian American Studies at UT through

a slideshow discussing the history of CAAS, information about CAAS courses offered for the 2013-2014 academic year, and several speeches from students about majoring in Asian American Studies.

Similarly, the organizers of the **Four Directions** welcome program made a commitment to work with local Native-owned businesses and to emphasize the presence of substantive information over performances. In 2013, **Four Directions** was the first program held by the newly established Native American and Indigenous Collective, an organization that resulted from the recent merger of the Longhorn American Indian Council with student group NAISA (Native American and Indigenous Students Assembly). Four Directions, attended by over 125 people, was set up on Gregory Plaza as a marketplace, featuring various University departments, local community groups, and traditional art activities. Juan Mancias, Tribal Chairman of the Carrizo/Comecrudo Tribe of Texas shared information about indigeneity in Texas.

Theme One: Supporting Student Success

Focus Area 1.2: *Providing emotional/psychological, spiritual and financial support to students of color, indigenous students, women and LGBTQA students to improve retention and sustain student presence on campus.*

The Multicultural Engagement Center and the Gender and Sexuality Center are each more than hubs for diverse programming. The professional staff, student staff, and volunteer student leaders work hard to sustain open, welcoming physical spaces that create important opportunities for students to access networks of support. Approximately **100 to 200 people come into each Center every day** to speak individually with staff, attend meetings of affiliated student organizations, study together, use the lending library or the public computers, or gather informally. In addition to maintaining several conference rooms that can be reserved for meeting space, the GSC keeps its public space open between 9:00 a.m. and 7:00 p.m. Monday-Thursday, and 9:00 a.m. to 5:00 p.m. on Fridays. The MEC space is open between 8:30 a.m. and 6:00 p.m. Monday through Friday. Student staff at the MEC also use the space and make it available on the weekends and afterhours as a study space. The Centers have configured the spaces with tables for studying, computers for public use, and lounge areas with couches and chairs to encourage students to use their facilities. The public space that the MEC and GSC provide is the heart and soul of both Centers. It is because of these spaces, and how they serve as channels of support, that students refer to the MEC and GSC as their “second home” or “family” away from home. It is a daily occurrence to see students doing homework at the Centers, discussing personal issues, or dialoguing spontaneously around campus issues. More than one student organization has been born from informal conversation in an MEC or GSC student lounge.

“This place saved my life!! So thankful for the staff.”

— A student comment on a 5-star review of the GSC on Facebook



Individual Support from Staff

MEC and GSC staff members offer a range of support to individual students. Staff members talk with students about academic interests, course offerings, and professors, as well as referring students to the appropriate University offices and academic advisers for in-depth academic questions. Students also bring personal concerns to MEC and GSC staff. More than 10,000 students called or walked in to the GSC in 2013-2014 for individual advising, for example. In the 2013-2014 year, individual conversations with students spanned a wide variety of topics, ranging from disclosing LGBTQ identities, dealing with homophobia on campus, coping with mental health concerns, navigating campus mental health resources, and substance abuse issues. Throughout the year, SDI professional staff and student staff provided valuable individual support to students who approached them; staff also personally connected students with campus resources such as Student Legal Services, Services for Students with Disabilities,

Student Government, Events and Entertainment, Dean of Students, Leadership and Ethics Institute, the Office of Student Financial Services, Student Ombuds Services, Student Judicial Services, and Student Emergency Services.

GSC Staff Addressed Unique Concerns of LGBTQ Students

In 2013-2014, as LGBTQ students confronted complex life issues, they turned to GSC staff for assistance. A number of students approached GSC staff when considering “coming out” to their parents or other family members. Disclosing lesbian, gay, bisexual, or transgender identities can too frequently not only destabilize familial relationships but also jeopardize parental support for student presence at school. GSC staff members are well equipped to help students think through their personal decisions about such disclosure, and in the past academic year, students accessed SDI staff as a resource on this matter. The GSC was also called upon by individual students contending with homophobia in classroom settings. A testimonial letter from another University employee describes the effect of such individual conversations: “[A student] told me she came into the GSC yesterday in tears because of homophobic slurs that were being spoken and not addressed in her class. She really felt better and empowered after speaking with you, and I thank you for that.”

Activities and Events

SDI programming extends the reach of individual support through events and initiatives that help students develop strength, resilience, and resources for success. SDI activities in 2013-2014 included a host of such programs.

Women Healing Women Retreat for Women of Color

Recognizing the particular challenges that women of color students face, Students for Equity and Diversity holds an on-campus discussion group series particularly intended for women of color students. In 2013-2014, the on-campus discussion series culminated in a daylong, off-campus retreat. Approximately 15 women of color undergraduate students, graduate students, and staff members spoke together about their experiences, creating a sense of community among students who can feel isolated with their challenges. Contending with the multiple barriers, threats, and microaggressions that attend various forms of oppression is draining and distracting for students who are personally targeted by social injustice. SDI programming offers ways for students to explore these issues while receiving support to refocus themselves on their academic goals, aspirations, and efforts to lead the way to a more just community.

Native American and Indigenous Student Symposium

The Native American and Indigenous Collective hosted its third annual Native American and Indigenous Student Symposium in March of 2014. This year’s symposium was dedicated to addressing the violence directed at Native American, Indigenous, and First Nations people and the ways communities resist and heal from such assaults. The three-day event included on-campus events, including academic presentations by noted scholar, feminist, and anti-violence activist Andrea Smith, and a retreat at the Indigenous Women’s Network’s Alma de Mujer retreat center. In recognition of the difficult personal nature of the subject matter, the event incorporated healing ceremonies for students.

Gloria Anzaldúa Luncheon Honoring Queer Feminists of Color

QPOCA’s newest signature event, the Gloria Anzaldúa Luncheon, is both a celebration and a space for education

centering on honoring women of color feminists who study and organize at the intersections of multiple identities. The 2013 luncheon, held at the MEC, featured queer and disability advocate Mia Mingus speaking on the intersections of queerness, community, and disability. Students appreciated the opportunity to celebrate and honor one another for their social justice leadership as well.

“In any given program, [QPOCA members] are tackling sexism, racism, ableism, capitalism, colorism, assimilation and the in between of it all. They do a lot with limited resources and time. This is why I feel events like the luncheon are needed. It’s a time to take a respite from fighting and to shift towards healing and creating community.”

- Tony K. Vo, MSSW, Outreach/Program Coordinator, MEC

SDI programming helps students build community and develop a strong sense of positive identity. Programs such as the **2014 APAC Heritage Week** and **2013 New Black Students Weekend** offer students context for their own experiences through the stories of role models and discussion of the history that informs current student life. As part of the **2014 APAC Heritage Week**, CAAS Assistant Director Sona Shah held a workshop on Asian American Identify Formation, sharing her own journey through understanding her cultural and social identities, highlighting relevant Asian American history, and creating space for students to explore their own experiences confronting issues of assimilation and internal cultural dilemmas. **New Black Student Weekend** similarly brought students together to hear the stories of those who have navigated the path students are currently facing. This overnight event featured activities, speakers, workshops, and open dialogue between nearly 70 first-year students, 30 upperclassmen, and 4 full-time staff to build community and share resources with new black students. The program’s goal is to increase black students’ leadership, academic, and social success during their first year at UT-Austin.

SDI programs also helped provide financial support to assist students in pursuing their studies. In addition to the scholarships that Students for Equity and Diversity provided through the 2013 Steps for Success event, the MEC student agency Afrikan American Affairs once again sponsored its annual **For Us, From Us Scholarships Barbeque**. FUFU scholarships are funded by the efforts of upperclassmen and presented to first-year students of African descent who exhibit academic success along with outstanding initiative and involvement in the UT community. FUFU scholarship applications are reviewed by the For Us, From Us Scholarship Committee and selected by staff. The FUFU Barbeque is the largest student-financed social and recognition event within UT’s Black community and hosted over 220 Black students, alumni, faculty, and staff in 2014.

Finally, with an understanding of the cultural and familial contexts that can strengthen student support networks, SDI staff members offer resources to help the families of students more effectively support their UT students. Staff provides valuable information to family members through informal conversations, and also through more formal opportunities as they arise. For example, in 2014 MEC staff participated in a Leadership Panel through Con Mi Madre, a local nonprofit organization that works with young Latinas and the women in their families to help young Latinas to graduate high school college-ready. MEC staff presented to mothers on ways to support their young Latina daughters in college.

Theme One: Supporting Student Success

Focus 1.3: Making interventions to improve campus climate

At its broadest and most meaningful, supporting long-term student success means establishing a campus climate that facilitates the highest academic achievements of all students. The staff and student-run agencies of SDI engage in a variety of creative activities that build institutional support for historically marginalized students and dismantle the obstacles confronting students of color, native and indigenous students, women and LGBTQ students on campus.

“I think that the most meaningful part by far is the opportunity the students have to walk across the stage with the people who helped them get to that point by their side – people who in many cases never had the opportunity to pursue higher education themselves.... Having a ceremony that’s student-led and bilingual has ultimately created a different dynamic that’s appealing to graduating seniors.”

Rocío Villalobos on Latino Leadership Council’s Latino Graduation

SDI programming highlights and celebrates student achievement. Dedicated graduation ceremonies such as **Latino Graduation**, **Black Graduation**, and **Lavender Graduation** create spaces for students to celebrate their successes in community with people who understand where they have come from and what they have come through to reach graduation. These more intimate ceremonies incorporate family members, mentors and alumni networks. For the 2014 **Black Graduation**, for example, the Texas Exes Black Alumni Network provided its first \$1,000 Lifetime Membership Scholarship to a student who wrote an essay about the identity “Black Longhorn.” These community graduation events also provide motivation and inspiration for the juniors, sophomores, and first-year students who are following in

the footsteps of the graduating seniors. Latino Graduation and Black Graduation are both planned by student agencies. In 2014, student organizers from Afrikan American Affairs requested assistance from a group of faculty and staff in envisioning the program for the 19th annual Black Graduation, which ultimately celebrated the graduation of 121 undergraduate, seven Masters, and four Doctoral students, with nearly 250 people in attendance. **Latino Graduation** celebrated approximately 70 graduating students. **Lavender Graduation** is a special graduation ceremony that honors the achievements of graduating lesbian, gay, bisexual, transgender, queer, and ally students on campus. Co-hosted by the Gender and Sexuality Center and the UT Queer Students Alliance (QSA), Lavender Graduation demonstrates the success of LGBTQ community members in a personal, entertaining, and celebratory way. As in years past, in 2014 Lavender Graduation also included an LGBTQ alumni celebration.

The **RAISE Awards** are another forum for celebrating student achievement in community. Each year, APAC holds an awards ceremony in partnership with the Asian/Asian American Faculty Staff Association (AAAFSA). This ceremony honors achievement among Asian American students, faculty, and staff. More than 80 people attended the event in 2014, which featured the director of the Asian American Resource Center (AARC) as the keynote speaker.

SDI programming asserts a place for students of color and LGBTQ students on campus, and asserts that UT is a place where students of color and LGBTQ students are celebrated. Of course, graduation and awards ceremonies occur at one end of the academic journey. MEC and GSC activities also influence how students and families perceive their entrance into UT and their daily presence on campus.

- Afrikan American Affairs worked with MEC staff to sponsor **Black Family Day** as part of Parents' Weekend, including presentations by Black organizations, information about Black Studies (JLWCAAAS, AAADS, and IURPA), and the Black History Tour.
- In the Spring, Black student organizations joined in **Black Empowerment Week**, sponsored by the Black President's Leadership Council, a coalition of Black student organizations. Black Empowerment Week encapsulated the many Black history programs held in February in order to promote greater attendance and cohesion. Black student organizations cancelled their general meetings during the week to emphasize the community initiative and an event promoting the cultural, professional, historical, and/or future of Black students on campus and in the world took place each night of the week.
- The **"I Am" Campaign**, APAC's initiative to raise visibility of Asian Americans on campus and promote diversity and inclusion for all, shared images and brief narratives of students throughout the entire Spring semester.
- The **QPOCA Bloq Party** held on Gregory Plaza in September 2013 brought information about QPOCA and other LGBTQ organizations to 500 students who participated in the public resource fair.

Removing Obstacles

No college or university exists at a complete remove from the challenges of our larger world, and at UT-Austin, as at colleges and universities across the country, campus climate can present barriers to success. SDI addressed the challenging aspects of campus climate in the 2013-2014 academic year through ongoing events, annual programs, and timely responses to incidents and issues as they arose.

This year marked the 25th anniversary of the founding of the Multicultural Engagement Center. (See the special feature under Theme Four.) At the time of its founding, only 35% of Black students and 45% of Latino students graduated in five years or fewer, and many African American and Latino students left the university without graduating. As an MEC founder, Michael Davis, stated in an anniversary profile written by Leslie Blair for the Division of Diversity and Community Engagement, "As we looked at the conditions that drove that trend, we found feelings of isolation. Students of color often came from small school environments or from a tight familial network to this very large university. It was easy for them to feel lost. We realized students needed a bridge."

Twenty-five years later, in Spring 2014, the Black President's Leadership Council held the first-ever summit to identify current challenges among the active Black population on campus and create a unified agenda to address obstacles to success. More than seventy-five emerging and established leaders gathered for the State of Black UT, a daylong summit dedicated to the Black community at UT. In preparation for the **State of Black UT** summit, student officers within Afrikan American Affairs gathered data on students' perceived engagement, comfort, and identity formation within the Black community. AAA presented this material at the summit as a springboard to peer-facilitated group discussions to identify current challenges among the active Black population on campus. At the conclusion of the small discussion groups, participants reconvened to prioritize common themes. AAA plans to carry forward the agenda items so that the Black President's Leadership Council can engage in eliminating the barriers identified through the summit.

A number of campus-wide events originating through programs of the GSC and MEC sought to counter harmful attitudes and increase the visibility of marginalized groups and their concerns.

- Bringing attention to the continuing presence of native and indigenous people at UT, NAIC sponsored a public observance of **Indigenous People's Day**. Indigenous People's Day is an event that reexamines Columbus Day by challenging the dominant narratives surrounding the "discovery of America" by Christopher Columbus. Held on Columbus Day/ Indigenous People's Day (October 14, 2013), the event featured a drum circle, food, sugar turtle painting, a parade from Jester East to Gregory Gym, performances by Danza Mexica-Azteca and a symbolic petition for community, students, faculty, and staff to sign asking for acknowledgement of Indigenous Peoples' Day. Over 100 students, faculty, and staff attended the program throughout the day.
- GSC sponsored a poetry reading by **Sister Outsider**, attended by nearly eighty students. Sister Outsider is the duo of Dominique Christina and Denice Frohman, currently the top two female slam poets in the world, who tour across the country as performing artists, educators, and activists. They perform work that connects deeply personal stories to a diverse range of social and political issues. UT students responded with enthusiasm and interest to the poetry that explored Latina identity, immigration, and undocumented youth; racism and segregation in the deep South; homophobia and privilege; surviving sexual abuse; and the inequalities of the U.S education system.
- Mindful of the pervasive attitudes around women's bodies that jeopardize health and impede opportunities for women, in October 2013, the GSC collaborated with Voices Against Violence and the Counseling and Mental Health Center to sponsor the popular writer, editor, and performer Lindy West as a guest speaker for UT's **8th Annual National Young Women's Day of Action**. Lindy West's work uses humor and entertainment to address issues such as body image, rape culture, and social justice. More than 100 people attended the luncheon, which also featured an opening performance from Voices Against Violence.
- When the Center for Asian American Studies and the Division of Diversity and Community Engagement invited scholar Deepa Kumar to deliver a public talk on the construction of **Islamophobia**, APAC took steps to extend the impact of her visit by holding an **invitation-only workshop** for thirty student leaders. Dr. Kumar and participating students discussed how Islamophobia manifests in the U.S. and at UT, and how student groups and administration supporters may work to dismantle it.

Responding to Specific Incidents

In November 2013, the topic of immigration became a flashpoint on campus when the Young Conservatives of Texas, a UT student group, proposed "Catch an Illegal Immigrant Day." Leaders at many levels of the administration, including the University President and the Vice President for Diversity and Community Engagement, made statements in opposition to the event. **MEC's Latino Leadership Council led efforts to coordinate with the University Leadership Initiative (ULI) to organize a counter-demonstration** and encouraged ULI to use the MEC in order to organize and prepare for the counter-demonstration. The group quickly received national attention and was able to create widespread understanding of why the event was problematic and damaging to the UT student body population. Hundreds of faculty, staff, and students joined the counter-demonstration to show their support for the undocumented student population at UT. Young Conservatives of Texas ultimately cancelled their plans.

Ongoing Programs

“Livy works in the College of Engineering and called to ask me how to make a form more trans* friendly. She passed along the suggestions and they were implemented!”

GSC
Staff
Member

In addition to responding to specific incidents and sponsoring major events, GSC and MEC staff and student leaders carried out ongoing programming to create an accessible, equitable campus. The GSC Education Program offers workshops and professional development training to ensure that students, staff, and faculty on campus have accurate information about LGBTQ people. In the 2013-2014 academic year, GSC staff and student presenters provided 20 departmental trainings and presentations, 51 classroom trainings and presentations, 14 trainings to student organizations, 11 trainings and presentations in residence halls, 4 trainings to Residence Assistants, and five trainings outside of UT campus, for a total of **112 presentations to 2,778 people**. The GSC is recognized on campus as a valuable educational resource;

all but seven of these 112 presentations were specifically requested from the GSC. The training sessions included 21 Ally Toolkit workshops, which teach people how to include and advocate for LGBTQ people at UT. In 2013 and 2014, GSC staff offered two “open ally” workshops for any interested participants across campus.

Gratitude from UT Libraries

“Thank you so much for sharing your time, energy, and ideas with the UT Libraries Diversity Action Staff Interest Group this afternoon. The roundtable was such a perfect and exciting idea – thank you for suggesting it, for imagining this conversation into being!

The roundtable was a wonderful beginning to what we hope will be a long and vibrant relationship. We appreciate the tools you shared with us, your experience and observations, that will energize our advocacy at the Libraries. And we are grateful for the ideas you shared; we already have a follow-up meeting to get to work on these, so you will hear more from us.”

GSC also offered 24 workshops through **Peers for Pride**, a student-led theatre for social change program. Student educators in Peers for Pride complete a year-long class on LGBTQ issues, in which they write and perform monologues to illustrate the challenges facing LGBTQ people. With the support of GSC staff, students facilitate discussion about the issues raised in their monologues. In addition to providing requested trainings in classroom, residence life, and professional development settings, Peers for Pride also held four public performances between Fall 2013 and Spring 2014.

The MEC continually strives to promote a diverse and inclusive campus for all students at UT by engaging in outreach to high school students and communities of color. Throughout the year, the MEC conducts efforts with other units on campus to promote higher education among high school students of color. The demographics of UT increasingly reflect those of Texas, and the 2013 incoming freshman class was majority minority, with nearly 51% students of color enrolling at UT. It is important to note, however, with regard to the African-American population, UT’s Black student enrollment in 13-14 was approximately 4%, while the African-American community comprised over 12% of Texas’ population. In partnership with other UT entities, the MEC worked with high school program coordinators and staff to host groups of high school students on campus. MEC

staff and student leaders hosted or facilitated culturally relevant campus tours, classroom presentations, student panel Q&A sessions, and residence hall tours for prospective students.

In addition to this range of student-led and staff-supported initiatives, MEC and GSC staff engage in a variety of ongoing work to promote an inclusive campus climate. Staff **provide students with access to the MEC library and the GSC Ana Sisnett Library**, work with student groups to **host film screenings to raise visibility** of marginalized populations, and **advise student academic projects that improve campus climate**, such as one graduate School of Social Work project that resulted in a vetted referral list for people who provide professional services to transgender people and strengthening of the infrastructure for a new student group, Trans*Action.

Administrative Efforts

In 2013-2014, SDI staff engaged with a range of campus-wide efforts to create a welcoming, inclusive, and accessible campus that supports the wellbeing and success of all UT students.

- SDI Director Ana Ixchel Rosal acted as part of the Campus Climate Response Team and participated in the Campus Culture Council, which works to implement the Division of Diversity and Community Engagement's long-term campus culture goal. She also served as the Advisor for the Diversity and Equity Student Advisory and Action Committee. The SDI Director also joined then-GSC Education Coordinator Shane Whalley on the Diversity Education Initiative's Advisory Committee, helping to inform the direction of DEI.
- Tony Vo and Rocío Villalobos, MEC Program Coordinators, contributed along with the SDI Director to the Confronting Islamophobia Working Group, a collaboration between the Center for Asian American Studies, the Campus Climate Response Team, Campus Diversity and Strategic Initiatives, the Office of the President, and several other departments and centers that promote Islamophobia awareness and initiate programs to help Muslims on campus deal with the varieties of hostility that they might encounter.
- GSC Program Coordinator Liz Elsen and MEC Program Coordinator Tony Vo participated in several committees dedicated to addressing interpersonal violence on campus, particularly relationship violence, sexual assault, and hate crimes.
- MEC and GSC professional staff participated in faculty and staff associations such as Asian/Asian American Faculty Staff Association, the Black Faculty and Staff Association, and the Pride and Equity Faculty Staff Association, which aim to improve equity at all levels of the university.
- As members of planning and steering committees, GSC and MEC staff also took part in strategic thinking to support the effectiveness of academic centers such as the Center for Women and Gender Studies and the Center for Asian American Studies.

With the understanding that many aspects of campus life bear on campus climate, **SDI representatives also served on several committees that do not address diversity primarily but have bearing on campus climate, such as the Counseling and Mental Health Center Advisory Committee and the Wellness Network**. SDI participated in search committees for Counseling and Mental Health Center staff members being hired to specialize in LGBTQ and African American populations. SDI's presence as part of the Wellness Network informed the perspectives and strategies the campus-wide coalition took as it assessed and addressed students' health needs.

Although this list is already extensive, one of the core SDI values stated in the current strategic plan recognizes the importance of building successful and authentic coalitions. In accordance with this value of interconnected community, in 2013-2014, SDI began an inventory of additional University committees addressing student affairs that could benefit from SDI presence.

THEME 11: SUPPORTING STUDENT LEADERSHIP

Helping students develop their leadership capacity is a key goal of the SDI centers.

In addition to supporting the academic success of students, student leadership is at the heart of each center. SDI is able to accomplish its mission through the meaningful responsibilities taken on by MEC and GSC student staff. In the spaces themselves, **student staff members make it possible for both the MEC and the GSC to succeed** in the multiple roles that they fulfill in the UT community. Students provide staffing for extended hours, maintain the centers' libraries, provide programming assistance, and facilitate the complex dynamics of these accessible, open spaces. They maintain an awareness of activities and student needs within the centers and understand when to call in professional staff for support.

The GSC benefits from the strong efforts of the **GSC Student Leadership Committee** to increase the profile of the GSC across campus and ensure that the mission of the GSC continues to be understood as including women's issues along with LGBTQA programming. A group of seven to ten students serve on the Student Leadership Committee, developing and implementing promotional strategies and planning and leading public programming. In 2013-2014, the GSC Student Leadership Committee met at least monthly to organize activities such as the public "privilege walk" that brought conversations about oppression and allyship out of the GSC into public spaces on campus.

Students also lead the **Feminist Action Project** at the GSC. Supported by one student staff member, student volunteers hold regular Feminist Action Project meetings and plan and execute activities such as the print and digital production of a feminist zine and the weekly **Feminist Fridays**, a successful discussion series that brought 10-25 students into the space each week in 2013-2014. Students active in the Feminist Action Project developed a list of topics that impact women's lives, such as stalking, relationship violence, portrayals of women in the media, and men's roles in feminism. GSC student staff co-facilitated the conversations. Carrying this work a step further, in March of 2014 the Feminist Action Project held the two-day Feminist Action Project Conference, featuring keynote speaker Kim Katrin Crosby, an award-winning multidisciplinary artist, activist, facilitator and educator.

"Feminist Fridays give students the chance to apply what they're learning in the classroom to real-life situations. In these conversations, they are thinking about their lives in the context of the theory that they're learning."

Ana Ixchel Rosal, SDI Director

The **Peers for Pride** program, a GSC initiative that reached over 500 students in 2013-2014, provides **student-led education about LGBTQ lives** and strategies that all members of the University community can use to take up the role of an effective ally to LGBTQ people. Peers for Pride peer facilitators participated in a semester of learning about LGBTQ issues and facilitation and education skills. Each student developed a monologue for use in Peers for Pride workshops, and then performed the monologues and co-facilitated dialogue in undergraduate, graduate, staff, and faculty settings across the University.

In the MEC, in addition to the student staff who keep the space functioning, **student staff lead the six funded student organizations, or agencies, that are housed within the MEC**. These twelve students provide leadership

and direction for all of the programming for the MEC, from the welcome programs in the fall through the graduation ceremonies in the spring, with unpaid student organization members lending strong support on specific initiatives. Whether in paid and unpaid roles, student leaders move SDI's agenda forward. MEC and GSC professional staff support student leadership by advising students on developing program content, securing facilities, selecting speakers, building budgets, and creating evaluation methods. SDI staff helped students envision and implement the intended impact of their programming.

Cultivating Leadership

- SDI-affiliated leadership development programs provide training and networking opportunities for a diverse group of student leaders. In 2013-2014, **APAC sponsored the Asian American Leadership Institute**, a six-week peer facilitation program that addresses social justice, identity formation, and community building. Over 30 participants engaged in AALI in 2013-2014 a record number for the program. Student leaders took responsibility for all of the logistics, and, with some with advising from MEC professional staff, developed and facilitated the lesson plans.
- **Queer Leadership Institute is QPOCA's signature leadership program**, aimed primarily at providing a space for students to engage in social justice issues related to QPOC populations. Usually a 5-week program, in 2014 QLI was condensed into a weekend-long off-campus retreat. This allowed the ten students who attended the opportunity to deeply engage in social justice issues over the course of a weekend. QPOCA student officers led participants through discussions and exercises on topics such as allyship, creating safe space, being a community advocate, and creating sustainable community.
- The 2014 **Black Student Leadership Institute**, titled "**Powerful Beyond Measure**" brought together over 70 current and future African American leaders for a day of workshops, panels, and speakers that focused on key elements of effective leadership within the black community. The Black Student Leadership Institute convened black collegiate leaders together from Huston Tillotson University, Texas State University, St. Edwards University, and the University of Texas at Austin for leadership training and community development to promote a deeper sense of community, enhanced leadership skills, and the motivation to impact the world around them.
- Students for Equity and Diversity organized the 2013-2014 **Multicultural Leadership Institute**, a five-week program that offers first-year and sophomore students the necessary tools, skills, and experiences to become better and more effective leaders. Approximately 20 students each semester participated in the program, where they learned about a different social justice issue each week. By the end of the program, students had met and learned from several members of different social justice organizations on campus. At the completion of the program, students developed and led informational sessions for prospective UT students and parents during Explore UT.
- LLC developed and facilitated the **Latino Leadership Institute (LLI)**, a 6-8 week leadership program that develops skills among freshman and sophomore students. Through a combination of workshops, visitation programs, and volunteer opportunities, LLI advances leadership development and social justice education and provides vast networking opportunities. Students who participate in LLI work with individual mentors throughout the program and are also invited to join the annual Latino

"We've seen AALI participants go on to hold elected positions in numerous Asian American organizations; APAC is creating positive community changes through such programs."

Tony Vo,
MEC Outreach &
Program Coordinator

Leadership Summit. Past participants have completed this program and have become successful leaders both on and off campus for communities in need.

- The **Latino Leadership Council** also led a **successful two-day Latino Leadership Summit** in April 2014. At the summit, “One Step Forward/Un Paso Adelante,” student leaders identified the challenges facing Latino communities on college campuses and explored strategies for overcoming these challenges. LLC received event co-sponsorship from Campus Events + Entertainment Events Co-Sponsorship Board. Through these activities, LLC members have developed advocacy skills and a proficiency for building relationships that allowed them to **take on leadership in bigger and broader campus initiatives**. In 2013, for example, students from LLC successfully advocated for Student Government resolution AR16, which stated support for undocumented students within the UT community.
- In 2013, MEC staff coordinated a new program, the **Changemakers** series, which helps students learn more about what leadership means and looks like using a social justice framework, both in and beyond college. Through the Changemakers speaker series, students make connections with community members working for social justice and develop a broader understanding of how one might advocate for diversity and equity.
- MEC also connected UT students with social justice leaders in the Austin community through its **Desserts for Leaders** event in Fall 2013. Approximately 70 students from a variety of student agencies and organizations attended Desserts for Leaders, where they heard presentations from leaders such as Nicole Marín Baena of Cooperation Texas, Kellee Coleman of Mamas of Color Rising, Cristina Tzintzún of Workers Defense Project, Andrew Willis Garcés of Austin Immigrant Rights Coalition, Kymberlie Quong Charles of Grassroots Leadership, and Rockie González of Casa Marianella. 2013 was the first year that the MEC invited community leaders from outside the university. This expansion of the event created networking opportunities for students and expanded their understanding of leadership.

THEME III: PROMOTING EXCELLENCE IN STAFF AND SERVICES

Theme Three: Promoting Excellence in Staff and Services

In 2013, SDI staff members completed SDI's first joint strategic plan, outlining the goals, objectives, and activities of the MEC and the GSC for the next five years. Among the foundational values named in the strategic plan is a commitment to sustain the highest level of integrity and quality of work in order to inspire excellence and responsible management of our resources. Putting this principle into practice, in 2013-2014, SDI staff engaged in reflective learning in support of evaluation and program excellence, as well as making the time to increase their own professional capacity through a variety of professional development opportunities.

Theme Three: Promoting Excellence in Staff and Services

Focus Area 3.1 *Guiding Implementation of the Strategic Plan*

2013-2014 was the first full year of joint implementation of SDI's strategic plan. MEC and GSC staff met biweekly to coordinate movement on the strategic plan. Staff created a set of implementation tracking sheets to monitor and spur progress towards goals and objectives. This year saw an important shift as SDI staff worked together to develop methods for helping student leaders **align agency programs with SDI's identified goals and strategies**. As part of this strategic alignment, SDI staff have worked with student officers in affiliated student organizations on developing program content, maintaining organization records and budget documents, implementing leadership development efforts to ensure smooth leadership transitions, reaching outside of SDI to impact campus climate, and engaging in strategic efforts to identify and address issues of concern for students historically underserved on campus.

A New Eye for Evaluation

When SDI staff began to focus on evaluation, the shift in perspective helped some positive trends become more clear.

Current MEC Director Brandelyn Franks Flunder made special note of the 132 accomplished Bachelor, Masters, and Doctoral degree earners who participated in the 2014 Black Graduation Ceremony. She explained that among the graduates were Gateway, TIPP, Rapoport, Truman and Presidential Scholars; Bill Archer Fellows; students who completed study abroad to Nicaragua, Beijing, London, and Italy; and students who completed internships in Washington DC, San Francisco, New York, and Chicago. Many of these 132 graduates were the same students who attended Afrikan American Affairs' New Black Student Weekend in 2010, won the FUFU Scholarship in 2011 (all four of them), sought leadership development through Black Student Leadership Institute, and served on the leadership team of Afrikan American Affairs. As Brandelyn Franks Flunder writes, "the Multicultural Engagement Center's Afrikan American Affairs makes a [measurable] impact on this campus even when we aren't calculating it!"

Theme Three: Promoting Excellence in Staff and Services

Focus Area 3.2 Increasing Program Evaluation

SDI staff members gave special attention in 2013-2014 to integrating program evaluation into the work of the centers. In accordance with the Measures of Success listed in the Strategic Plan, SDI staff worked to develop assessment rubrics for individual activities and overall efforts, and to help students consider program evaluation at the beginning of their program planning processes and throughout implementation.

Theme Three: Promoting Excellence in Staff and Services

Focus Area 3.3 Research and Professional Development

Research

SDI staff spent time researching multicultural centers at other large universities, with an eye towards discovering possible areas of improvement or innovative best practices that could be adapted to UT's MEC. SDI staff researched the services and structure of similar multicultural resource centers at California State University-Los Angeles, Emory University, University of Central Florida, University of Oregon, University of California-San Diego, University of Washington-Seattle, and University of Wisconsin-Madison. SDI staff communicated with staff of other centers via email and Skype and an MEC Program Coordinator traveled to Wisconsin for a site visit with the Multicultural Student Center, while the MEC Program and Outreach Coordinator conducted a site visit at the University of Washington-Seattle while travelling for professional development.

Professional Development

The commitment to continuing education is part of the commitment to excellence that SDI holds central. In 2013-2014, the MEC Assistant Director attended A Dream Deferred Conference, The College Board's flagship national event for student life professionals who focus on the unique academic needs and challenges of Black and African American students. The MEC Program and Outreach Coordinator attended the national conference of the Association of Asian American Studies, which was held in Seattle.

GSC staff attended the annual conference of the National Women's Studies Association as well as "Creating Change," the national annual organizing and skills-building conference for the lesbian, gay, bisexual and transgender community and their allies. The GSC Education Coordinator attended a facilitation workshop that provided advanced training in facilitation, education, and group process leadership. A GSC staff member also took part in LeaderShape, serving as a cluster facilitator at the weeklong student leadership retreat and learning a great deal about student development and leadership. Throughout 2013-2014, SDI staff at the MEC and the GSC extended the value of this continuing education by providing ongoing staff development for student staff at regular meetings and special events.

THEME IV: STRENGTHENING OUR IMPACT BY WORKING TOGETHER

2013-2014 marked the first full year of SDI's implementation of its strategic plan, and the two sister centers concentrated over the year on developing the processes and practices that would allow them to operate fully as a team.

Shared Operations

In the biweekly meetings, SDI staff concentrated on processes to reduce duplication and increase effectiveness. They shared information on SDI participation in campus-wide committees, engaged in professional development and skill sharing sessions, identified potential for collaboration in center outreach efforts, and worked to develop consistency around hiring, evaluation, and center practices. In 2013-2014, SDI staff developed:

- a set of questions to ask all job candidates regarding their knowledge of social justice,
- language ensuring that all job descriptions include a knowledge base on social justice issues, and
- common rubrics for program evaluation and assessment.

SDI staff also worked with students to complete joint assessment projects that assessed both the MEC and GSC and student development.

Throughout the year, the MEC and GSC experienced improved operations on a day-to-day level with an expanded team that encompassed the staff of both centers. Functioning as a true team strengthened SDI as a whole; the MEC and GSC benefited from sharing perspectives and human resources with each other without adding administrative costs.

Joint Programming

In 2013-2014, the MEC and GSC created a growing number of joint products and engaged in shared programming. SDI staff worked together to generate listings of resources for students in both centers, including:

- a listing of courses related to social justice topics,
- a listing of leadership development opportunities and conferences,
- a directory of academic resources, and
- a directory of health promotion resources.

SDI staff also increased their coordination of programming. They worked together to create a vision for the SDI calendar, compiling a shared list of commemorative dates to observe in programming and sharing articles regarding those commemorative dates. They planned for MEC and GSC open houses and focus groups together and shared resources on best practices in programming.

MEC and GSC presented shared programming throughout the year. During Indigenous Peoples' Day in October, NAIC teamed with the Gender and Sexuality Center and Queer People of Color and Allies to screen "Two Spirits," a documentary about gender diversity. Participants appreciated this topic appearing as part of the Indigenous Peoples' Day activities. As one student wrote of the effect of the film screening, **"I liked what one two spirit said about not wanting to just be 'tolerated' but accepted. I'm going to try to be more accepting and not just tolerant."**

25th Anniversary of the Multicultural Engagement Center

The events surrounding the 25th anniversary of the MEC were a collaborative highlight of 2013-2014. The MEC presented a week of activities between March 24 and March 28.

- Latina/o Leadership Council presented **Covering Up the Stereotypes**, a public art project on the Student Activity Center Plaza to paint over some of the common stereotypes that affect the Latina/o community.
- Asian Desi Pacific Islander American Collective (APAC) presented **The Diversity Wall** on Speedway Plaza to open up conversation about the meaning and value of diversity.
- Students for Equity and Diversity (SED) presented a film screening of **“These Birds Walk,”** a documentary of runaway children and those who look after them at the Edhi Foundation in Karachi, Pakistan. The event included a question and answer session with one of the directors after the screening.
- Queer People of Color and Allies (QPOCA) presented **QTALKA: A Panel Discussion on Allyship and Identity** to give space to discuss what QPOC folk expect from allies, how to navigate a white campus from a QPOC perspective, and how to build community.
- Afrikan American Affairs (AAA) presented a film screening of **“The New Black,”** an award-winning documentary that highlights the struggle for human rights and gay marriage within the African American community.
- Native American Indigenous Collective (NAIC) presented the **Third Annual Native American and Indigenous Student Symposium**, with a keynote speech by scholar, feminist, and anti-violence activist Andrea Smith and an evening performance by the award-winning hip-hop artist Frank Waln.
- The Multicultural Engagement Center presented **Justice Jubilee, a student-led, carnival-themed social justice celebration** on the East Mall. The event, which attracted 450 participants, featured 25 booths designed to entertain students and educate people about injustice.

CONCLUSION: BUILDING A SOCIALLY CONSCIOUS COMMUNITY OF ENGAGED SCHOLARS

Student Diversity Initiatives carries out a unique responsibility within the UT community. SDI directs attention both to the particulars of the experiences of students of color, native and indigenous students, and women and lesbian, gay, bisexual and transgender students, and to the broadest benefits of fully realized diversity for the entire UT community. While seeking to develop and support students academically, SDI nurtures students who can bring about a more just and equitable campus and a better world at large, SDI speaks directly to the core purpose of UT itself: to transform lives for the benefit of society.

In 2013-2014, the Multicultural Engagement Center and the Gender and Sexuality Center demonstrated that the work of education and social change is best accomplished when acting in unity. The students and staff of the MEC and the GSC collaborated with one another and with academic and student life units across campus to inspire academic and personal success, support student leadership, promote excellence, and strengthen SDI's collective impact across the campus as a whole.

APPENDIX A: THEORETICAL FRAMEWORK INFORMING SDI BY BRANDELYN FLUNDER

Created in 2010 under the Division of Diversity and Community Engagement, Student Diversity Initiatives is comprised of the Multicultural Engagement Center and the Gender and Sexuality Center: Serving Women and LGBTQA communities. Student Diversity Initiative's mission is to work with students to create safe spaces where they can pursue academic interests, develop leadership skills, and advocate for communities. Through social justice education and community building, SDI empowers students to challenge inequity, marginalization and injustice.

Student Diversity Initiatives works in several capacities to improve the experiences of all students at the University of Texas at Austin, with particular consideration given to marginalized and underserved communities. Student Diversity Initiatives staff have identified three themes that exemplify our contributions to the University of Texas at Austin and the Division for Diversity and Community Engagement.

A. Retention: Student Diversity Initiatives helps to retain students of color and LGBTQA students by providing safe spaces to form peer groups and allies. Alexander Astin (1984) sets forth his greater degrees of involvement, which are defined as "the amount of physical and psychological energy that the student devotes to the academic experience." Specifically, he uses two of his five postulates to explain the critical task of building community on a college or university campus. Involvement helps to create connections between faculty and staff and allow students to have a greater belief in their personal worth (Schlossberg, 1989). Students gain an awareness of their mutual relatedness and understand that community is sometimes critical to human survival (Schlossberg, 1989). SDI gives space and resource for involvement to occur by diminishing feelings of marginality and heightening a sense of personal importance. Through these interactions, students learn strategies to combat experienced racism, sexism, homophobia, and to better cope with overall discrimination.

In various ways, several scholars have found that LGBTQ and/or ethnic community peers can provide resources to empower and resist internalized oppression (Dancy 2010; Jones & Shorter-Gooden, 2004; Valverde & Castenell, 1998). Such strategies range from macro-level theory of teaching about systems of power to everyday micro-level experiences as negotiating direct conflict. Student Diversity Initiatives is dedicated to improving retention of marginalized students. Structurally, The Gender and Sexuality Center and the Multicultural Engagement Center have Education Program Coordinators who offer social justice workshops, as well as diversity dialogue programs that give students the opportunity to form peer groups, create strategies, and engage in relevant campus debates. Fortified with a sense of community, awareness and self, and validation of identity, students are able to achieve greater academic success (Rendon, 1994) in the classroom.

B. Leadership and Identity Development: Students Diversity Initiatives facilitates several programs that encourage leadership and identity development for students. Student development generally occurs in two fashions: through students' participation in leadership/identity-based curriculum programs, and through experiential learning within a program planning process.

Dynamic, cutting-edge Leadership Institute/Conference programs allow Student Diversity Initiatives to engage students on both the individual and community level. Such programs within the Multicultural Engagement Center include the Asian American Leadership Institute, Black Student Leadership Institute, Latin@ Leadership Institute, and the Latin@ Leadership Summit. Similarly the Gender Sexuality Center works with the Feminist Action Project towards a spring conference. Student Diversity Initiatives grounds leadership education curriculums in student affairs research that offers several models for identity-specific development (Komives & Woodward, 2003). In summation, much of the identity development models suggest a continuum in which the individual progresses from an affinity of mainstream ideals and self-identification towards a positive recognition of their own difference in larger society (2003). Furthermore, when students create their own identity based programs through Student

Diversity Initiatives, they not only develop throughout a self-authorship process, but they also exhibit identity development growth. Such progress is evident in programs like *You Bring Out the Asian American in Me* and *Queer Prom*, where students affirm, promote, and celebrate their difference.

C. Student and Campus Climate: By providing programs that educate about racial, cultural, and community differences, Student Diversity Initiatives improves the overall student climate pertaining to diversity and inter-community relations. With debate arising around Affirmative Action and Diversity recruitment policies, several scholars have conducted research to better understand the impact of such diversity programs for the “general” campus community, particularly white students. Tanaka (2003) found that white students preferred institutions that address diversity and multiculturalism adequately, so as to gain intercultural competency skills for the global labor market.

King and Magolda (2005) refer to a related process called “Intercultural Maturity”, in which students can develop cognitive, intrapersonal, and interpersonal skills by engaging with diverse identity groups and challenging their own perspectives. Gurin, Dey, Hurtado, and Gurin (2002) found that students who engage in topics about diversity and community difference improve their active thinking skills, intellectual engagement and motivation, and a variety of academic skills, as well as perspective-taking, citizenship engagement, and their racial/cultural understanding. Through assessment and everyday interaction, Student Diversity Initiatives staff has seen an increase in such skills and understanding. For example, each year the Gender and Sexuality Center and the Multicultural Engagement Center asks students to critically examine life experiences through assessment prompts or “journals.” Students have shown tremendous growth in being able to recognize where they have power and privilege, and/or understanding how their identities connect to community life.

Student Diversity Initiatives aims to be at the forefront of Student Affairs practices regarding the delivery of multicultural services. The Education Program Coordinators are constantly looking for ways to convey social justice principles that are contemporary and relevant. Staff is working to establish programming that addresses the whole student body and collaborating with various departments to increase its connection to the academic curriculum. And, evident by consistently expanding programs, students believe strongly that there is a need for this type of work and continue to strive towards building community.

Bibliography

Astin, A. W. (1984). Student involvement: A developmental theory for higher education. *Journal of College Student Personnel*, 25(4), 297-308.

Dancy, T. (2010). *Managing diversity: (Re)visioning equity on college campuses*. New York: Peter Lang.

Gurin, P., Dey, E., Hurtado, S., and Gurin, G. (2002). Diversity and higher education: Theory and impact on educational outcomes. *Harvard Educational Review*, 72(3), 330-366.

Jones, C. & Shorter-Gooden, K. (2004). *Shifting: The double lives of black women in America*. New York: HarperCollins.

King, P. & Magolda, M. (2005). A Developmental Model of Intercultural Maturity. *Journal of College Student Development*, 46(6), 571-592.

Komives, S., & Woodward, D. (2003). *Student services: A handbook for the profession* (4th ed.). San Francisco: Jossey-Bass.

Schlossberg, N. K. (1989). Marginality and mattering: Key issues in building community. In Roberts, D.C. (Ed.), *Designing campus activities to foster a sense of community* (pp. 5-15). San Francisco: Jossey-Bass.

Rendón, L. (1994). Validating culturally diverse students: Toward a new model of learning and student development. *Innovative Higher Education*, 19(1), 33–51.

Tanaka, G. (2003). *The intercultural campus: Transcending culture and power in American higher education*. NY: Peter Lang Publishing.

Valverde, L., & Castenell, L. (1998). *The multicultural campus: Strategies for transforming higher education*. Maryland: AltaMira Press

MULTICULTURAL ENGAGEMENT CENTER 2014-2015 EVENT NUMBERS

Date of Event	Event Title	Location	Presenters, Panels, Tables	Sponsoring Agency	Subject, Topic	Targeted Population	# of Contacts	Co-Sponsoring Organizations
August 23-25, 2013	New Black Student Weekend	Camp Highland Lakes Spicewood, TX	Ashley Stewart Dowell	AAA	Welcome Program "The 2017 Experience"	Black first years (freshmen or transfer)	69	Cockrell School of Engineering, Plan II Honors, College of Education, LBJ School, Department of RTF, Department of Philosophy, Dean Lillian Mills-Department of Accounting, Department of Economics, Middle Eastern Studies, Department of English, Longhorn Center for Civic Engagement, College of Liberal Arts
September 25, 2013	Four Directions	Gregory Gym Plaza	NAIS, GSC, Indigenous Cultures Institute, QPOCA, AAA	NAIC	Welcome Program	Native first years	75+	NAIS
October 14, 2013	Indigenous Peoples Day	Gregory Games Room	NAIS, GSC, Indigenous Cultures Institute, QPOCA	NAIC	Native Americans Discovered Columbus	UT community	75+	NAIS
October 19, 2013	Black Family Day	Spanish Oaks Terrace	ASA, Front & Center, Elite Precision, Urnoja	AAA	Welcoming Black families to UT to introduce them to faculty and staff	Black students, parents, faculty, and staff	121	University Residence Hall Association
November 19, 2013	Fall Harvest Dinner	SAC Ballroom South	Juan Menzias and Son Armando	NAIC	"Feast On This"	UT Community	50	None
December 5, 2013	Fall Black Graduation	San Jacinto Multipurpose Room	Kevin Foster	AAA	"Lifting As We Climb"	Black seniors, parents, students, faculty and staff	47	University Residence Hall Association, University Co-op
September 5, 2013	You Bring Out the Asian American in Me	Union Ballroom	APIDA Students	APAC	Asian American Identity	Asian American	350	E+E's ACC
September 5, 2013	Blog Party	Gregory Plaza	LGBT + QPOC Organizations	QPOCA	QPOC resource fair	QPOC + Allies	500	University Co-op
Oct-Nov. 2013	Asian American Leadership Institute (AALI)	MEC	Sona Shah, Tony Vo, Students	APAC	Asian American Identity Formation/Leadership Development	Asian American Freshmen/Sophomore	40	None
September 13, 2013	Confronting Islamophobia	SAC 1.118	Deepta Kumar	APAC	Islamophobia	UT Community	27	CAAS/DDCE
February 19, 2014	State of Black UT	San Jacinto Multipurpose Room	Choquette Hamilton Kyle Clark	AAA	Finding solutions for the issues facing Black students on campus	Black students, faculty, and staff	60	Black President's Leadership Council

APPENDIX B: BY THE NUMBERS

MULTICULTURAL ENGAGEMENT CENTER 2014-2015 EVENT NUMBERS

APPENDIX B: BY THE NUMBERS

February 22, 2014	Black Student Leadership Institute	Various locations in SAC	Choquette Hamilton, Kyle Clark, DeAunderia Bowers, Curtiss Stevens, Mark Douglass, BGS&A, Dr. Elizabeth Medina, Vecente Coatney, Sugar Ray Destin, Tiffany Tillis, Dallahwrence Dean, Neil Connor	AAA	Black student leadership, professionalism, study abroad	UT and area universities and staff	72	Black President's Leadership Council, Black Graduate Students Association, Black Faculty and Staff Association
March 27-29, 2014	NAIC Spring Symposium	CLA	Audra Simpson, Andrea Simpson, Frank Wain, Luis Urrieta, Tekina-eru Maynard, Tane Ward	NAIC	"Violence Against Native & Indigenous Identities: Unearthing and Healing Our Communities"	UT community	100	Alma-de-Mujer Center for Social Change, Native American and Indigenous Studies (NAIS), Multicultural Engagement Center (MEC), Division of Diversity and Community Engagement (DDCE), Events CoSponsorship Board (ECB), Center for Mexican American Studies (CMAS), Project Males, Department of History, College of Liberal Arts
April 27, 2014	Black Essence Awards	Winkle Centennial Suite	None	AAA	Celebrating Black Excellence	Black students, faculty, and staff	87	JLW CAAS
May 3, 2014	For Us, From Us Scholarship and BBQ	East Mall	None	AAA	Black Family Reunion	Black students, faculty, and staff	223	KAP, Umofa, Alpha
May 15, 2014	Spring Black Graduation	Texas Union Ballroom	Jinneh Dyson	AAA	Advancing the Dream: Forty Acres and a Degree	Black students, faculty, and staff	400	Division of Diversity and Community Engagement, Afrikan American Affairs, AADS, John L. Warfield Center
Total							2146	

APPENDIX B: BY THE NUMBERS

GSC EDUCATION PROGRAM NUMBERS

Date of Program	Title of Training	Location	Presenters, panelists, tabling	Organization	Subject or topic	Population	# of contacts
8/2	LGBT101	SSW 1.214	Shane Whalley	Padilla - UGS course	LGBT101	undergrad	18
8/8	Ally Toolkit	CLA 2.606	Shane Whalley	Academic Advisors	Ally work	staff	12
8/15	LGBT101	BUR 212	Shane Whalley	Residence Assistants	vocab, identities, issues	undergrad	80
8/15	LGBT101	BUR 212	Shane Whalley	Residence Assistants	vocab, identities, issues	undergrad	80
8/16	Identities panel	SSB 5th floor	Shane, Ixchel, Rocio	CMHC	working with minorities	staff	40
8/19	Behind closed doors	Carothers	Shane Whalley	Res life	trans identities	undergrad	80
8/28	Ally Toolkit	SAC 2.112	Shane Whalley	individual	Ally work	staff	1
8/29	Trans 101	Jefferson Building	Shane Whalley	Texas Child Study Center	trans identities	staff	14
9/4	LGBT101	CMHC Conference Room	Shane Whalley	VAV	LGBT101	undergrad	15
9/9	Diversity Conversation	SZB 104	Shane Whalley	Daley - Human Sexuality Class	Identity Wheels	undergrad	90
9/9	Diversity Conversation		Shane Whalley	Daley - Human Sexuality Class	Identity Wheels	undergrad	90

APPENDIX B: BY THE NUMBERS

GSC EDUCATION PROGRAM NUMBERS

9/9	Diversity Conversation	SZB 104	Shane Whalley	Daley - Human Sexuality Class	Identity Wheels	undergrad	90
9/10	Ally Toolkit	CLA 1.302B	Shane Whalley	Soc Dept	Ally work	faculty and GA's	25
9/12	Diversity Conversation	SSW 2.132	Shane Whalley	Rountree Pedagogy class	language	PhD students	7
9/14	Gender Neutral Language	off campus	Shane Whalley	Trans Ed Network of TX	language	community members	8
9/16	LGBT101	Nur 5.178	Shane Whalley	Kavita Radhakrishnan,	LGBT101 and Medical issues	grad students	32
9/18	Working in the LGBT field	SSW	Shane Whalley	Social Work Career Services	Working in the LGBT field	SW students	5
9/18	Ally Toolkit	CLA 1.304	Shane Whalley	Longhorn Link mentors	Ally work	undergrad	13
9/24	LGBT101	Jester A307A	Shane Whalley	Healthy Sexuality Peer Ed	lgbt101	undergrad	16
9/25	Trans 101	SAC 2.112	Shane Whalley	GSC	trans identities	open	10
9/25	Lgbt101/pfp	Jester West	Shane, Donnesh, Alexander	Res life	PfP	undergrad	14
9/27	Trans 101	GSC	Shane Whalley	GSC	trans identities	grad students	2
10/2	Ally Toolkit	BUR 436A	Shane Whalley	Religious studies	Ally work	GA/faculty/staff	6
10/2	Trans 101	Jester East	Shane Whalley	Res life	trans identities	undergrad	12
10/3	Ally Toolkit	BUR 436A	Shane Whalley	Religious studies	Ally work	GA/faculty/staff	5
10/8	Ally Toolkit	SAC 2.120	Shane Whalley	GSC	Ally work	faculty/staff/students	20
10/8	Out in the Workplace	GDC 2.210	Shane Whalley	OSTEM	out in the workplace	undergrad	11

APPENDIX B: BY THE NUMBERS

GSC EDUCATION PROGRAM NUMBERS

10/9	Ally Toolkit	BMC 5.214	Shane Whalley	Comm grad students	Ally work	grad students	10
10/15	LGBT 101	SSW 2.112	Shane Whalley	Social Work -- social justice	lgbt basics	undergrad	26
10/16	LGBT 101	SSW 2.112	Shane Whalley	Social Work - practice class	lgbt basics	grad students	17
10/16	LGBT 101	BEL 858	Shane Whalley	Healthy Sexuality Peer Ed	lgbt basics	undergrad	22
10/16	Ally Toolkit	Roberts Hall	Shane Whalley	Res life	Ally work	undergrad	11
10/16	Peers for Pride	SSB G1.104	Shane, Madi, Sam Archer	Peer Leadership Educators	PfP	undergrad	9
10/17	Peers for Pride	SSW 2.112	Shane, Donnesh, Matty	Social Work, Social Justice	PfP	undergrad	26
10/18	Peers for Pride	SSW	Shane, Donnesh	Social Work, Social Justice	PfP	grad students	75
10/21	LGBT 101	SSW	Shane Whalley	Social Work, Social Justice	lgbt basics	undergrad	22
10/21	LGBT 101	SSW 2.122	Shane, Kora, Matty	Intro to Social Work	PfP	undergrad	36
10/22	Good girl/real man boxes	SAC 4.118	Shane Whalley	Cultural Antro class	gender roles	undergrad	20
10/22	Good girl/real man boxes	SAC 4.118	Shane Whalley	Cultural Antro class	gender roles	undergrad	18
10/22	Trans 101	UTC 4.110	Shane Whalley	Human Rights Week	trans identities	undergrad	14

APPENDIX B: BY THE NUMBERS

GSC EDUCATION PROGRAM NUMBERS

10/23	Trans 101	SSW	Shane Whalley	Social Work, Social Justice	trans identities	undergrad	22
10/23	What Goods are we really being sold	SAC	Shane Whalley	FAP	Gender in the media	undergrad	5
10/24	Peers for Pride	Jester West, Fireplace lounge	Shane, Sujata, Julius	Res life	PfP	undergrad	15
10/30	Ally Overview	CLA 0.130	Shane Whalley	QSA	ally basics	undergrad	35
10/31	LGBT 101	NOA 1.124	Shane Whalley	Dr. Bigler UGA course	lgbt basics	undergrad	30
10/31	Peers for Pride	SSW 2.116	Shane, Alexander, Kora, Sujata	Social Work, Social Justice	PfP and basics	grad students	25
11/1	LGBT 101	SRH 3.124	Shane Whalley	LBJ: Issues in Public Affairs and diversity	lgbt basics	undergrad	22
11/5	Bisexuality	SAC 2.120	Shane Whalley	GSC	bisexuality	open	8
11/5	Trans 101	UTC 4.110	Shane Whalley	UGS 303/ Hubbard	trans identities	undergrad	50
11/5	Identities wheels	Duren lobby	Shane Whalley	Res life	Identity Wheels	undergrad	8
11/7	LGBT 101	UTC 3.120	Shane Whalley	GLIE leadership class	lgbt basics	undergrad	18
11/11	Peers for Pride	CBA 2.400	Shane and Sam A.	BBA Program office Peer advisors	PfP	undergrad	16
11/12	LGBT elders	SSW 2.130	Shane Whalley	Social work	lgbt elders	undergrad/grads	13

APPENDIX B: BY THE NUMBERS

GSC EDUCATION PROGRAM NUMBERS

11/12	LGBT grief and loss	SSW 2.130	Shane Whalley	social work	lgbt grief and loss issues	undergrad/grads	17
11/13	GSC as case study	SSW 2.116	Shane Whalley	social work	GSC history/policy	grad students	20
11/13	Ally Toolkit	SRH 3.124	Shane Whalley	LBJ Harvey Milk society	ally basics	grad students	13
11/14	GSC as case study	SSW 2.132	Shane Whalley	social work	GSC history/policy	grad students	6
11/15	Trans 101	SSW 2.122	Shane Whalley	Social Work, Social Justice	trans identities	grad students	25
12/2	LGBT 101	UTC 4.134	Shane Whalley	Business Frat	lgbt basics	undergrad	60
12/9	Ally Toolkit	MEC conference room	Shane Whalley	Open	ally work	staff	9
1/8	social justice	Welch	Shane Whalley	UHS staff	social justice overview	staff	23
1/10	Ally Toolkit	Kinsolving	Shane Whalley	Res life	ally work	undergrad	6
1/22	Diversity Conversation	SZB 104	Shane Whalley	Daley - Human Sexuality Class	Identity Wheels	undergrad	90
1/22	Diversity Conversation		Shane Whalley	Daley - Human Sexuality Class	Identity Wheels	undergrad	90
1/22	Diversity Conversation		Shane Whalley	Daley - Human Sexuality Class	Identity Wheels	undergrad	90

APPENDIX B: BY THE NUMBERS

GSC EDUCATION PROGRAM NUMBERS

1/30	1 to 4 year professionals	Creating Change	Shane Whalley and Matt Bruno	Consortium	work in center's topics	institute attendees	75
1/31	Organizing in the South	Creating Change	Shane Whalley, Josh, and Kayla	Josh Burford	queer organizing in the south	conference attendees	30
2/1	Two Ways to get an audience thinking	Creating Change	Shane Whalley	GSC	Maslow/attitudes	conference attendees	28
2/3	LGBT 101	SSW 3.130	Shane Whalley	Social Work, Social Justice	lgbt basics	undergrad	18
2/4	LGBT 101	2400 Nuances	Shane Whalley	student gov candidates	lgbt basics	undergrad	8
2/5	Peers for Pride	SSW 3.130	Shane, Zen and Eric	Social Work, Social Justice	lgbt basics	undergrad	18
2/13	Peers for Pride	SAC 1.118	Shane, Zen and Mylo	Prof Dev conference	PfP	staff	22
2/18	LGBT 101	BEL 602B	Shane Whalley	Human sexuality course	lgbt basics	undergrad	40
2/18	Ally Toolkit	Seays Library	Shane Whalley	Psych PhD students	Ally work	grad students	18
2/19	Ally Toolkit	SSB 3.406	Shane Whalley	HPRC peer educators	ally work	undergrad	18
2/19	Peers for Pride	SZB 296	Shane, Heath and Sophia	MLI	PfP	undergrad	15
2/20	Trans 101	SAC 1.118	Shane Whalley	GSC	trans identities	open	10
2/21	Good girl/real man boxes	SSB 4.212	Shane Whalley	Healthy Sexuality Peer Ed	gender roles	undergrad	16

APPENDIX B: BY THE NUMBERS

GSC EDUCATION PROGRAM NUMBERS

2/24	LGBT panel	Duren river room	Shane (moderator) and staff panel	Res life	lgbt basics	undergrads	45
2/26	LGBT panel	Kinsolving North Lounge	Shane as panelist	Res life	lgbt basics	undergrads	25
2/27	setting up space for difficult dialogues	Social Work conference	Shane Whalley	Social work	setting up "safe spaces"	community members	19
3/3	LGBT 101	SSW 2.116	Shane Whalley	Social Work, Social Justice	lgbt basics	undergrads	22
3/4	Peers for Pride	Main 220C	Shane, Rachel, Maggie and Steph	UGS signature class	PfP	undergrads	18
3/5	Peers for Pride	SSW 2.116	Shane, Maggie and Eric	Social Work, Social Justice	PfP	undergrads	22
3/5	Peers for Pride	Kinsolving North Lounge	Shane, Linda, Rachel	Res life	PfP	undergrads	5
3/6	Bisexuality	SAC 1.118	Shane Whalley	GSC	bisexuality	open	3
3/19	Peers for Pride	Creekside	Shane, Devon, Petro	Res life	PfP	undergrads	26
3/20	LGBT and medical care	NOA 1.102	Shane Whalley	SHAC	LGBT and medical care	undergrads	35
3/20	Peers for Pride	Jester East lounge	Shane, Ronnie and Sophia	Res life	PfP	undergrads	5
3/21	Peers for Pride	SSB 4.212	Shane, Michelle and Linda	Healthy Sexuality Peer Ed	PfP	undergrads	16

APPENDIX B: BY THE NUMBERS

GSC EDUCATION PROGRAM NUMBERS

3/22	Maslow to Prioritize	SAC	Shane Whalley	FAP conference	prioritizing what movements fight for	undergrads	4
3/25	Peers for Pride	SZB 435	Shane, Mylo, Linda	Ed Psych career class	lgbt basics	grad students	38
3/26	Ally Toolkit	FAC 18	Shane Whalley	Lib Arts Advisors	ally work	staff	17
3/26	Ally Toolkit	FAC 18	Shane Whalley	Lib Arts Advisors	ally work	staff	12
3/26	Maslow to Prioritize	SSW 2.118	Shane Whalley	Rountree policy class	prioritizing what movements fight for	grad students	12
3/26	Peers for Pride	WEL 2.256	Shane, Devon, Heath	Phi Sigma Pi	PfP	undergrad	8
4/3	Ally Toolkit	NUR 5.140	Shane Whalley	Nursing Professor	Ally work	faculty	1
4/4	Ally Toolkit	MNC	Shane Whalley	football tutors	ally work	grad students	8
4/7	Peers for Pride	UTC 4.124	Shane, Zen and Heath	APO (Alpha Phi Omega)	PfP	undergrads	25
4/8	Ally Toolkit	SAC 2.120	Shane Whalley	GSC	Ally work	open	18
4/9	LGBT clinical work	SSW 2.116	Shane Whalley	De Luca Individual and family class	clinical work	grad students	21
4/10	Good girl/real man boxes	CBA 4.338	Shane Whalley	Greek leadership class	gender roles	undergrads	17
4/10	LGBT 101	CBA 4.338	Shane Whalley	Greek leadership class	lgbt basics	undergrads	17
4/10	Ally Toolkit	SZB 432	Shane Whalley	counseling psych students	ally work	grad students	23
4/13	LGBT 101	2400 Nueces	Shane Whalley	Texas Together	lgbt basics	undergrad	8

APPENDIX B: BY THE NUMBERS

GSC EDUCATION PROGRAM NUMBERS

4/15	Peers for Pride	PHR 2.108	Shane, Michelle, and Steph	OA's	PfP	undergrad	90
4/17	Peers for Pride	Seay 3.250	Shane and Mylo	Clinical Psych grad students	PfP/research	grad students	5
4/17	Peers for Pride	Kinsolving North Lounge	Shane and Ronnie	URHA	PfP	undergrad	4
4/21	LGBT in the media	Belo center 5.214	Shane Whalley	Women and Media class	LGBT in the media	undergrad	20
4/22	LGBT panel	UTC 3.110	Shane Whalley/moderator	Texas Together	LGBT	undergrad	25
4/24	Ally Toolkit	Parlin 312	Shane Whalley	English TA's	ally work	grad students	5
4/27	LGBT and medical care	NUR 4.183	Shane Whalley	Nursing diversity class	LGBT and medical care	grad students	25

2778

APPENDIX B: BY THE NUMBERS

GSC EDUCATION PROGRAM NUMBERS

	Totals Number	Participants
Departmental Trainings/Presentations	20	259
Classroom Trainings/Presentations	51	1599
Student Organization Trainings/Presentations	14	266
Open Trainings/Presentations	7	78
Dorm Trainings/Presentations	11	170
RA Trainings	4	246
Off-Campus Trainings/Presentations	5	160
DEI/Non-GSC	0	0
Totals	112	2778

GSC ADVISING & WALK-IN NUMBERS

2013-2014

August September October November December January February March

Front Desk

Total Student Walk-ins	478	1947	1582	1023	433	728	897	712
Total Student Phone Calls	6	0	2	0	0	1	1	0
Total Community Walk-ins	20	0	6	0	0	5	6	2
Total Community Phone Calls	8	12	9	1	1	6	2	3
Front Desk Totals	512	1959	1599	1024	434	740	906	717

Shane

Students	14	44	48	23	14	15	46	27
Staff/Faculty	16	13	8	3	7	9	13	10
Community	8	6	11	4	3	2	12	9
subtotal	38	63	67	30	24	26	71	46

Liz

Students	97	64	92	45	21	22	62	88
Staff/Faculty	26	6	7	3	2	7	3	2
Community	1	7	9	4	0	4	4	7
subtotal	124	77	108	52	23	33	69	97

Total Prostaff Contacts

162	140	175	82	47	59	140	143
-----	-----	-----	----	----	----	-----	-----

Total contacts

674	2099	1774	1106	481	799	1046	860
-----	------	------	------	-----	-----	------	-----

(front desk totals plus prostaff totals)

APPENDIX B: BY THE NUMBERS

GSC ADVISING & WALK-IN NUMBERS

2013-2014

April May June July Total

Front Desk

Total Student Walk-Ins	928	507	141	163	9539
Total Student Phone Calls	2	1	0	2	15
Total Community Walk-ins	6	18	15	24	102
Total Community Phone Calls	6	16	10	4	78
Front Desk Totals	942	542	166	193	9734

Shane

Students	32	9	6	0	278
Staff/Faculty	6	4	2	0	91
Community	7	9	15	0	86
subtotal	45	22	23	0	455

Liz

Students	76	82	10	9	668
Staff/Faculty	5	2	2	2	67
Community	1	2	1	1	41
subtotal	82	86	13	12	776

Total Prostaff Contacts

127	108	36	12	1231
-----	-----	----	----	------

Total contacts

1069	650	202	205	10965
------	-----	-----	-----	-------

(front desk totals plus prostaff totals)

APPENDIX B: BY THE NUMBERS

GSC PROGRAM NUMBERS

Date	Program	Numbers
8/26/2013	CWGS movie night	13
9/4/2013	Anti-Oppression Workshop with FAP	34
9/6/2013	GSC Tea Time	22
9/19/2013	Knowledge and Noms- Identity	18
9/19/2013	PEFSA Happy Hour	12
9/20/2013	Knowledge and Noms-Be That One	19
9/20/2013	Feminist Friday- My Name is Not "Hey Baby"	24
9/24/2013	Movie Night- Bridesmaids	21
9/30/2013	Knowledge and Noms-Pronoun Time	14
10/4/2013	Feminist Friday- Period Party	19
10/11/2013	Knowledge & Noms- Being an LGBT Activist in India	24
10/14/2013	Two spirits	36
10/21/2013	Bi/Pan/Fluid/Mixer	20
10/22/2013	oUTgrads Mixer	21
10/30/2013	National Young Women's Day of Action-Lindy West	115
11/1/2013	Halloween Costumes	29
11/4/2013	Gender Inclusive Clothing Swap	51
11/15/2013	Feminist Friday- Orgin Stories	13
11/15/2013	Gender Performance Workshop	19
11/21/2013	Women's leadership social	13
11/20/2013	Zine Release Party	38
11/22/2013	Awesome Bisexual Collective Potluck	11
12/1/2013	Solidarity Soiree	57
12/3/2013	Movie Night- Hedwig & The Angry Inch	0
12/4/2013	Yoga & Yogurt	17
12/9/2013	Movie Night- The Heat	19
12/10/2013	PEFSA Happy Hour	14
1/17/2014	Feminist Friday- What Should Feminists Be Talking About	11
1/22/2014	Knowledge & Noms- Talking about Stalking	22
1/24/2014	SLC- Roommate Matching Program	5
1/27/2014	Plucker's	107
1/31/2014	Feminist Friday- Feminism and Femininity	10

APPENDIX B: BY THE NUMBERS

GSC PROGRAM NUMBERS

2/5/2014	International Women's Day Event- It's a Girl	14
2/7/2014	Feminist Friday- SNOW DAY	0
2/11/2014	Living with Pride- Spirituality and Sexuality	4
2/14/2014	PEFSA taco event	7
2/14/2014	Feminist Friday- Valentine's Day	23
2/19/2014	Bring a Friend to the GSC Day	60
2/21/2014	Feminist Friday- Politics of Black Hair	18
3/7/2014	Feminist Friday- Calling People Out & Getting Called Out	18
3/21/2014	FAP conference friday	55
3/22/2014	FAP conference saturday	86
3/24/2014	Sister Outsider Meet and Greet	22
3/24/2014	Sister Outsider	78
3/28/2014	Feminist Friday-Men's Role in Feminism	12
3/31/2014	SLC- Privilege Walk	12
4/4/2014	Feminist Friday- Who is Your Favorite Feminist	17
4/11/2014	Feminist Friday- Sexual violence prevention	11
4/18/2014	Feminist Friday- Not Seeing the Ocean for All the "Waves": Reframing Mainstream Feminist Herstory	18
4/22/2014	The SOCLaL	59
4/23/2014	Zine Release Party	18
4/25/2014	Feminist Friday- Feminism and Information: Access, Archives, and Activism in Today's Digital Age.	12
4/29/2014	Stuff Swap	24
5/2/2014	Feminist Friday- What We Learned From Feminist Friday	14
5/5/2014	SLC Movie Marathon	22
5/6/2014	Coalition indoor picnic	8
5/14/2014	Lavender Graduation	349
8/21/2014	Game night with CWGS	16
	Total	1825

APPENDIX B: BY THE NUMBERS

GSC OUTREACH NUMBERS

Date	Outreach	Numbers
8/16/2014	International Student Lunch and Information Fair	32
8/19/2013	Department of Electrical & Computer Engineering outreach	13
8/19/2013	Curriculum & Instruction department	47
8/20/2013	MS in Statistics Orientation	21
8/21/2013	Late Summer Family Orientation Program (tabling)	13
8/21/2013	Emerging Leaders - Team Builder Session	4
8/22/2013	New Faculty Seminar Resource Fair	19
8/22/2013	Late summer orientation session	9
8/23/2013	PhD in Statistics Orientation	34
8/25/2013	Start Fresh Fest	26
8/26/2013	COLA orientation	33
9/3/2013	You Bring Out The Asian American In Me	17
9/4/2013	Party on the Plaza	85
9/5/2013	QPOCA Bloq Party	55
9/7/2013	Austin Pride	42
9/18/2013	Healthyhorns Fest	13
9/23/2013	Women's Resource Fair	26
9/25/2013	Four directions	13
10/17/2013	Breaking the silence	9
11/5/2013	Desserts for Leaders at MEC	5
1/6/2014	Winter Orientation	13
1/8/2014	International Student Lunch and Information Fair	17
3/31/2014	Privilege walk	11
4/2/2014	Mini Marketplace for Engineering honors	5
4/4/2014	40 by 40 talked to us	18
4/4/2014	40 by 40 gave us money	6

APPENDIX B: BY THE NUMBERS

GSC OUTREACH NUMBERS

4/9/2014	Take Back the Night	35
4/21/2014	Queer Kickoff	29
6/4/2014	Family Orientation	21
6/9/2014	Family Orientation	42
6/16/2014	Family Orientation	36
6/23/2014	Family Orientation	44
6/30/2014	Family Orientation	42
7/7/2014	Family Orientation	45
8/20/2014	Family Orientation	2
6/4/2014	Orientation Resource Fair	23
6/9/2014	Orientation Resource Fair	20
6/16/2014	Orientation Resource Fair	13
6/23/2014	Orientation Resource Fair	26
6/30/2014	Orientation Resource Fair	14
7/7/2014	Orientation Resource Fair	5
8/20/2014	Orientation Resource Fair	0
6/5/2014	Women's & Feminist Orientation	1
6/10/2014	Women's & Feminist Orientation	3
6/17/2014	Women's & Feminist Orientation	1
6/24/2014	Women's & Feminist Orientation	2
7/1/2014	Women's & Feminist Orientation	2
7/8/2014	Women's & Feminist Orientation	0
8/21/2014	Women's & Feminist Orientation	2
6/5/2014	LGBTQ Orientation	8
6/10/2014	LGBTQ Orientation	6
6/17/2014	LGBTQ Orientation	6
6/24/2014	LGBTQ Orientation	11
7/1/2014	LGBTQ Orientation	9
7/8/2014	LGBTQ Orientation	10
8/21/2014	LGBTQ Orientation	4
6/9/2014	Communities In Schools of Central Texas	4
6/17/2014	Girls Media Camp	6

APPENDIX B: BY THE NUMBERS

GSC OUTREACH NUMBERS

7/21/2014	Department of Psychology	25
8/5/2014	McCombs	330
8/19/2014	CWGS activity for orientation	7
8/19/2014	Orientation- Curriculum & Instruction Department	100
8/22/2014	tour with incoming student union folks	33
	Total	1553

APPENDIX C: STRATEGIC PLAN

Student Diversity Initiatives Strategic Plan 2013-2018

Vision

Student Diversity Initiatives (SDI) envisions a campus where proud, well-rounded and academically successful students are equipped with the skills necessary to advance social justice work through education, engagement and action.

Mission

Student Diversity Initiatives includes the Multicultural Engagement Center and the Gender and Sexuality Center: Serving Women and LGBTQA Communities. Student Diversity Initiatives works with students to create safe spaces where they can pursue academic interests, develop leadership skills, and advocate for communities. Through social justice education and community building, SDI empowers students to challenge inequity, marginalization and injustice.

Values

Student Diversity Initiatives values:

- the DIGNITY and RESPECT of all by celebrating diversity, challenging oppression and striving for social progress.
- COMMUNITY and recognizes that our work has implications for others; therefore, we aspire to build successful and authentic coalitions.
- an environment where students are challenged to become SOCIALLY CONSCIOUS and courageous leaders of transformative growth and effective change.
- the highest level of INTEGRITY and QUALITY of work in order to inspire excellence and responsible management of our resources.

Strategic Plan

Goal 1: SDI students will become effective leaders who value diversity, demonstrate accountability, and promote social justice.

Objective 1.1: Students will develop programs for multiple audiences to increase their knowledge about issues impacting historically underserved communities.

Strategy A: SDI staff will serve as mentors/advisors to students in order to ensure their development as leaders in higher education and beyond.

Implementation Plan:

- GSC staff will serve as informal advisors to Queer Student Alliance and Women's Resource Agency (Student Government Agencies).
- MEC staff will serve as formal advisors to Afrikan American Affairs, Asian Desi Pacific Islander American Collective, Latino Leadership Council, Longhorn American Indian Council, Queer People of Color and Allies and Students for Equity and Diversity.

APPENDIX C: STRATEGIC PLAN

- SDI staff will serve as advisors to other campus organizations as requested (i.e. NALFO, La Colectiva Feminil, and StandOut)
- SDI staff will serve as informal mentors and advisors to current and emerging student leaders (i.e. class recommendations, career paths, graduate school, etc.)

Strategy B: SDI staff will facilitate student leadership committees that address issues impacting women, LGBTQ-identified students, and students of color.

Implementation Plan:

- GSC will host the student leadership committee.
- MEC advisors will support their agencies regarding planning relevant programming.

Strategy C: SDI staff will conduct trainings, provide information and resources for students' professional growth and leadership development.

Implementation Plan:

- SDI staff will host annual staff trainings for new and continuing students.
- SDI staff will provide information, trainings and resources at weekly staff meetings.
- SDI staff will provide information and resources for leadership opportunities including conferences and trainings.
- SDI staff will provide professional development workshops for students.

Measures of Success

1. The quality of programs generated by student organizations and MEC agencies will show improvement by the end of the school year.
2. Evaluation from student programs and trainings will show students have achieved learning outcomes.

Objective 1.2: SDI students will build and/or maintain sustainable, well-structured, and functional organizations.

Strategy A: Current student leaders will help to cultivate the leadership skills of their peers.

Implementation Plan:

- Student agencies within the MEC will create opportunities for shadowing and mentorship through internship programs.
- Former Peers for Pride students will serve as mentors to current PfP students.
- SDI staff will connect emerging student leaders to current leaders as well as serve as advisors to current leaders.

Strategy B: SDI staff and/or students will organize and execute leadership development programs, including Leadership Institutes, to ensure successful leadership transitions.

Implementation Plan:

- The SDI will assist student leaders with organizing and executing Leadership Institutes for their respective communities and organizations including AALI, BSLI, FAP, LLI, LLS, MLI, and QLI.

APPENDIX C: STRATEGIC PLAN

Strategy C: SDI staff will assist students with maintaining records about their organizations and organization's standard operating procedures, including budget management.

Implementation Plan:

- SDI staff will encourage student organizations and agencies to create systems that promote a smooth leadership transition from year to year.
- SDI staff will work with students to maintain digital archives.
- SDI staff will work with organizations and agencies to develop budgets and long-term fundraising strategies.

Strategy D: SDI staff will advise students on best practices regarding responsible communications, collaborative leadership, and team building.

Implementation Plan:

- SDI staff will stay abreast of the best practices regarding organizational management and student leadership.
- SDI staff will conduct workshops, offer advice and meet with student organizations to share information and best practices.

Strategy E: SDI staff will mediate conflicts among students and student organizations.

Implementation Plan:

- SDI staff will meet with students when needed about conflict.
- SDI staff will offer informal conflict mediation.

Measures of Success

1. There are seamless transitions in student leadership from year to year.
2. There are opportunities for current leaders to develop and cultivate emerging student leaders.
3. Organizations connected to SDI units will function well and have excellent reputations throughout the campus community.

Objective 1.3: SDI students will lead initiatives that improve the campus climate.

Strategy A: Students will organize and host meetings on issues of critical concern for historically underserved students on campus.

Implementation Plan:

- SDI students will identify, track, and gather feedback from impacted students on critical concerns.
- SDI students will determine appropriate venues and formats to address issues (i.e. SG forms, town hall meetings with VP of DDCE, etc.).
- SDI students use resources (space, staff) to organize meetings.

Strategy B: Students will serve on university-wide committees, educational panels and participate in student organizations outside of SDI to advance communications, understanding, and action.

Implementation Plan:

- SDI students, with SDI staff support, will identify appropriate committees (i.e. DESAC, PSAC, CCRT, budget councils, etc.) for SDI student participation.
- SDI student leaders, with SDI staff support will identify appropriate students to serve on committees, etc.
- SDI staff will be available to students serving on university-wide committees for advice and counsel.
- Students serving on committees will report to their constituents, as well as report to committees the concerns and issues of the constituents they represent.

APPENDIX C: STRATEGIC PLAN

Strategy C: Students will serve as liaisons between their communities and the university administration to strengthen communication and understanding.

Implementation Plan:

- SDI student leaders will survey (both formally and informally) their constituents so as to identify issues of concerns to be shared with university administration.
- SDI student leaders will hear from constituents about how they want these issues handled.
- SDI students will coordinate meetings between student leaders of constituency groups and administration.

Measures of Success

1. SDI students will build functional mechanisms to communicate concerns to administration, as well as the rest of campus community.
2. There is strong representation from SDI students on important university committees.
3. SDI students are seen and sought after as campus leaders on critical issues.

Goal 2: Student Diversity Initiatives will be a model in advancing social justice education and diversity programming.

Objective 2.1: SDI units will provide social justice training programs.

Strategy A: SDI units will maintain social justice educators on staff to advance learning.

Implementation Plan:

- All SDI staff will have a basic understanding of the social justice framework.
- SDI units will employ full-time staff members who will lead education programs.
- SDI units will provide resources for the professional development of their education staff, as well as all SDI staff.

Strategy B: SDI units will train with peer educators to provide social justice training programs.

Implementation Plan:

- SDI staff will develop and coordinate peer facilitation programs that use a social justice framework.
- SDI will develop certification programs for student leaders who participate in peer education programs.
- SDI students will facilitate programs on and off campus.

Strategy C: SDI units will host statewide meetings for students, staff and faculty focusing on social justice initiatives.

Implementation Plan:

- SDI staff and students will identify and gather input on content of statewide meetings.
- SDI staff and students will identify key constituents to attend meetings.
- SDI staff and students will coordinate, market and host statewide conferences.

Strategy D: SDI units will advise university units, community organizations and individuals on how to make programming and/or curricula more culturally sensitive and socially responsible.

Implementation Plan:

- SDI staff will serve as consultants on issues of diversity as resources allow and where appropriate.
- SDI units will provide university units with professional development opportunities regarding social justice issues.

APPENDIX C: STRATEGIC PLAN

Measures of Success:

1. SDI units have consistently and successfully provided social justice trainings.
2. Students participating in the social justice programs have acquired new skills in facilitation and social justice education.
3. Participants of SDI social justice trainings reports gaining new understanding of social justice issues.

Objective 2.2: SDI units will increase the campus community's awareness of social justice issues.

Strategy A: SDI units will encourage students to consider Ethnic Studies and/or Women and Gender Studies majors, double-majors, or minors; or to take courses in these areas.

Implementation Plan:

- SDI units will invite representatives from centers to speak with orientees.
- SDI units will invite representatives from centers to speak with first year students at Welcome Programs.
- SDI units will have strong partnerships with constituency academic centers.
- SDI units will offer courses that are cross-listed with constituency academic centers.
- SDI units will inform students of events sponsored with constituency academic centers.
- SDI units will co-sponsor events sponsored by constituency academic centers.
- SDI units will utilize the faculty of constituency academic centers for programs and events.

Strategy B: SDI units will organize public events that raise awareness of social justice issues including the commemoration of holidays and historical events.

Implementation Plan:

- SDI staff and students will identify appropriate dates of commemoration;
- SDI units will organize public events that raise awareness of the identified dates of commemoration such as, National Coming Out Day, Martin Luther King Day, and Cesar Chavez Day.
- SDI units will provide critical analysis of the representation of mainstream holidays, such as Columbus Day, Texas Independence Day, and Thanksgiving.

Strategy C: SDI will provide information, education and training on social justice issues.

Implementation Plan:

- SDI units will produce and distribute educational brochures and handouts.
- SDI units will produce and distribute resource and referral lists.
- SDI units will use social media outlets to disseminate news.
- SDI staff and students will present at regional and national conferences that address issues affecting specific communities.
- SDI units will work in tandem with Austin community organizations to have forums and workshops addressing issues affecting different communities on and off campus.
- SDI will send out a weekly news bulletin through a news listserv.

Measures of Success

1. SDI units will have consistently provided high quality social justice information.
2. There are on-going dialogues in student forums (such as the Daily Texan) on social justice issues.
3. SDI students will report having useful venues for the discussion and exploration of social justice issues with their peers.

APPENDIX C: STRATEGIC PLAN

Goal 3: SDI will have and further develop positive and productive relationships with other campus units, institutions, alumni, and off-campus communities, so as to enhance and support a diverse student body population that values social justice.

Objective 3.1: SDI units will work with community-based organizations, community leaders, alumni, and other campus entities to support, enhance, develop, and lead social justice training and initiatives.

Strategy A: SDI staff will serve as a resource for other campus units as they address student diversity issues.

Implementation Plan:

- SDI staff will present for various campus units including DHFS, College of Natural Sciences, College of Liberal Arts and student organizations.
- SDI staff will serve on committees related to the student populations we serve.
- SDI staff will consult with campus units on questions of policy in relationship to student experiences.
- SDI staff will consult with campus units on cultural competency where resources allow and where appropriate.

Strategy B: SDI units will work with off-campus organizations to involve students in various social justice initiatives.

Implementation Plan:

- SDI units will keep a database of volunteer opportunities for off-campus organizations.
- SDI staff will make connections between community organizations/members and students.
- SDI units will advertise off-campus organization's events and initiatives.
- SDI units will invite off-campus organizations table at events.

Strategy C: SDI will host open houses and information sessions for current and potential partners.

Implementation Plan:

- Identify the appropriate occasions and invitees for open houses and information sessions.
- Provide information that is relevant and targeted to the attendees.
- SDI staff will follow-up with attendees as to their experience at the events and to generate opportunities for relationship building.

Strategy D: SDI units will create networking opportunities for current students and alumni.

Implementation Plan:

- SDI units will keep a database of alumni that current students can contact.
- SDI staff will facilitate the connections between alumni and students.
- SDI units will invite alumni to SDI unit programs and events.

Strategy E: SDI units will serve as a partner to external organizations and agencies (e.g. Austin Asian Chamber of Commerce, OutYouth, and TENT).

Implementation Plan:

- SDI units will provide information and referrals to organizations in the community.
- SDI units will invite speakers to come and present on campus.
- SDI units will market and promote community organizations events.
- SDI staff will present for community organizations as resources allow, and where appropriate.

Measures of Success

1. The quality of SDI social justice education initiatives, as well as that of our partners will have improved.
2. There will be greater interdependence between SDI units and our partners.
3. The creation of a sustainable network between students and alumni.

APPENDIX C: STRATEGIC PLAN

Objective 3.2: SDI will initiate and support recruitment and retention efforts that target historically underserved student populations.

Strategy A: SDI staff will host prospective students, particularly students of color, by hosting culturally grounded tours and student panels.

Implementation Plan:

- The outreach coordinator in the MEC will train students to be effective panelists in addressing questions from K-12 students.
- The outreach coordinator in the MEC will continue to provide a culturally grounded tour of the University of Texas at Austin for prospective students and their parents.
- The GSC staff will serve as resource to prospective students and their parents regarding their questions about the LGBT experience on campus.

Strategy B: SDI staff will participate in college fairs for LGBT-identified students and students of color.

Implementation Plan:

- SDI staff will continue to participate in college fairs.
- SDI staff will work with the Office of Admissions to identify resources and personnel for these fairs.

Strategy C: SDI units will research and implement best practices that promote the retention of students of color and LGBTQ-identified students.

Implementation Plan:

- An SDI representative will serve on the P-16 Pipeline Council for the DDCE strategic plan.
- SDI staff will implement best practices identified through researching peer institutions, conducting a literature review and soliciting feedback from students (i.e. through focus group and/or surveys).

Measures of Success

1. There will be an increase in the diversity of outreach requests.
2. There will be a seamless partnership between SDI units and the Office of Admissions.
3. Prospective students will have a better understanding of the campus and available resources.

Objective 3.3: SDI will provide resources for historically underserved students and off-campus communities.

Strategy A: SDI units will provide information about campus resources to local youth and community members.

Implementation Plan:

- Ensuring representation from SDI at regional College and Career Fairs
- SDI staff will organize on-campus visits for pre-college youth which include culturally sensitive tours and student panels
- SDI staff will conduct workshops for local community groups on topics ranging from the college admission process, preparing for college, ally training, etc.
- SDI staff will provide referrals to community resources

APPENDIX C: STRATEGIC PLAN

Strategy B: SDI units will distribute information about internships, scholarships, and other opportunities; as well as create and maintain an internship database and offer internships for students.

Implementation Plan:

- SDI units will distribute information through mediums such as agency websites, hirealonghorn.org, SDI website (including MEC and GSC's), newsletters, social media (FaceBook, Twitter), etc.
- SDI units will create an online database for internships and scholarships
- SDI units will develop an internship program for students

Strategy C: SDI units will facilitate distribution of information about student organizations and agencies.

Implementation Plan:

- SDI units will distribute information through mediums such as agency websites, SDI website (including MEC and GSC's), newsletters, brochures, etc.
- SDI units will provide information about student organizations and agencies at summer orientations, welcome programs, through social media (FaceBook, Twitter) and tabling during the school year

Strategy D: SDI will develop and coordinate presentations on social justice issues in the greater Austin area.

Implementation Plan:

- SDI staff will work with community groups, government agencies and local schools as requested.
- SDI staff will maintain a bank of social justice presentations that will be available for training requests.

Strategy E: SDI units will keep information of all students affiliated with SDI including an alumni contact list.

Implementation Plan:

- SDI staff will maintain records of current students that includes biographical, academic and extracurricular activities and interests
- SDI staff will connect current students with alumni for professional development and service opportunities as well as internships and mentoring.
- SDI units will maintain a database with all students currently and previously affiliated with the MEC and GSC.

Measures of Success

1. There will be an increase in the number of outreach activities, College and Career Fairs attended and trainings conducted.
2. Students will be able to easily access information about internships and scholarships.
3. Students will have opportunities to participate in an internship opportunity within SDI.
4. Current students are able to take advantage of opportunities facilitated by MEC and GSC alumni.

Goal 4: SDI will be a champion for the promotion of a positive campus climate through advocacy and diversity reporting.

Objective 4.1: SDI units will develop strategies that will improve campus climate for all.

Strategic A: SDI units will assist in coordinating a response to campus climate issues, partnering with the Campus Climate Response of Team (CCRT).

Implementation Plan:

- Ensuring representation from the GSC and MEC on CCRT
- Serve as a point of contact for students, staff and faculty regarding campus climate issues
- Tracking incidents that are observed, experienced or reported

APPENDIX C: STRATEGIC PLAN

Strategy B: SDI units will support student-led initiatives that address campus-wide problems or issues.

Implementation Plan:

- SDI staff will provide support and resources to students as they hold meetings to address campus climate issues (i.e. budget cuts, etc)
- SDI staff will provide support and resources to students as they educate the UT community on campus climate issues

Strategy C: SDI will support a student-led Rapid Response Team (RRT) to effectively address issues concerning social justice.

Implementation Plan:

- SDI staff will serve as advisors and provide administrative support to RRT
- SDI staff will serve as the liaison between RRT and CCRT

Strategy D: SDI units will work with students to develop an annual list of recommendations to improve campus culture and climate.

Implementation Plan:

- SDI units will administer surveys, interviews and focus groups to gather data
- SDI units will include findings on the SDI website and in the annual report
- SDI staff will conduct research on best practices

Strategy E: Serve as a resource for other campus units to discuss how they can improve their services for historically marginalized communities on campus.

Implementation Plan:

- SDI staff will serve on committees that address campus climate issues such as the Critical Incident Response Team (CIRT), CCRT, etc.
- SDI staff will serve as consultants to university offices or units on campus climate issues
- SDI staff will provide resources such as brochures, handouts, website links, etc. to campus units regarding campus climate issues

Measures of Success

1. Tracking data on campus climate issues will show an improvement in campus climate over the next 3-5 years
2. An increase in the number of student-led initiatives
3. Increased usage of SDI units by students, staff and faculty
4. University administration implementation of SDI recommendations

Objective 4.2: SDI units will raise awareness about issues and experiences of historically underserved communities as well as illuminate inequities on campus.

Strategy A: SDI units will produce reports on the conditions facing historically marginalized communities on campus. These reports will be shared with students, faculty and staff as applicable.

Implementation Plan:

- SDI units will conduct an inventory of the reports that have been issued and create repository that is accessible to the campus
- SDI units will work with students as they draft reports to present to university administration regarding campus climate issues

APPENDIX C: STRATEGIC PLAN

Strategy B: The MEC will collect, disaggregate and report data on marginalized communities on campus.

Implementation Plan:

- SDI staff will facilitate the gathering of previously undocumented histories of marginalized communities on campus.
- SDI staff will request data regarding historically marginalized communities (i.e. list of students from the Registrar's office that indicates race designation, persistence and graduation rates from the Office of Information Management and Analysis, etc.).
- SDI will create summary reports that are accessible to the campus.

Strategy C: SDI units will collaborate with DDCE to hold two open forums annually to discuss campus climate issues.

Implementation Plan:

- SDI units will coordinate with the Office of the Vice President of DDCE to schedule open forums
- SDI units will work with DDCE Communications to publicize the event to the campus community, particularly students

Measures of Success

1. The hosting of open forums that are well attended and facilitate the creation of viable solutions to critical campus issues.
2. The existence of the repository of the histories and data related to historically marginalized communities.
3. The creation and publication of reports on student diversity initiatives

APPENDIX D: COMMITTEES SERVED

Committee	SDI Staff Representative		
Diversity Education Initiatives Advisory Committee	Rosal	Whalley	
Confronting Islamophobia Working Group	Rosal	Vo	Villalobos
DDCE Implementation Committee	Rosal		
Campus Culture Committee	Rosal	Franks Flunder	
Campus Climate Response Team	Rosal	Franks Flunder	
Counseling and Mental Health Center Task Force	Rosal		
Center for Women and Gender Studies Visioning Committee	Rosal		
Advisor for Diversity and Equity Student Advisory and Action Committee	Rosal		
Pride and Equity Faculty Staff Association	Elsen		
Bystander Intervention Committee	Elsen	Vo	
Wellness Network	Elsen	Vo	
Texas Exes LGBT Network	Elsen		
Interpersonal Violence Prevention Committee	Elsen	Vo	
Campus Outreach and Prevention Committee	Elsen	Vo	
Advisor for “The Coalition” of anti-violence work groups	Elsen		
Center for Women and Gender Studies Steering Committee	Whalley		
Consortium for Higher Education Professionals Creating Change Institute planning committee	Whalley		
Black Faculty and Staff Association	Franks Flunder		
LCCE Tower Awards	Franks Flunder		
Asian/Asian American Faculty Staff Association	Vo		
Center for Asian American Studies Strategic Planning Committee	Vo		
Counseling and Mental Health Center Search Cmte for LGBTQ Specialist	Rosal		
Counseling and Mental Health Center Search Cmte for African American Specialist	Franks Flunder		

APPENDIX E: PRESENTATIONS MADE

Date	Presentation Title/Conference Name/Subject	Sponsor	Presenter(s)	Audience
8/21/2013	Emerging Leaders - Social Justice Session	DHFS	Eisen	Hall councils, student leaders
9/4/2013	Anti-Oppression Workshop	FAP	Rosal	students
9/26/2013	Texas BBQ&A: Banned Books Questions & Answers	UT Libraries	Villalobos	students
10/3/2013	Panel Discussion on Student Experience	CMHC	Rosal, Villalobos,	counselors in CMHC
10/15/2013	Panel Discussion on Supporting Diverse Student Pops.	DHFS	Whalley	DHFS staff
11/1/2013	Immigration Detention	Dr. Susie Snyder	Villalobos	SSW students - Foundations of Social Justice course
11/11/2013	Reproductive Justice: What's Going On in Texas? / New Leadership Networking	Civil Liberties & Public Policy (CLPP)	Villalobos	national reproductive justice advocates & organizers
11/19/2013	Immigration Detention	Dr. Naomi Paik	Villalobos	UT students
11/21/2013	Presentation on life as a Latina Jew to Intro to Jewish Latin America class	Dr. Amelia Weinreb	Rosal	students in class
12/3/2013	Immigration Detention	Dr. Naomi Paik	Villalobos	UT students
12/10/2013	Christmas Kindness: On the Importance of Giving Back to the Community	Sigma Lambda Gamma	Villalobos	SLG, Winder Elementary students, families & parents
12/11/2013	Hutto Visitation Program Community Sabbatical Report	Humanities Institute	Villalobos	Community Sabbatical grantees, Humanities Institute staff
1/25/2014	Social Justice Training	Voices Against Violence	Rosal	VAV students
3/10/2014	Online Only: Lessons from the Texas Abortion Fight	2014 SXSW Interactive Festival	Villalobos	2014 SXSW Interactive Festival badge holders
3/23/2014	Gender and Immigration // Women's Empowerment Conference	Women's Community Center of Central Texas	Villalobos	Women and community members from Austin
4/11-4/13/2014	Texans Organizing for Reproductive Justice // From Abortion Rights to Social Justice: Building the Movement for Reproductive Freedom	Civil Liberties & Public Policy (CLPP)	Villalobos	national reproductive justice advocates & organizers
4/11-4/13/2014	Strategies for Advancing Abortion Access in the U.S. // From Abortion Rights to Social Justice: Building the Movement for Reproductive Freedom	Civil Liberties & Public Policy (CLPP)	Villalobos	national reproductive justice advocates & organizers
6/16/2014	Roundtable Discussion on Diversity at UT	UT Libraries	Flunder, Rosal, Villalobos, and Vo	UT Libraries Diversity Action Staff Interest Group
7/11/2014	Con mi Madre Leadership Panel - how to support your young Latina daughters in college // MEC & UT resources	UT SSW / Con mi Madre	Villalobos	Latina mothers



Gender and
Sexuality Center
Serving Women and LGBTQA Communities

Join us for a performance and Q&A with **Sister Outsider Poetry**

Dominique Christina and **Denice Frohman** are Sister Outsider.

This duo represents the current top two female slam poets in the world. This tour marks the first time two Women of the World Poetry Slam Champions have paired up.



Dominique

Denise

**Monday,
March 24, 2014
7 p.m.**

**Black Box Theater
Student Activity Center
(SAC 2.304)**

Dominique Christina is a writer, performer, educator, and activist. She holds four national titles in the three years she has been competing in slam, including the 2012 Women of the World Slam Champion and 2011 National Poetry Slam Champion.

Denice Frohman is an award-winning poet, lyricist, and educator, whose multicultural upbringing inspires her to explore the intersections of race, gender, sexuality, and the “in-between-ness” that exists in us all. She is the 2013 Women of the World Poetry Slam Champion, a 2012 Leeway Transformation Award recipient, and 2013 Hispanic Choice Award winner.

*This event is part of the
GSC Speaker Series
and is free and open
to the public.*

Parking available in university garages.
For more information call (512) 232-1831
or email gsc@austin.utexas.edu

If you need assistance or accommodations call:
(512) 232-1831

Visit the GSC online at www.utgsc.org



<https://www.facebook.com/events/1410798245834857/>



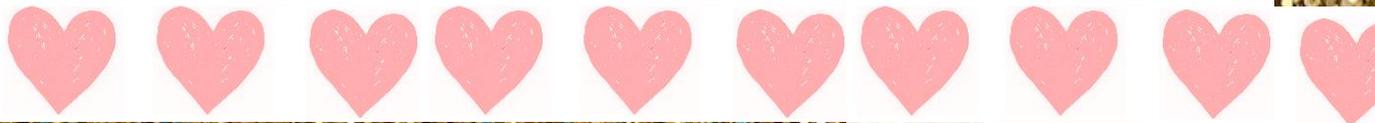
APPENDIX F: FLYERS

Musings of a #lonelyfeminist:
Zine Release Party, Iss. 3



RIOTS
N  T
DIETS

where: the
gender and
sexuality
center, SAC
2.112
when: 7:30pm,
April 23rd,
2014



Feminist Friday

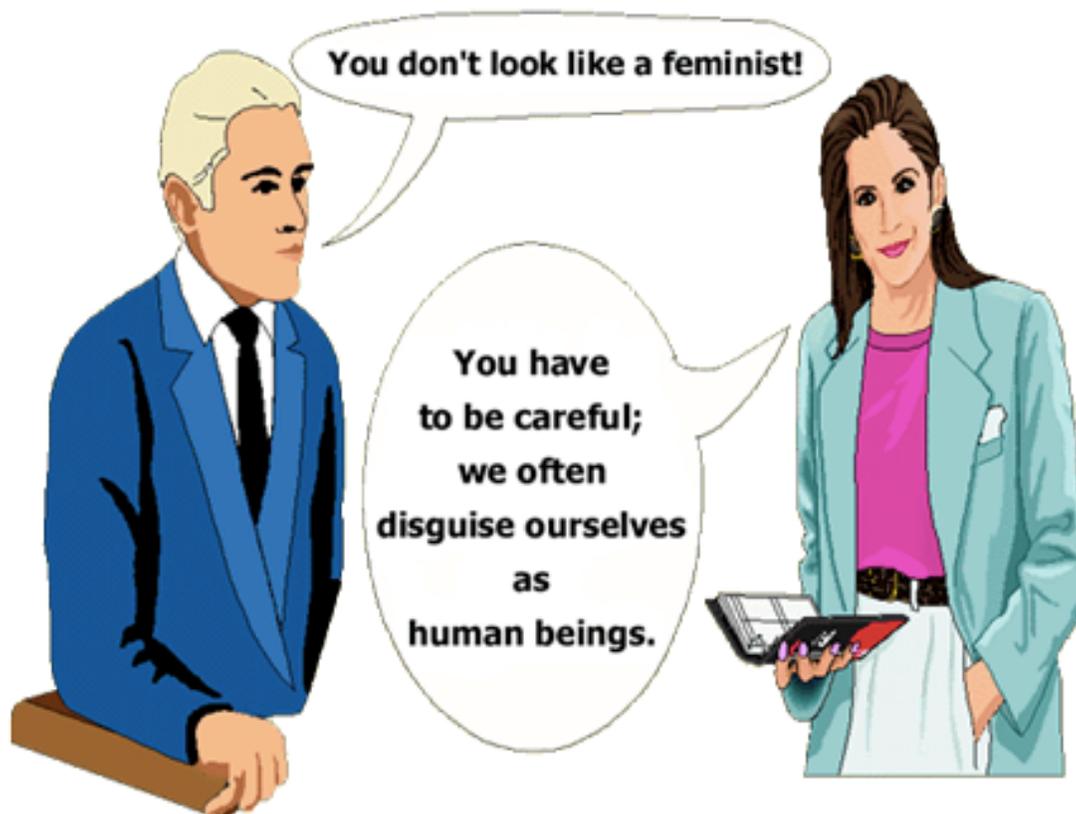
September 20th, 1 p.m.

SAC 2.112

(Gender and Sexuality Center)

Every other week!

Discuss topics relating to feminism, gain new information, insights, and share your experiences! Open to all!





OPEN
ANTI-OPPRESSION
WORKSHOP



Wednesday September 4th, 2013
7pm-9pm
Gender and Sexuality Center
SAC 2.112



APPENDIX F: FLYERS

THE UNIVERSITY OF
TEXAS
— AT AUSTIN —

**LAVENDER
GRADUATION
& LGBT Alumni
Celebration**

MAY 14 2014
SAC BALLROOM 4PM

Register by **MAY 5**
www.utgsc.org

LGBT ALUMNI CELEBRATION
ETTER-HARBIN ALUMNI CENTER
CONNALLY BALLROOM 5:30PM

**YOU'RE
INVITED**



FEMINIST ACTION PROJECT CONFERENCE



**FRIDAY, MARCH 21ST 7PM
& SATURDAY, MARCH 22ND 10AM-6:30PM**

CHECK-IN AT SAC 2.112

If you need accommodations or have questions contact:
feministactionproject@gmail.com

To register for conference:
www.feministactionproject.blogspot.com

WITH KEYNOTE SPEAKER KIM KATRIN CROSBY



Gender and Sexuality Center
Serving Women and LGBTQ+ Communities



THE UNIVERSITY OF TEXAS AT AUSTIN
DIVISION OF DIVERSITY AND COMMUNITY ENGAGEMENT



CENTER FOR WOMEN'S AND GENDER STUDIES



DEPARTMENT OF ENGLISH
THE UNIVERSITY OF TEXAS AT AUSTIN



events co-sponsorship board
Division of Student Affairs





Gender and
Sexuality Center
Serving Women and LGBTQA Communities

The 8th Annual National Young Women's Day of Action Luncheon

featuring

Lindy West

Opening performance by VAV!



Lindy West is a writer and performer based in Seattle, Washington where she is a staff writer for *Jezebel*. She says she "attempts to make social justice palatable by disguising it as entertainment" and frequently takes on complex topics such as, body image, rape culture, and internet trolls.

**Wednesday,
October 30, 2013
Noon–1:30 p.m.**

Student Activity Center
Legislative Assembly Room
(SAC 2.302)

Limited Seating.

Lunch will be provided for those who RSVP

RSVP by email: gsc@austin.utexas.edu
or call (512) 232-1831

**This event is free and
open to the public.**

Awesomely co-sponsored by the Counseling and Mental Health Center and the amazing UT Austin Voices Against Violence!!!

For more information, or if you need assistance
or accomodation call (512) 232-1831 or email

gsc@austin.utexas.edu

Visit the GSC online at www.utgsc.com

View the event on Facebook:

<https://www.facebook.com/events/488264324603006/>



APPENDIX F: FLYERS

THE POLITICS OF BLACK WOMEN'S HAIR



Feminist Friday
With LT Robinson
Friday, February 21st
1pm
SAC 2.112

LATINO LEADERSHIP SUMMIT

“ONE STEP FORWARD, UN PASO ADELANTE”



McCOMBS ATRIUM
APRIL/4 5PM-9PM
APRIL/5 10:30AM-7PM



FOR MORE INFO VISIT

WWW.UTLATINOS.WIX.COM/UTLATINOS



Nuestra Comunidad. Nuestra Voz.

Latino Leadership Council

Our Community. Our Voice.

Living With Pride!

Coming Out For The Holidays

Going home for the holidays?

Thinking about coming out?

Wondering if it's the right time?

Join us in the GSC for
Coming Out for the
Holidays,
part of the Living
with Pride
series!



When:
Tuesday 11/19
7pm-9pm

Where:

Gender and Sexuality Center (SAC 2.112)



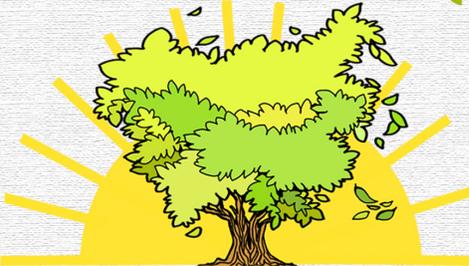
Gender and
Sexuality Center
Serving Women and LGBTQA Communities

APPENDIX F: FLYERS



Asian American Heritage Week

Brought to you by Asian Desi Pacific Islander American Collective
Connecting Our Roots & April 16 - April 20




Special Thanks To: Asian Desi Pacific Islander American Collective, Multicultural Engagement Center, Center for Asian American Studies, and Division of Diversity and Community Engagement

ASIAN DESI PACIFIC ISLANDER AMERICAN COLLECTIVE PRESENTS

HERITAGE WEEK

APRIL 21 - 25, 2014

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
IDENTITY WORKSHOP WITH CAAS	PHIL YU ANGRY ASIAN MAN WITH ACC & CAAS	MOVIE SCREENING	COMMUNITY BUILDING WORKSHOP	TASTE ACROSS ASIA
SAC 1.106 4:00-5:00 PM	JGB AUDITORIUM 5:30-7:00 PM	SAC 1.102 (MEC) 4:00-6:00 PM	SAC 2.302 5:00-6:30 PM	EAST MALL 12:00-3:00 PM

EVERYONE WELCOME!

QUEER PEOPLE OF COLOR & ALLIES PRESENTS:



**WEDNESDAY
AUGUST 29
2012**

**GREGORY
GYM PLAZA
6PM**

QPOCA
Queer People of Color & Allies

 DIVISION OF DIVERSITY AND
COMMUNITY ENGAGEMENT





SPONSORS:
DIVISION OF DIVERSITY AND COMMUNITY ENGAGEMENT | GENDER & SEXUALITY
CENTER | MULTICULTURAL INFORMATION CENTER | CENTER FOR WOMEN'S AND
GENDER STUDIES | UT LIBRARIES | STUDENT GOVERNMENT | COLLEGE OF LIBERAL
ARTS | TAPELENDERS/SKIWIERS | PARTS + LABOUR | BOULDIN CREEK COFFEEHOUSE

FREE FOOD + SHIRTS + CUPS

APPENDIX F: FLYERS

QUEER PEOPLE OF COLOR AND ALLIES
PRESENTS

GLORIA ANZALDUA LUNCHEON

▼▼▼

HONORING QUEER FEMINISTS OF COLOR

▼▼▼

HOSTED BY MIA MINGUS



MIA MINGUS IS A
WRITER & COMMUNITY
EDUCATOR WORKING
FOR DISABILITY JUSTICE
AND TRANSFORMATIVE
JUSTICE RESPONSES
TO CHILD SEXUAL ABUSE.

LUNCHEON WORKSHOP
SAC 2.410 SAC 1.102

1 PM FEB/28 7 PM

RSVP@
[TINY.CC/QPOCA](https://tiny.cc/qpoca)

IF YOU NEED ASSISTANCE/ACCOMMODATIONS
PLEASE CONTACT QPOCATEXAS@GMAIL.COM



APPENDIX F: FLYERS

NATIVE AMERICANS DISCOVERED COLUMBUS
LEARN MORE AT *INDIGENOUS PEOPLE'S DAY*

WHEN?
OCT. 14
11AM-2PM

WHERE?
SOUTH MALL

MOVIE SCREENING
TWO SPIRITS
GENDER & SEXUALITY CENTER
6:00-8:00PM



APPENDIX F: FLYERS

PROGRAM

Student Resource Fair
4:00 PM - 6:00 PM
Union Ballroom and Loggia

Student Performers
6:30 PM - 8:00 PM
Union Ballroom

YBO:
You Bring Out the Asian American in Me!

September 3, 2013
Texas Union Ballroom
4:00 PM

YBO is a welcoming program for first-year Asian American students and displays the diverse and dynamic Asian American community at UT. It also provides an opportunity for these students to network with Asian American student organizations. YBO provides information about academic resources on campus and educates students about social justice issues.

Presented by Campus Events • Directorate Asian American Culture (AAC) and the Multicultural Engagement Center Asian Desi Pacific Islander American Collective (MACE)

WE ARE ONE

— UNEARING THE FEMINE —

**WOMEN
HEALING
WOMEN**

— A RETREAT FOR WOMEN OF COLOR —

SATURDAY, NOVEMBER 2, 2013
10:30AM-5:30PM
CASA DE LUZ — 1701 TOOMEY ROAD, 78704
TO RSVP E-MAIL SEDINTERNAL@GMAIL.COM
LAST DAY TO RSVP IS MONDAY, OCTOBER 21ST!

APPENDIX F: FLYERS

MULTICULTURAL ENGAGEMENT CENTER

★ MEC ★ 25TH ★

★ ANNIVERSARY ★

GAMES
T-SHIRTS

★ JUSTICE ★ JUBILEE ★

FOOD
INFO BOOTH

FRIDAY, MARCH 28
NOON - 2PM
EAST MALL



THE UNIVERSITY OF TEXAS AT AUSTIN
DIVISION OF DIVERSITY AND
COMMUNITY ENGAGEMENT

COLOR YOUR
WORLD
APRIL 16TH AT 5 PM
GREGORY PLAZA



MULTICULTURAL LEADERSHIP INSTITUTE

INTERACTIVE SEMINARS FOR DIVERSITY

“LEADERSHIP IS
UNLOCKING
PEOPLE’S
POTENTIAL
TO BE
BETTER”

APPLY BY JANUARY 24



APPENDIX F: FLYERS




Class of 2014

Save The Date

Join the faculty, staff, alumni, and student body of the University of Texas as we celebrate the accomplishments and memories of your Longhorn at this year's Black Graduation.



The University of Texas at Austin

May 15, 2014 | Texas Union Ballroom | 12:00pm

FIND MORE INFO AT UTEXASAUSTIN.WIX.COM/SPRINGBLACKGRAD

APPENDIX F: FLYERS

**THE NEW
BLACK**

An intriguing documentary by Yoruba Richen,
that highlights the struggle of human rights and gay
marriage movement within
the African American
community

Location:
Multicultural
Engagement
Center
Rm SAC 1.102

Date: Wed.
March 26
@ 6pm

Food: Popcorn,
Candy, Drinks

Multicultural Engagement Center
QPOCA
Queer People of Color & Allies

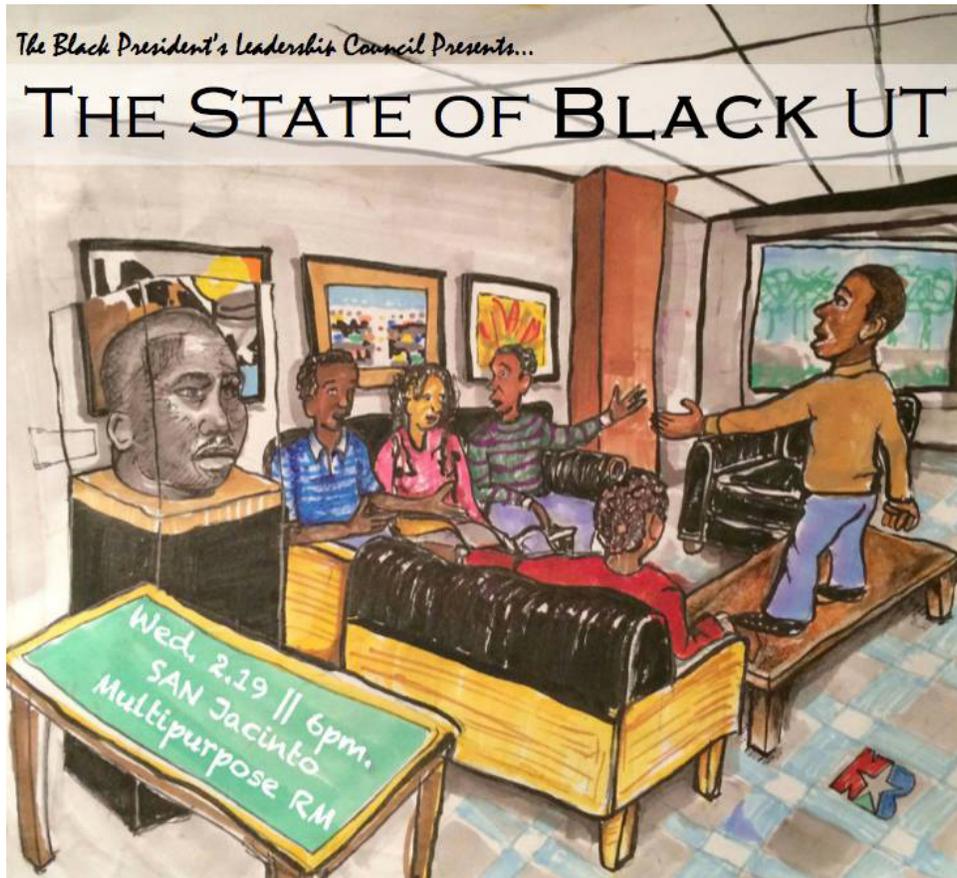
**AFRIKAN AMERICAN AFFAIRS
OPEN MEETING**
6pm || March 31, 2014 || MEC ISAC 1.1061

Interested in becoming a member of Afrikan American Affairs?
Come out to the Open Meeting to learn more about AAA and the available positions. Ask
current members any questions about the application & our involvement in the community!

AAA Applications Available on UTBlacksOnline.Org | | Due April 6th

2014

APPENDIX F: FLYERS



2014 BLACK STUDENT LEADERSHIP INSTITUTE

SATURDAY, FEBRUARY 22ND 10:00AM – 4:00PM
“POWERFUL BEYOND MEASURE”

AFRIKAN AMERICAN AFFAIRS

“THE MISSION OF AFRIKAN AMERICAN AFFAIRS IS TO ENRICH THE EXPERIENCE OF AFRICAN AMERICANS ON CAMPUS AND UNITE THE COMMUNITY THROUGH LEADERSHIP DEVELOPMENT OPPORTUNITIES AND SUPPORT SERVICES.”



AAA Leadership Team

The **PURPOSE** of BSLI:

Black Student Leadership Institute is to bring black collegiate leaders together from **Huston Tillotson University, Texas State University, St. Edwards University, and the University of Texas at Austin** for leadership training and community development. BSLI provides workshops, panels, and speakers focusing on key elements of effective leadership within the black community. BSLI participants leave with a deeper sense of community, enhanced leadership skills, and the motivation to impact the world around them.

The **GOALS** of BSLI include:

- Promote** unity and leadership within the black community
- Develop** connections between neighboring universities
- Facilitate** cooperation and collaboration of student leaders
- Increase** the capacity of black student leadership
- Encourage** collaboration between student organizations
- Create** a cohesive and strong body of black student leaders

The **VISION** of the 2014 BSLI:

Our theme, **Powerful Beyond Measure**, embodies the mindset that will empower the developing generation of leaders. This vision shows black student leaders that they have the power within themselves to create positive change in and outside the community.

Overall, our participants will know that there is **POWER** in being educated, there is **POWER** in being a leader, and there is **POWER** in being Black.

“Our deepest fear is not that we are inadequate. Our deepest fear is that we are **POWERFUL BEYOND MEASURE**”

- Marianne Williamson.

APPENDIX F: FLYERS

THE ETA THETA CHAPTER OF OMEGA PSI PHI
AND AFRIKAN AMERICAN AFFAIRS PRESENT...



Black Essence
Awards
and
FOURTH ANNUAL
Omega
Ball

Sunday, April 27th
Winkel Centennial Suite

at DKR Stadium

Dinner Served at 6PM

Ticketed entry ONLY



THE JOHN L. WARFIELD CENTER FOR
AFRICAN & AFRICAN AMERICAN STUDIES
THE UNIVERSITY OF TEXAS AT AUSTIN

APPENDIX F: FLYERS

Four Directions

Welcoming all Indigenous, Native and Non-Native students!

September 25, 2013
Gregory Plaza, 6pm-8pm



Native American &
Indigenous Collective
University of Texas at Austin

Join NAIC in welcoming the new academic year!

Food, Music, Rock Painting, and Free Stuff!

For more information, please contact NAIC at naictexas@gmail.com

Special Thanks: Native American and Indigenous Studies (NAIS), Division of Diversity and Community Engagement (DDCE), Native American and Indigenous Peoples Association (NAIPA), Multicultural Engagement Center (MEC)

FEAST ON THIS

NOV/19/13
SAC 2.410
6:00-8:00PM

JOIN US FOR AN EVENING OF SPOKEN WORD, POETRY, MUSIC, AND ALTERNATIVE STORIES OF "THANKSGIVING"

Native American & Indigenous Collective
THE UNIVERSITY OF TEXAS AT AUSTIN
DIVISION OF DIVERSITY AND COMMUNITY ENGAGEMENT

VIOLENCE AGAINST NATIVE & INDIGENOUS IDENTITIES:

UNEARTHING & HEALING OUR COMMUNITIES

Full Symposium Program: naisatx.wordpress.com

MARCH 27/ THURSDAY

3-7PM / CLA 1.302E

SYMPOSIUM INAUGURATION
ANDREA SMITH, KEYNOTE
FRANK WAIN CONCERT

****Refreshments Provided****

MARCH 28/ FRIDAY

3-5PM / CLA 1.302E

KEYNOTE PANEL
AUDRA SIMPSON
LUIS URRIETA
TEKINA-EIRU MAYNARD
TANE WARD
FRANK WAIN

****Refreshments Provided****

MARCH 29/ SATURDAY

11AM-3:30PM / ALMA DE
MUJER CENTER FOR SOCIAL CHANGE
13621 FM 2769 Austin TX 78726

COMMUNITY GATHERING
DANZA MEXICA/AZTECA
STUDENT/COMMUNITY PANEL
HEALING WORKSHOP

****Lunch Provided****



THE UNIVERSITY OF TEXAS AT AUSTIN
DIVISION OF DIVERSITY AND
COMMUNITY ENGAGEMENT

NAIS NATIVE
AMERICAN &
INDIGENOUS
STUDIES

THE UNIVERSITY OF TEXAS AT AUSTIN
College of Liberal Arts



VAW
VIOLENCE AGAINST WOMEN
ASSOCIATION

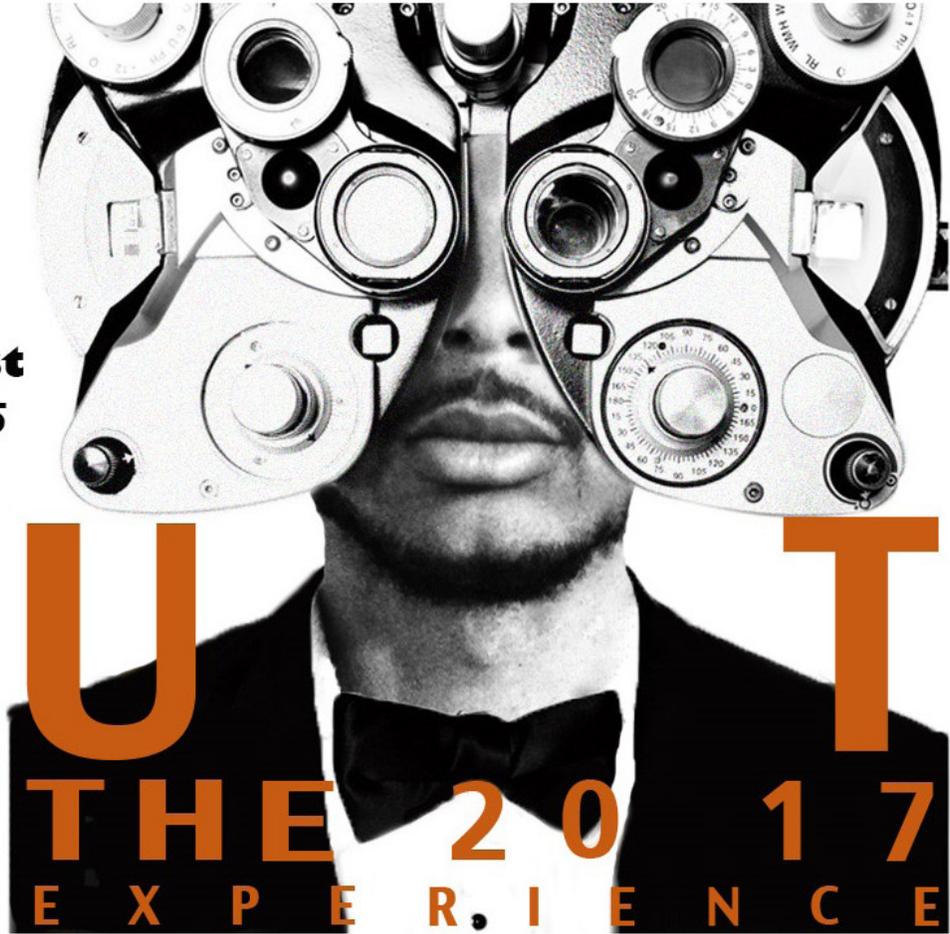
TEXAS
PARENTS
ASSOCIATION



APPENDIX F: FLYERS

**August
23-25**

**August
23-25**



U T
THE 2017
E X P E R I E N C E

NEW BLACK STUDENT WEEKEND 2013

 **@NBSW2013**

PRIDE

2014

Monday, April 21

PRIDE KICKOFF
4:00 - 7:00, GREGORY PLAZA
STRINGS N' THINGS KNIT ALONG
3:00 - 5:00, SAC 2.112
FLAGS PRIDE DODGEBALL
7:00 - 8:00, ANNA HISS GYM
VAV GET SEXY. GET CONSENT
7:30 - 8:30, WCH 1.120

Wednesday, April 23

VAV DENIM DAY
11:00 - 2:00, WEST MALL
QSA TOWN HALL & ELECTIONS
6:00 - 7:00, WAG 420

Tuesday, April 22

STANDOUT MEETING
6:30, BEN 1.122
TSH SECULARISM AND QUEERNESS
7:00, PARLIN 301
THE SOCIAL
8:00 - 10:00, SAC BALLROOM
GBSA PANEL ON ONLINE PRIVACY
6:30, SAC AUDITORIUM
DLP & TEXAS TOGETHER
6:00 - 7:30, UTC 3.110

Thursday, April 24

QSA MOVIE NIGHT: MILK
6:00, GENDER & SEXUALITY CENTER

Friday, April 25

VAV MOBILIZING COLLEGE-AGED MEN
10:00 - 12:00, UTC 3.112
QSA PICNIC
12:00, HONORS QUAD
QUEENS OF TEXAS AND DELTA LAMBDA PHI: DRAG RACE
8:00, SAC AUDITORIUM
GBSA QUEER CONCERT
8:00, DRAG BAR ABOVE AUSTIN'S PIZZA
PEERS FOR PRIDE FINAL PERFORMANCES
5:30, RLM 4.102

KEEP UP WITH THE LATEST NEWS AND UPDATES ON TEXASQSA.BLOGSPOT.COM

APPENDIX G: STAFF

Student Diversity Initiatives 2013-2014 Staff

Mary Botello

SDI Administrative Associate

Liz Elsen, M.Ed.

GSC Program Coordinator

Brandelyn Franks Flunder, M.Ed.

MEC Assistant Director and Program Coordinator

Jennifer Margulies

SDI Consultant, Writer

Ana “Ixchel” Rosal, M.P.Aff.

SDI Director

Sherri Sanders, Ph.D.

Liaison to SDI for Dr. Vincent

Rocío Villalobos, M.A.

MEC Program Coordinator

Tony Vo, M.S.S.W.

MEC Program Coordinator

Shane Whalley, M.S.S.W.

GSC Program Coordinator