



UNIVERSITY OF
SAN FRANCISCO

The Cultural Centers

Intercultural Center
Gender & Sexuality Center

**Internal Self-Study
2018**

TABLE OF CONTENTS

MISSION, VISION, AND VALUES _____	4
HISTORY _____	7
2004-2010 _____	7
2011-2014 _____	8
2015-2018 _____	8
2008 External Review Recommendations _____	11
GOALS & VALUES _____	14
QUALITY ASSURANCE _____	17
Programming and Services _____	17
Staffing _____	20
External Evaluation _____	22
Internal Evaluation _____	23
Outreach _____	24
Comparison to Peer Institutions _____	26
BUDGET AND EXPENDITURES _____	29
Professional Staff Salary and Benefits _____	29
Graduate Interns _____	30
Undergraduate Interns _____	30
Operating Budget _____	31
Spotlight on Womxn of Color Conference _____	33
Spotlight on the End of Year Ceremonies _____	35
Revenue _____	36
Changes to Allocations _____	36
ASSESSMENT _____	38
Internship & 360 Evaluation Process _____	38
Programming Numbers _____	39
Program Evaluations _____	40
Student Participation in 2017-2018 academic year _____	41
Program Attendance _____	41
Lounges _____	42
Student Leader Training _____	43
Digital Marketing _____	44
Outcome Achievement _____	44
GUIDE FOR THE FUTURE _____	46
Strengths _____	46
Excellence and Improvement _____	46
Leadership _____	47
Current Challenges _____	47
Necessary Improvement _____	47
Obstacles _____	48
Future Challenges _____	48
Reflection _____	48

PLANS FOR THE FUTURE _____	49
Programming Model _____	49
Collaborations _____	50
Resources _____	51
Assets _____	51



Image 1: Lyricist Lounge student performer, Spring 2015.

MISSION, VISION, AND VALUES

The vision of the University of San Francisco's (USF) Cultural Centers—consisting of the Intercultural Center and the Gender & Sexuality Center—is to engage all USF students in transformative introspection, leading to self-advocacy and solidarity that then transforms the campus and the world.

To this end, our mission is to provide spaces for students, staff, and faculty to build community by honoring the multiple embodiments of gender identity, gender expression, sexual orientation, race, ethnicity, class, ability, religion, sex and the many other identities that shape our lives.

We cultivate the personal growth of all students; advocate for students from marginalized identities and communities; and empower students to engage in dialogue towards healthy relationships to create a more inclusive learning environment. Grounded in our Jesuit mission to serve students, the Cultural Centers foster the awareness, knowledge, and skills necessary for students to be self-reflective and create positive social change.

The Cultural Centers' current mission and vision as articulated above were created in 2015 in order to provide a clearer understanding of the work of Cultural Centers for stakeholders, served constituents, and ourselves. Furthermore, five primary values were established and continue to serve as guiding tenants for the Cultural Centers' ongoing endeavors.

Community: The Cultural Centers unify individuals across identities, backgrounds and experiences. Our positive, caring and discerning community creates a sense of belonging for students.

Empowerment: The Cultural Centers inspire students to find their agency and authentic voice to express their needs. Students feel empowered to explore their passions.

Intersectionality: The Cultural Centers understand the complexity and beauty of the multiple intersecting identities students bring into the world. Our programs encourage students to embrace their whole self.

Growth: The Cultural Centers believe that all students have the capacity to deepen their consciousness by building upon their unique lived experiences. Programs encourage students to bravely engage in challenging dialogues within a supportive space.

Solidarity: The centers cultivate support and advocacy for, and with, marginalized identities and communities. Programs provide opportunities for students to gain a deeper understanding of injustices and work towards social change in community.

Each of these values, as well as our vision and mission, are grounded in the Cultural Centers' commitment to social justice. This commitment to social justice is a reflection of the mission of USF as a Catholic Jesuit institution for higher education, where all students are welcome, so they may become educated leaders who will fashion a humane and just world. The

University's mission is directly informed by Jesuit values such as *cura personalis* (care for the whole person); people for and with others; and contemplation, which are interpreted at USF as a belief and commitment to the following:

- learning as a humanizing, social activity rather than a competitive exercise;
- diversity of perspectives, experiences and traditions as essential components of a quality education in our global context;
- social responsibility in fulfilling the University's mission to create, communicate and apply knowledge to a world shared by all people and held in trust for future generations;
- the moral dimension of every significant human choice: taking seriously how and who we choose to be in the world;
- the full, integral development of each person and all persons, with the belief that no individual or group may rightfully prosper at the expense of others;
- a culture of service that respects and promotes the dignity of every person.¹

At the Cultural Centers, we believe we provide our students with a foundation to “change the world from here” (USF's motto) with a focus the diversity strategic initiatives as laid out in the USF 2028 document² which reads:

Diversity

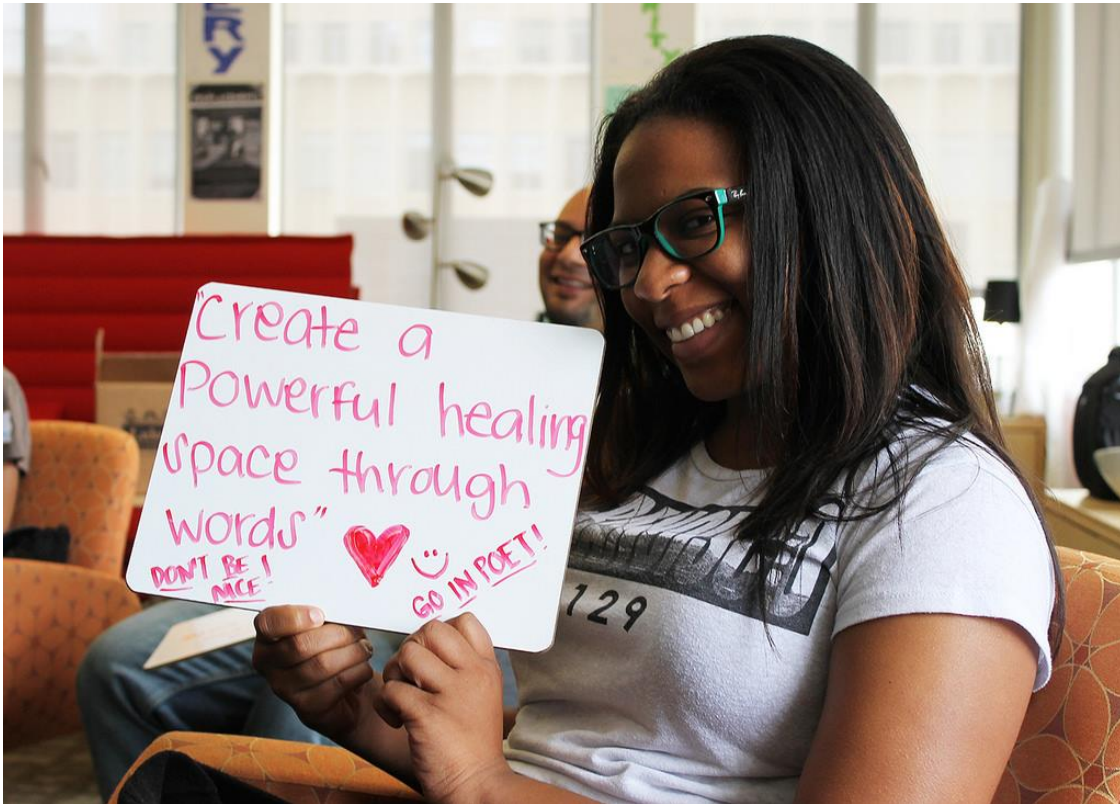
USF prepares students for the complexities of a diverse and interdependent world through curricular and co-curricular offerings which capitalize on the differences within the city and the university. Therefore, USF:

- a. creates structures, programs, and courses that engage differences of persons, perspectives and opinions so that students appreciate the commonality of our humanity as well as what distinguishes individuals and groups within the human family;
- b. ensures that different voices and perspectives are present in curricula, programs and activities across the university so that students engage the complexities and subtleties of human experience;
- c. recruits and retains a richly diverse mix of students, faculty and staff so that the university community, as much a possible, broadly resembles the world to which our students will contribute;
- d. promotes disciplinary competence for students and faculty while also providing opportunities to cooperatively probe issues, questions, and problems from multi-disciplinary perspectives;
- e. offers students a wide variety of activities that promote engagement with each other and affiliation with the University, as well as opportunities to develop important life skills;
- f. draws from the cultural offerings of San Francisco to enrich students' understanding and appreciation of a diverse and multicultural world class city

¹ <https://www.usfca.edu/student-life/student-activities/cultural-centers/staff>

² https://www.usfca.edu/sites/default/files/pdfs/pres_doc_16m_usf2028_r1_0.pdf

While it is a charge of the entire USF community to promote diversity in all its forms, the Cultural Centers has been doing so since its inception in 2004 and will continue to serve the diverse needs of our campus community as it shifts and changes.



Images 2, 3, 4: Cultural Centers' Intern Formation, Spring 2015

HISTORY

It is important to establish an understanding of the history of our department and spaces beyond the past three years, and in order to do so, we hosted interviews with previous staff members including previous Assistant Dean of Multicultural Student Services Mary Grace Almandrez and previous Co-Director of the Cultural Centers Alejandro Covarrubias. Content from those interviews is dispersed throughout this section of the self-study.

2004-2010

The Multicultural Students Services Department (MCSS) was established at USF in 2004. The mission of the department was to affirm the unique identities of all students, empower leaders to be change agents for social justice, and build alliances with faculty, staff and students to create a community that honors and values diversity.

The signature programming of the department included:

- Collaboration with the Sociology department on the Esther Madriz Multicultural Scholars Community (EMMSC)
- Leadership development for Culturally-Focused Clubs Council (CFCC)
- Advising for the Freedom Alliance of Culturally-Empowered Students (FACES)
- Coordination of student of color recognition ceremonies
- Administrative support for the USF Allies Program

The Assistant Dean of MCSS, the first full time person hired for the independent MCSS department, reported to the Dean of Students. This reporting structure was intended to elevate the role of MCSS within the Division of Student Life and supported with more intentional collaboration with faculty. This structure also shifted the expectations of the department given its previous iteration with the International Student Services Department. The department collaborated with academic departments which included co-teaching an Esther Madriz Scholars course and programmatic connection to living and learning communities like the Martin-Baro Scholars. Expectations also involved conducting trainings and guest lectures for the Division of Student Life.

In 2005, the graduate internship roles were eliminated from the department, to provide funding to create a full time coordinator position to more directly support sustained engagement with students of color through facilitated programming. The staffing capacity of two full time employees in assistant dean and coordinator roles limited the ability of the department to adequately address the needs of the student body and serve as a divisional leader in diversity and inclusion work. Through the recommendation of the 2009 program review, this role expanded into an Assistant Director role. Undergraduate student staff largely functioned as administrative support serving as front desk staff, scheduling meetings, and processing reimbursements. Due to divisional and departmental shifts, the role of undergraduate student intern involved increased community engagement as Social Justice peer educators.

The Culturally Focused Clubs Council was created during this time span to increase cross departmental collaborative work. This organization provided more intentional opportunities to

cross program and provided a streamlined method of communication for academic departments and cultural student organizations.

In 2009 the Gender, Sexuality and Women's Resource Center was founded at USF, which existed separate from the Intercultural Center, and expanded rapidly due to campus need for resources and education targeted toward sexual violence prevention. The programming and staff for the space were funded by grants and a reallocation of divisional funds. It wasn't until 2011 that the space joined into the department.

With the departure of Mary Grace Almandrez in June of 2010, Peggy Yang served as Interim Assistant Dean for the Multicultural Student Services department for the 2010-2011 academic year.

2011-2014

In 2011, the shift was made to join the Intercultural Center (IC) and newly named Gender and Sexuality Center (GSC) under the guidance of a single Director Dawn Lee Tu, one Assistant Director Alejandro Covarrubias, and two graduate assistants. Six undergraduate students were equally dispersed across both spaces and tasked with creating programming content. The Director of the Cultural Centers initially reported to the Vice Provost of Student Life, which also was meant to elevate the work of the Cultural Centers as division leader in equity and inclusion training. A part time staff member who hosted programming in the Gender and Sexuality Center from 2010-2012 was supported by a gift to the university. This person served 20 hours a week in the GSC and 20 hours a week with the Counseling and Psychological Services Department.

With the departure of the Director in 2013, a decision was made to forego the position of Assistant Director and create a Co-Director model. The current Assistant Director at the time Alejandro Covarrubias was promoted to Co-Director and Erin Echols was hired through a national search as Co-Director.

2015-2018

Under the guidance of Co-Directors Alejandro Covarrubias and Erin Echols, the Cultural Centers began a strategic planning process, which resulted in the adaption of a new programming model in 2015 displayed starting on page 9.

2015-2016 Academic Year Programming Model

Services

A service is a program that is intended to provide support and identity exploration FOR students who identify with a specific community. These should be recommended to students who you feel would benefit from extra support and identity development.

Collectives:

Collectives are programs designed to be informal community spaces that bring smaller communities together to build capacity and connections at USF. Each collective happens 3 times each semester (once a month).

Discernment Programs:

Discernment programs are meant to invite participants to reflect about issues of power, privilege, and oppression. They create spaces for students to deepen their awareness, knowledge, and skills to become agents of change.

End-of-Year Ceremonies:

End-of-Year Ceremonies are events that celebrate the accomplishments of graduating students (undergraduate and graduate) from different marginalized communities. Cultural Center coordinates committees to plan the ceremonies

Womxn of Color Conference:

This day-long conference for womxn of color students, faculty, and staff aims to build community and explore identity. The planning committee consists of graduate and undergraduate womxn of color who volunteer their time. Presenters include faculty, staff, students, and community members in the San Francisco Bay Area.

Events

An event is a program that is intended to provide education and awareness about issues, experiences, and histories of marginalized communities.

Expression:

Expression programs empower students to explore their identities and healing through artistic expression.

Media & Politics Series:

Events that incorporate the influence of the media and/or politics

Intersections Series:

Events that consider the relationships of intersecting multiple identities, issues, and/or lived experiences.

Lounges

The Cultural Centers have lounges on the 4th floor of the UC that provide any student at USF with a place to build community, discuss issues and identities, and learn about related topics. The Lounges are open Monday-Thursday from 10am-6pm and Friday from 10am-5pm

Additional Offerings

Blog:

The Cultural Centers' blog provides interns with the opportunity to communicate with the campus and larger community about programs and issues. The blog entries typically revolve around programming, heritage/awareness months, and societal issues.

Collaborations:

The Cultural Centers collaborate with areas within Student Life and academic departments. These can be generated by professional staff members or student interns. Examples include the Global Women's Rights Forum, the Critical Diversity Studies Forum, and the university's Title IX Task Force.

Due to shifts within the Division of Student Engagement in 2015, an additional program assistant position was added to the Cultural Centers staff. In August 2015, Lionell Daggs III was hired as program assistant to support more with administrative needs including creation of weekly newsletter, student payroll management, and budget management. In the same year, the opportunity to host a Master in Public Health student opened and a student was hired to create programs to support students, centered around the experiences of queer students and health programs. This position also supported the development of impactful connections to health service providers external to the institution.

In the 2015-2016 academic year, four graduate students in the Higher Education & Student Affairs master's degree program completed practicum assignments with the Cultural Centers. Each practicum student supported the Cultural Centers with expanding student centered initiatives, which have become an integral part of the Cultural Centers' ability to address specific student needs as they came up. The practicum assignments centered on assessment, student activism, Asian American student leadership development, and sexual violence prevention work. In 2017, Cultural Centers' practicum students also supported with the advisement of the Culturally Focused Clubs Councils, sexual violence prevention programming, campus climate assessment, and the updating of the Diversity Resource Manual.

In 2015, both Co-Directors began serving on the Title IX Task Force within a quad chair model with the university's Title IX Coordinator and the Director of Counseling and Psychological Services. Additionally, in collaboration with the Dean of Students Office, the Cultural Centers' Co Directors also began to create and introduce a Bias Education Response Team and create the infrastructure for a campus-wide bias incident related reporting system in the Spring of 2016.

When Alejandro Covarrubias shifted roles within the institution in July 2017, the decision was made to shift the staffing structure to a single Director Erin Echols and two Assistant Directors. Program Assistant Lionell Daggs III was promoted to one of the assistant director roles, and a national search resulted in the hiring of a Jinni Pradhan to fill the additional role.

2008 External Review Recommendations

The 2008 external reviewer team provided specific recommendations for each of the areas below in 2009. Included with each section is an update on progress that has been made towards achieving each bullet point.

MCSS Staff

2008 Recommendation

- Examine ways to provide consistent administrative support to MCSS, perhaps including sharing such support with another UL unit, and to build programming capacity, with the possible addition of another professional staff member or graduate assistant
- On a divisional level and with peer institutions, examine the coordinator role for possible realignment as assistant director position
- Continue to support and fund the involvement of Simon and Mary Grace on regional and national levels

2018 Progress

- In the 2018-2019 academic year, a new Assistant Vice Provost of Student Engagement Lester Deanes was hired and provided a more cohesive relationship and reporting structure to the Student Engagement Unit which included New Student and Family Programs, The Cultural Centers, and Student Leadership & Engagement. The departments now functions with direct cross-departmental support administrative support through and University Center 4th Floor program assistant and program manager. The Cultural Centers has also restructured from a Co-director model to one Director and two Assistant Directors.

Relationships

2008 Recommendation

- Reach out intentionally to first-year students, including through the new student orientation program and the Foreword program
- Clarify the roles of MCSS and SLE in supporting and advising the Culturally-Focused Clubs Council
- Creating ongoing structures involving MCSS that support first-generation students
- Build relationships with faculty, staff and students outside the cadre of faculty, staff, and students who use their services
- Institutionalize faculty and staff relationships through programs
- Continue efforts to build relationships with Alumni Relations, Academic Support Services, Financial Aid, and the Vice Provost for Academic Affairs

2018 Progress

- Over the last 3 years, Cultural Centers engagement has increased in First Year Student Programming and Orientation. Cultural Centers staff now co-collaborate with the Title IX

Office to complete the “Talk About It!” Title IX session during New Student Orientation. Cultural Centers role within New Student Orientation has also increased with engaging LGBTQ+ student through an LGBTQ+ student panel which has now evolved into and LGBTQ+ Student Reception. Additionally an expanded campus community interest in developing bias education curriculum has resulted in the creation of Amplify USF which is a bias education training completed by all incoming new students. Cultural Centers staff continue to provide training for peer mentors and student participants within the Muscat Scholars (formerly Foreword Program) as well.

Programming

2008 Recommendation

- Access student orientation as an outlet to engage first-year students around the area of diversity
- Create a diverse array of programs that would have a wider reach in terms of student engagement
- Develop a standardized evaluation and assessment process
- Determine ownership of programs such as advising of the Culturally-Focused Clubs Council and Creating Community Retreat

2018 Progress

- Cultural Centers now serve an integral role in training Orientation leaders and Team Leads. Shifts within the programming model have allowed programming to become more intersectional which has resulted in increased engagement with our events programming. Each event that is hosted in the Cultural Centers is evaluated using the same evaluation sheet. This evaluation form includes both Likert scale data and opportunities for open ended feedback. In the spring of 2016 a student focus group and faculty/staff focus group were hosted to collect assessment data from students who participated in CC programming and faculty and staff who have connected as collaborative partners in the past.

MCSS Mission

2008 Recommendation

- Continue division- and institution-wide dialogue regarding how diversity, multiculturalism, and cultural competency are understood and put into action
- Examine and consider integrating existing structures to support LGBTQ faculty and students, such as the LGBT Caucus, Queer Alliance, and Allies training

2018 Progress

- A Cultural Centers Staff member now holds a permanent position on the University Council on Diversity and Inclusion. Intentional community building has been done to support creation of LGBTQ+ focused programming in collaboration with Queer Alliance. Each fall, Cultural Centers staff complete cultural competency training with Student Housing and Residential Life Staff.

Resources

2008 Recommendation

- Maintain funding of the Creating Community Retreat outside the MCSS budget
- Consider “small” space enhancements to enhance the security and welcoming feel of the MCSS suite
- Encourage use of the lounge by students and clubs
- Develop opportunities for dialogue about use of the fifth floor of the University Center as a “center” that includes under its umbrella students of color, international students, LGBTQ students, first generation students, women, and other historically underrepresented or underserved populations

2018 Progress

- Shifts are made each year by undergraduate interns with how the Cultural Centers spaces are set up. Programming model currently includes facilitated collective spaces which are intended to serve communities are students whose identities sit at various intersections.

Communication and Marketing

2008 Recommendation

- “Brand” MCSS programs and services, through creation of a new logo and revision of the website to be more interactive
- Commit resources to target intentional communication to faculty, staff, and students in order to increase the visibility of MCSS across the institution

2018 Progress

- The Intercultural Center and Gender & Sexuality Center now are classified as two spaces under the overarching umbrella of the Cultural Centers. We are currently working together with the Office of Marketing and Communication to provide more intentionally branded signage. Now incorporated into each academic semester is direct outreach by Cultural Centers staff to academic departments regarding the program content for that specific semester. The Cultural Centers have been able to elevate events within the programming model as opportunities for collaboration with academic departments and extra credit opportunities for students.

GOALS & VALUES

Connected by our community values, the Cultural Centers is dedicated to bringing students together to increase their understanding, and embrace their roles, as members of a diverse community on the local and global levels. The Gender & Sexuality Center and the Intercultural Center engage in this intersectional work through our shared values: Community, Empowerment, Intersectionality, Growth, and Solidarity.

Through an in-depth discernment process, a group of stakeholders were brought together to determine what the Cultural Centers meant to them individually and to the broader campus community. Over the course of spring semester 2015, 60 concepts and words were narrowed down to a list of five central principles that became the values that lead the Cultural Centers in its programming and practice.

Value 1: COMMUNITY

- The Cultural Centers unify individuals across identities, backgrounds and experiences. Our positive, caring and discerning community creates a sense of belonging for students.
- *Ex: Through the open lounge spaces, students have the opportunity to engage in dialogue with folks of different and similar backgrounds.*

Value 2: EMPOWERMENT

- The Cultural Centers inspire students to find their agency and authentic voice to express their needs. Students feel empowered to explore their passions and act.
- *Ex: Through our events, students are able to engage in impactful conversations about social issues and are able to individually and communally mobilize toward positive social change.*

Value 3: INTERSECTIONALITY

- The Cultural Centers understand the complexity and beauty of the multiple intersecting identities students bring into the world. Our programs encourage students to embrace their whole self.
- *Ex: Through our student-led collective spaces, students are able to explore the different intersecting identities that they hold and develop holistic skills in building community and self-care.*

Value 4 : GROWTH

- The Cultural Centers believe that all students have the capacity to deepen their consciousness by building upon their unique lived experiences. Programs encourage students to bravely engage in challenging dialogues within a supportive space.
- *Ex: Through an intentional internship focused on skills development for both graduate and undergraduate students, our program includes concepts that student grapple with both inside and outside of academic spaces. These programs elevate those voices that are normally marginalized and provide a counterspace for student engagement*

Value 5: SOLIDARITY

- The centers cultivate support and advocacy for, and with, marginalized identities and communities. Programs provide opportunities for students to gain a deeper understanding of injustices and work towards social change in community.
- *Ex: We honor the multiple intersecting identities of our students and we encourage them to strive for the collective well-being of our campus community.*

The Cultural Centers measure the effectiveness and achievement of the values driven goal by assessing after each program to what level folks have felt the programmatic learning outcomes were achieved.

Mission Statement	Programmatic Learning Goals
<p>The Cultural Centers build community by honoring the multiple embodiments of gender identity, gender expression, sexual orientation, race, ethnicity, class, ability, religion, sex and the many other identities that shape the lives of our students.</p>	<ul style="list-style-type: none"> • Create a sense of belonging across identities, backgrounds, and experiences. • Encourage students to embrace their whole selves.
<p>We cultivate the personal growth of all students; advocate for students from marginalized identities and communities; and empower students to engage in dialogue towards healthy relationships to create a more inclusive learning environment.</p>	<ul style="list-style-type: none"> • Inspire students to find agency and authentic voice to express their needs. • Encourage students to bravely engage in challenging dialogues within a supportive space.
<p>Grounded in our Jesuit mission to serve students, the Cultural Centers foster the awareness, knowledge, and skills necessary for students to be self-reflective and create positive social change.</p>	<ul style="list-style-type: none"> • Provide an opportunity for students to gain a deeper understanding of injustices & work toward social change in community.

Table 1: Mission Statement and Learning Goals

The Cultural Centers utilize a post-program survey that can be seen below:

Thank you for attending this Cultural Centers event! All response information obtained, including quotes, will be used for quality improvement and program evaluation purposes. The anonymity of your responses is ensured.

Program Title:

What is your college affiliation? *Arts Sciences Management Education Nursing-Health Law*

How did you hear about today's event? *(Circle all that apply)*
Flyer Facebook Twitter Newsletter Faculty Member Friend Other:

On a scale of 1-5 please rate:

	Strongly Disagree				Strongly Agree
This program created a sense of belonging across identities, backgrounds, and experiences.	1	2	3	4	5
This program inspired me to find my agency and authentic voice to express my needs.	1	2	3	4	5
This program encouraged me to embrace my whole self.	1	2	3	4	5
This program encouraged me to bravely engage in challenging dialogues within a supportive space.	1	2	3	4	5
This program provided an opportunity for me to gain a deeper understanding of injustices & work toward social change in community.	1	2	3	4	5

6. The program _____ regarding the subject matter (Circle all the statements you would use to complete the sentence.)
 changed the way I think affirmed my beliefs other:
 challenged what I believed did not change my attitude
 made me want to learn more inspired me to take action

7. In what 1-2 ways were you impacted by this program?

8. How has this program empowered you to advocate for yourself and/or others?



Selected comments from survey responses to questions 7 and 8 include:

“I feel replenished emotionally after hearing everyone share important truths.”

“This (program) made me think of new ways to voice my opinion and made me feel strong enough to speak up.”

“Hearing people's stories both leads me to understanding others experiences and the human connection.”

“I feel much more connected to the USF community. I am in awe of all of the wonderfulness around me.”

“Again, so inspiring to see especially from students who so often lead the way toward social change and social justice.”

QUALITY ASSURANCE

Programming and Services

Cultural Centers primarily serve different parts of the campus community on the Hilltop campus depending on the type of programming we provide.

Our academic year programming consists of three types:



Chart 1: 2018-2019 Cultural Centers' Programming Structure

Lounges

- The Intercultural Center and the Gender & Sexuality are individual physical spaces in which campus community members can lounge. Each center's space is staffed by a student intern during its open hours (10am - 6pm, Monday - Thursday; 10am - 5pm, Fridays) when classes are in session. Lounging can look like many things, such as relaxing on comfortable sofas, working at the large "family" table, or chatting with other people on the latest hot topics on campus, regionally, or nationally. We also hold semi-facilitated lounge spaces, such as our weekly Glitter Group programming where campus community members can join to paint their nails and casually discuss gender expression. These freeform gathering spaces primarily draw in undergraduate students, and occasionally professional staff or graduate students.

Services

- The Cultural Centers host services which are programs that are intended to provide support and identity exploration for students who identify within a specific community.
 - **Collectives** are closed, identity-based spaces for those who identify to come together and build community. E.g. Womxn of Color Collective is for those who identify as womxn of color; Asian and Asian American Collective is for those who identify as

Asian or Asian American. The campus community engagement in collectives can vary, but overall we see more staff, faculty, and graduate student engagement in these spaces than our other programs.

- **Self-Empowerment Programs** are specific annual or semesterly programs that are oriented toward students who are looking for more education and support around cultivating life skills, such as financial budgeting/wellness and beginning a career/job search. Sexual Violence Prevention- and Health Relationships-themed programming presented by the Gender and Sexuality Center also serve to empower students and support the campus-wide education and awareness initiatives of the Title IX Coordinator and the Title IX Task Force.
- **Womxn of Color Conference** is an annual, day-long conference planned by a committee to speak to and support the needs of womxn of color at USF. The campus community at all levels (faculty, staff, graduate students, undergraduate students, alumni) who identify as womxn of color engage through the planning process and attend. While registration is required, conference attendance is free of charge.
- **End of Year Ceremonies** are identity-specific ceremonies held to commemorate graduating seniors from these communities. The Cultural Centers currently support and host five ceremonies: Vizuri Kabisa (Black/African-American Ceremony), Latinx Recognition Ceremony, Interwoven (Asian and Asian American Ceremony), Lavender Commencement (LGBTQ+ Ceremony), and Indigenous Peoples of Oceania Ceremony. Planning committees for each of these ceremonies engage faculty, staff, and students who identify with each ceremony as well as the graduates themselves (along with their friends and families).

Events

- The events that the Cultural Centers host are meant to serve and educate the campus community at large on topics with which they may identify or about which have interest in learning more. The intentions of events are to raise campus visibility and awareness for the specific topics and discussions raised in these programs.
- **Common Ground series** are events meant to facilitate dialogue on a topic area that everyone can have investment in from different perspectives, allowing them to find a common ground of knowledge and understanding.
- **Media series** are events that approach various social justice topics/issues through the lens of recent popular culture and media events.
- **Discernment series** is an annual three-event series that deeply explores a specific general topic. (e.g. “Exploring Whiteness”; “Exploring Class”; “Exploring Body Image”) In this exploration, participants are intentionally encouraged to reflect on and contemplate their engagement and the impact of these social concepts to better understand how they participate in society.
- **Arts programming** originating in both centers focus on engaging the broad campus community in social justice conversations and community building through art. Major programs include Lyricist Lounge, which is a monthly open mic/spoken word night

hosted by the Intercultural Center, and Drop the Mic, a more intimate, complimentary space to Lyricist Lounge hosted by the Gender and Sexuality Center. Particularly for Lyricist Lounge, we see engagement from all levels of the campus community with a heavy emphasis on undergraduate students.

Support Services

- Services provided outside the Cultural Centers' programming model more broadly serve the campus community beyond the physical spaces of the centers. These services fall to the charge of the professional staff and sometimes prove challenging to maintain in relationship to all the programming and supervision of the centers themselves. Many of these services are vestiges of the former iterations of the Cultural Centers, which were employed to play larger roles in the Division of Student Life around diversity, inclusion, and Title IX support.
- **Advising:** The professional staff serve as advisors for the Culturally Focused Clubs Council, a chartered student organization funded by the Associated Students of USF. The Cultural Focused Clubs Council, led by a four-member executive board, serves as a larger organizing body for over twenty-five culturally-focused student organizations on campus. It provides these organizations with leadership development and collaboration opportunities through regular meetings and co-curricular programming in order to work in solidarity to support the needs of their constituencies on campus.
- **Training:** The Cultural Centers career staff (professional staff members and graduate coordinators) are often requested to facilitate social justice trainings within the Student Life Division for student leaders. These trainings primarily occur during the summer as new student leaders are being trained for the upcoming academic school year. Most of these requests are to train Resident Advisors (RAs) and Orientation Leaders (OLs). The larger trainings consist of over 200 student leaders. Cultural Centers' career staff also requested to facilitate and support the larger orientation trainings for Title IX and social justice, which serve up to 1700 first-year and transfer students.
- **Reactive Programming:** The Cultural Centers are often called upon to organize programs outside of our programming model to respond to community, national, or international happenings. Depending on what the specific program is responding to, it may either be qualified under a service (supporting a specific, impacted community) or event (open to the entire campus community). Oftentimes, campus community members come to the Cultural Centers wanting to collaborate on these types of programs in order to create healing spaces and create/build awareness. Generally, these programs are individual programs that may spark events and services for future consideration within the programming model.

Staffing

Our current programming and services as mentioned above are supported by a staff of 13: three full-time professional staff, two part-time graduate student coordinators, and eight undergraduate student interns. Compared to prior iterations of the staffing structure as alluded to earlier in this report, the current staff for the Cultural Centers is one of the largest in the last 10 years. The Cultural Centers' organizational chart for the 2018-2019 academic school year is below.

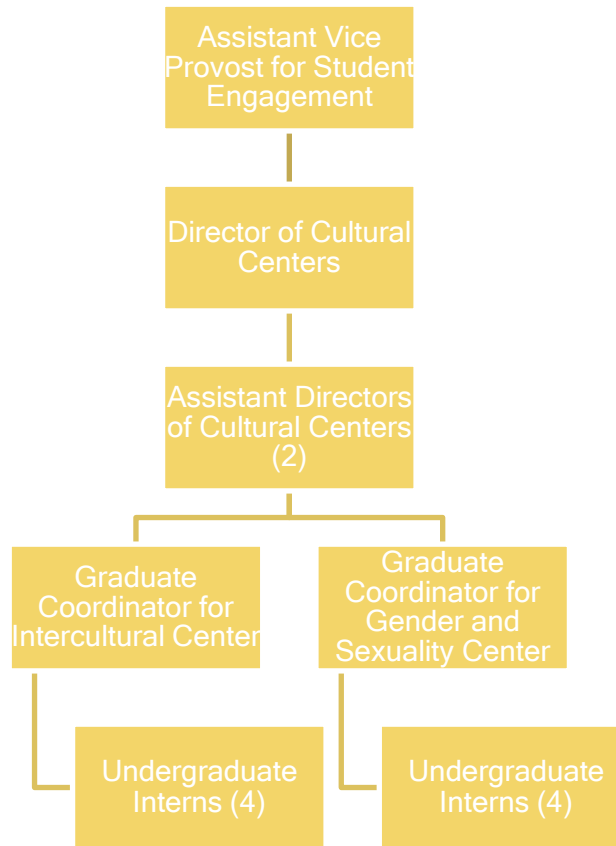


Chart 2: Organizational Chart for Cultural Centers

The majority of the programming provided in the Gender and Sexuality Center and the Intercultural Center are driven by our Undergraduate Interns as supervised by the Graduate Coordinator for their center. There are three types of Undergraduate Interns in each center, specific to the type of programming and services they support. Each center has two Diversity Education Interns (DEIs), one Arts Intern, and one Graphics and Marketing Intern. The Graduate Coordinator for each supports these interns in their professional development (e.g. leadership and program development) as well as coordinating the functions of their entire center.

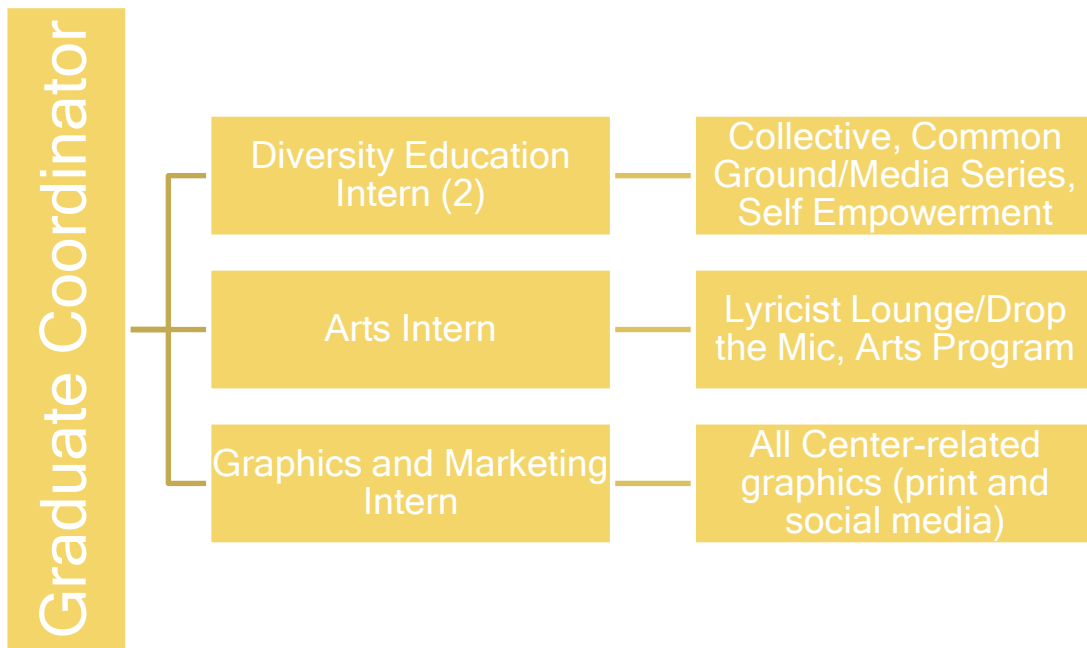


Chart 3: Detailed Center-Specific Organizational Chart and Programmatic Responsibilities

Each Graduate Coordinator is also a graduate student in the university's School of Education where they are developing and refining their knowledge as Student Affairs professionals. As such, the Graduate Coordinators are considered "Career Staff" within the Cultural Centers and collaborate heavily with professional staff to provide input and make decisions for the entirety of the Cultural Centers, both internally and externally. The Assistant Directors each supervise and mentor one of the Graduate Coordinators, and provide guidance for the center under that Graduate Coordinator's supervision as needed.

As full-time professional staff, the Director and two Assistant Directors provide a majority of the stability and the structure to the Cultural Centers. The Director leads all meetings and planning in regards to the Cultural Centers as a department, including reassessment of programming and structure as student needs and capacity change - both as program/service attendees and as program/service developers. While the professional staff provide the supportive foundation for Cultural Centers' programming and services, they try to empower and give as much agency as possible to the undergraduate and graduate student staff to mold and challenge the work of the Cultural Centers.

The Director and Assistant Director are often requested by various cross campus departments to provide support regarding social justice issues and needs. Most of these needs fall outside our current programming model, and therefore responsibility for these are led by the professional staff. Undergraduate Interns or Graduate Coordinators may help in the development or facilitation of these services (particularly training and reactive programming) if they have interest in or capacity to be involved. Professional staff often sit on campus-wide committees that impact students who are served by the Cultural Centers, particularly those students who may identify with historically marginalized populations. This allows for the professional staff to be aware of the issues and trends impacting students across campus as well as communicate what is affecting students within the Cultural Centers. In this way, professional staff are able to have a robust context of understanding of the campus community and climate, which helps them and their Undergraduate Interns and Graduate Coordinators better serve students holistically.

External Evaluation

With all programs and services, we prioritize their appropriate evaluation in order to make sure we are serving our constituencies' and stakeholders' needs. For all programs, whether facilitated by student interns or career staff, we solicit an evaluation to all program participants. For the lounge spaces, our student interns who staff the space complete a general checklist at the end of their shifts which serves as an evaluation of how the spaces have been used. These checklists provide a sense of how many community members are in the space and how people engaged in the space (e.g. resources or general topics of conversation).

In spring 2016, the Cultural Centers also reached out to our stakeholders (fellow Student Life Division units as well as students) and conducted focus groups to solicit more general feedback regarding our services and impact on campus. Student feedback spoke to the importance of the Cultural Centers in having programming that address a wide variety of topics/issues that allow students to challenge themselves and grow with exposure to new ideas. They also noted that the Cultural Centers are most often frequented by those who identify with the services and those who felt represented by the student interns and career staff in the lounge spaces. Students shared that sometimes the centers could feel intimidating to those students not comfortable or new to social justice issues and conversations and that more outreach such as campus tabling to students could help.

A second focus group consisting of faculty and staff elicited similar positive feedback, where the Cultural Centers were seen as a place for identity formation, allyship cultivation, and student activism at all stages of development. Not only are Cultural Centers staff viewed as role models to fellow faculty and staff in regards to facilitation and collaboration, but also seen as empowering students with agency to navigate higher education. Like the students, faculty and staff wanted to see the Cultural Centers interact more with diverse campus constituencies who do not usually engage with the Cultural Centers.

While the results of these focus groups are over two years old at the time of the writing of this report, it is evident that the Cultural Centers are viewed an important student-centered and -focused space on campus by many of our stakeholders. This has manifested over the years through the distinct push and pull that the Cultural Centers have experienced in their relationships to the Division of Student Life and academic departments and faculty. Maintaining fully active and collaborative relationships to these two areas has been particularly challenging as the Cultural Centers' professional staff are often occupied with the management of the centers and individual positional responsibilities.

Internal Evaluation

Internally, the Cultural Centers' professional staff use the summer to evaluate our programming and processes based on the evaluations, reports, and feedback. We assess the impact and reach of the programs as well as our student interns' engagement with the creation of their programs within the framework and change/alter. Furthermore, the summer is also used to plan for the Formation training for our student staff, both undergraduate and graduate student alike. In reviewing the curriculum from the prior year, we build upon and change aspects as needed to address any needs or gaps that may have occurred in the prior academic year. We factor in other assessments beyond our departments in our planning as well (e.g. other divisional units' end of year reports, campus climate reports, etc.)

While the professional staff take the summer to process the needs of the Cultural Centers and the broader campus community, they only provide the groundwork for which the graduate coordinators and undergraduate interns will also provide input. It is with their final input that specific programs can move forward and actually be executed as the professional staff plays a supervisory (and sometimes participatory) role in the majority of programming in the centers. Therefore, we attempt to operate using collective decision-making during the academic school year, knowing that this is not always possible based on shifting needs of the centers in collaborating with a wide variety of constituents and reporting to upper level administration.

One specific way we are able to provide holistic evaluations for all of our staff is through our 360 evaluation process. We conduct the 360 evaluations at the end of each semester with our full staff (career staff and undergraduate interns) where undergraduate interns are given the opportunity to provide feedback for their fellow interns and all of the career staff. This process will be discussed in greater detail in the Assessment section of this report (page 38).



Image 5: CFCC President Alaina Aflague Arroyo at ASUSF Summit, Fall 2018

Outreach

The outreach of the Cultural Centers is multi-prolonged in order to prioritize student reach, followed by outreach to stakeholders.

Generally available to all, we have a Google events calendar that is accessible on our MyUSF website, updated with each semester's events and services once we have solidified our programming schedule at the beginning of the semester. These event calendars are populated by the professional staff who can add, verify, and change the calendar as the semester continues.

In order to ensure that we are not inundating the campus community with several emails and making sure we have their full attention when they do look at emails, the Cultural Centers has a weekly newsletter put together by the career staff that is received by those who have signed up for our listserv. This newsletter is sent on Sunday evenings in order to feature Cultural Center events/services for that week starting on Monday. Recommended events on campus that are not directly Cultural Centers-related are also featured, along with a preview listing of the following week's events happening in the centers. Within this weekly email, we also occasionally highlight important national events (e.g. heritage/history months for specific communities, prevention months, etc.) that directly connect to the communities supported and services provided by the centers and/or spotlight features of our graduate/undergraduate staff and their programs. Aside from our newsletter, we cross-promote occasionally through other newsletters such as the Phoenix (which every enrolled student receives and is produced by the Student Leadership and Engagement office) or academic departments with which we collaborate or have interest in specific events/services we offer (e.g. the Performance Arts & Social Justice department promoting Lyricist Lounge in their newsletter).

The Graphics and Marketing undergraduate intern in each center specific works on the visual advertising for all programming originating in their center. They work with their fellow Diversity Education interns and Arts interns to craft the visual for an event/service, which is prioritized as an 11"x17" poster first. When completed, 18 copies of these posters are provided to the Marketing team in the Student Leadership and Engagement office for posting all across campus, from the University Center building to the residence halls. The 11"x17" posters serve as the base design for all other visuals the Graphics and Marketing intern creates, including digital screen posters, social media images (Facebook, Instagram), and newsletter banner images.

Outside of the posters and newsletters, Diversity Education interns individually promote their own event/service. Each center has its own Facebook page, which students log into to create Facebook events for their event/service connected to either the [Intercultural Center](#) or the [Gender & Sexuality Center](#). These links (created at least two weeks in advance) are used as the primary link for more information regarding their event/service in all newsletters and online promotion. Instagram is used more by students in the days leading up to their event/service to provide more interactive and engaging promotion (whether through the captions of photos or the use of "stories" on Instagram). Interns are work with their graduate coordinator to identify academic departments and/or faculty to outreach to based on the topics of their event/service in order to promote beyond the usual community members who know of and are already interested in the Cultural Centers' programming. This also allows for our co-curricular programming to potentially connect with similar academic curriculum.

Our social media is not only focused on programming promotion, but is intentionally educative as well. Diversity education interns are expected to share interesting and critical social justice articles and discussions via the Facebook pages for each center and the Twitter for the Cultural Centers. Many of these shared articles/discussions stem from actual topic conversations occurring in the centers, and therefore provide a taste of our lounge spaces to those engaging with us on social media.

Word of mouth is often cited in our programming evaluations as one of the main ways in which new community members learn of the Cultural Centers. As noted in the focus groups above, students, staff, and faculty have a specific perception of the Cultural Centers and as they share their experiences and thoughts on the Cultural Centers with others, this encourages new community members to engage in our programming and services.



Images 6, 7: Undergraduate and Graduate Interns from the Cultural Centers at Involvement Fair, Fall 2018.

Comparison to Peer Institutions

When considering benchmarks and new avenues for development, the Cultural Centers often consider private, religious, urban institutions that have similarly-sized and -diverse student populations for comparison. Below are the six institutions we have considered for comparison for this study.

Institution/Office	Programs	Staffing/Structure
Seattle University (Jesuit Catholic) Office of Multicultural Affairs 4,647 undergraduate students 2,631 graduate/professional students	<ul style="list-style-type: none"> • Leadership Peer Mentor program • Dialogue series • Campus-wide lectures • End of Year Graduations (LGBTQIA+ and Students of Color) • Diversity and Inclusion Training for students/staff/faculty 	<ul style="list-style-type: none"> • Director • Assistant Director (2) • Graduate Coordinator (2) • Graphics & Design Coordinator (student) • Office Assistant (student)
Santa Clara University (Jesuit Catholic) Office for Multicultural Learning 5,499 undergraduate students 3,130 graduate/professional students	<ul style="list-style-type: none"> • Multicultural Welcome Reception • Heritage Month events • End of Year Graduations (LGBTQIA+, Black/African American, Chicana/Latina, Middle Eastern and North African, Native American, Pan Asian) 	<ul style="list-style-type: none"> • Director • Assistant Director • Office Manager • Student Assistant (5)
Loyola Marymount University (Jesuit Catholic) Ethnic & Intercultural Services 6,259 undergraduate students 3,133 graduate/professional students	<ul style="list-style-type: none"> • Cultural graduation celebrations • Cultural identity retreats • Cultural & traditional holiday celebrations • Cultural heritage month programming • Intersectionality programming • National Dialogue on Race • Intercultural facilitator trainings • Peer mentoring programs 	<ul style="list-style-type: none"> • Assistant Dean • Directors (6)
University of San Diego (Catholic) Women's Commons 5,741 undergraduate students	<ul style="list-style-type: none"> • Empower Leadership Retreat • Sexual Assault Awareness • Women of Impact Awards • First-Year Women's Outreach • Women's Herstory Month 	<ul style="list-style-type: none"> • Director • Graduate Assistant (1) • Student Programmers (4-5) • Student Assistant (1)

<p>University of San Diego (Catholic)</p> <p>United Front Multicultural Commons</p> <p>5,741 undergraduate students 1,773 graduate/professional students</p>	<ul style="list-style-type: none"> • Rainbow Educator Program • Leadership Council (from Multicultural Student Organizations) • A Taste of Culture (monthly) • Belonging@USD forum • Diversity Banquet • UFMC Formal • Greater Than Yourself Retreat • Language Matters • Multicultural Night • Safe Space Allies Network • Speak on It dialogue series 	<ul style="list-style-type: none"> • Director • Program Coordinator • Graduate Assistant (3) • Student Interns (13)
<p>Fordham University (Jesuit Catholic)</p> <p>Office of Multicultural Affairs</p> <p>9,258 undergraduate students 6,324 graduate/professional students 2 campuses – Rose Hill and Lincoln Center</p>	<ul style="list-style-type: none"> • Annual Heritage Month Programming/Collaborations • Interfaith Celebration of the Seasons • MLK Week Programming • Sustained Dialogue Series • Deeper Dialogue Series 	<ul style="list-style-type: none"> • Assistant Vice President for Student Affairs for Diversity and Inclusion • Assistant Director (1) • Graduate Intern (3) • Student Coordinator (2)
<p>Loyola University Chicago (Jesuit Catholic)</p> <p>Department of Student Diversity and Multicultural Affairs</p> <p>11,420 undergraduate students 5,253 graduate/professional students</p>	<ul style="list-style-type: none"> • The People’s Institute • Diversity Awards Celebration • MLK Celebration • Legacy Celebration • Welcome Week • One Love Open House • Family Weekend • Social Justice Symposium • Brothers for Excellence • Loyola University Chicago Empowering Sisterhood (LUCES) • Queer Initiatives – Q-Café, Q-Studies, Q-Retreat, QTPoC student group, Q-Films, Q-Grads, Q-Summit • Safe Space Workshops • Social Justice Peer Educators • Ramblers Analyzing Whiteness 	<ul style="list-style-type: none"> • Director • Assistant Director, Brothers for Excellence & LGBTQIA Initiatives • Program Coordinator, Women’s Outreach and Community Initiatives • Administrative Assistant • Graduate Assistant (2)

Table 2: Peer Institutions

The six above institutions operate in two distinctive ways. The majority of them operate as a center or office that presides over the diversity and inclusion initiatives for all students, with a Director leading a mix of between one and three professional staff with graduate and undergraduate intern support. Of the Jesuit Catholic institutions, Loyola Marymount is an exception to this as it appears to provide services for specific racial/religious communities and has a singular director for each of these offices.

All of the Jesuit Catholic universities operate their services for LGBTQ+ communities from the same departments that provide multicultural support around racial/ethnic/religious identities (similar to the Cultural Centers), though it is not clear how intersectional that support is. None of the Jesuit Catholic institutions appear to have any specific centers or services for those who identify as women. University of San Diego is the only one with a Women's Commons that seems to have a similar directive as the Gender & Sexuality Center as both serve those who identify as women, push conversations around gender, and provide programming and support to Title IX efforts. Loyola University Chicago has a program coordinator house in their Department of Student Diversity and Multicultural Affairs that is specifically devoted to Women's Outreach, but it is unclear how they offer programmatic support for women.

Overall, in comparing ourselves to our peer institutions the Cultural Centers appear to be unique in that we have two individual centers that are housed under an umbrella professional staffing structure. We operate as individual centers and as one department at the same time, which allows us to do effective intersectional work, but can be challenging as that intersectional work is highly sought by the campus community.



Image 8: Culturally-Focused Clubs Council Spring Banquet, Spring 2016.

BUDGET AND EXPENDITURES

The Cultural Centers' budget consists of professional staff salary and benefits, student intern salaries and benefits, and an operating account. Nearly all funds are allocated from the Division of Student Life at the beginning of each fiscal year with less than 2% of funding coming from donations or participation fees.

Budget Lines	2016 fiscal year	2017 fiscal year	2018 fiscal year
Professional Staff Salary and Benefits	\$ 290,906	\$ 296,746	\$ 262,400
Student Intern Salary and Benefits	\$ 30,027	\$ 31,863	\$ 35,930
General Operating	\$ 33,909	\$ 27,653	\$ 27,653
Revenue & Donations	\$ 3,760	\$ 15,420	\$ 11,700
Total	\$ 358,602	\$ 371,682	\$ 337,683

Table 3: Cultural Centers' Budget Allocations 2016-2018 Fiscal Years

Professional Staff Salary and Benefits

The changes in the Cultural Center's staffing model have created the largest increase in the department's budget over the last 10 years. The increase from 2015-16 was based on a shift to a Co-Director Model, and then the addition of a Program Assistant. The shifts since then in salary and benefits were based on open positions for the department (decreased funding levels), and merit increases. Cost savings from salaries were not available for other use from the department.

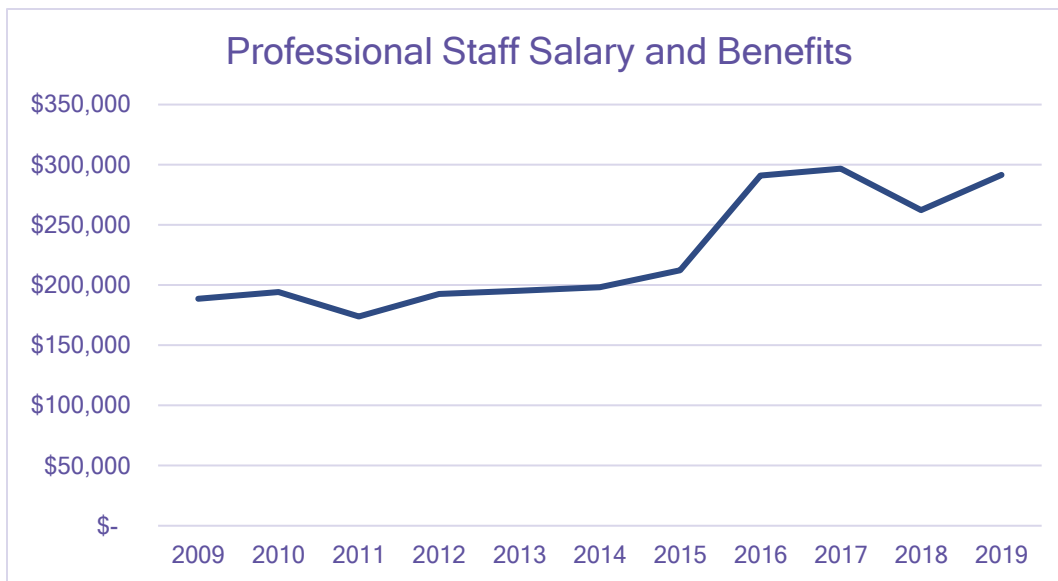


Chart 4: Professional Staff Salary and Benefits Allocations/Spending

Graduate Interns

In addition to professional staff members, student interns play a key role in the programming for the department as well as staffing for our lounges. The two graduate student coordinator positions for the department are key to our leadership structure, and the internship provides these students with needed funding for their education within the Higher Education and Student Affairs academic program. These graduate students are paid for approximately 20 hours per week during the school year, with an increase in hours during school breaks.

Their pay is not factored into the department's budget and is provided at the divisional level. Professional development funding is a part of their internship contract, which is paid from the Cultural Centers' budget in the amount of \$350 per intern per year towards conferences, memberships, and other career-related development opportunities.

Undergraduate Interns

The number of undergraduate interns for the department has varied over a 10 year period in the range of 5-12 student interns, with a current model of 8 undergraduates. As a department, we have made the decision to allocate more of our budget towards student interns and less in operating funds to ensure that we are open a significant number of hours each day, and maintain a proportion of programs per intern that is manageable within their work hours.

The centers must base our hiring practices on preferences to work study students in order to balance our budget. Hiring takes place in April and students are expected to state their assumed award when applying. Notifications can sometimes indicate that students are not receiving the expected award, or any award, and this effects the number of hours they are assigned for the academic year. If more funding were available, the centers would like to consider the students that would be the best fit and benefit the most from the internship before considering financial status.

Additionally, the undergraduate student pay rates have increased to comply with San Francisco's minimum wage scale. The minimum wage from 2015-2018 was directed by the city in stages from \$11-\$15 during this time. Given this, the increase in overall student salaries does not equate to a proportional increase in working hours.

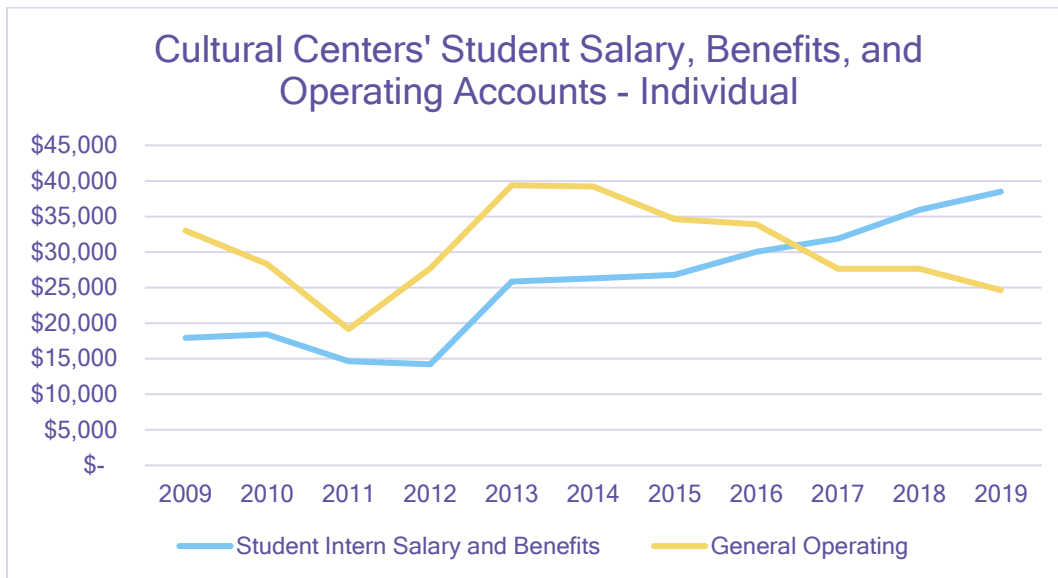


Chart 5: Allocations of Cultural Centers' Student Salary, Benefits, and Operating - Individual

The shift in funding between the student salary and benefits line and operating funds should be separated from the trend line of the combined budgets illustrated below, that show the budget has remained stagnant since 2013 although salary and supply costs have increased during this time.

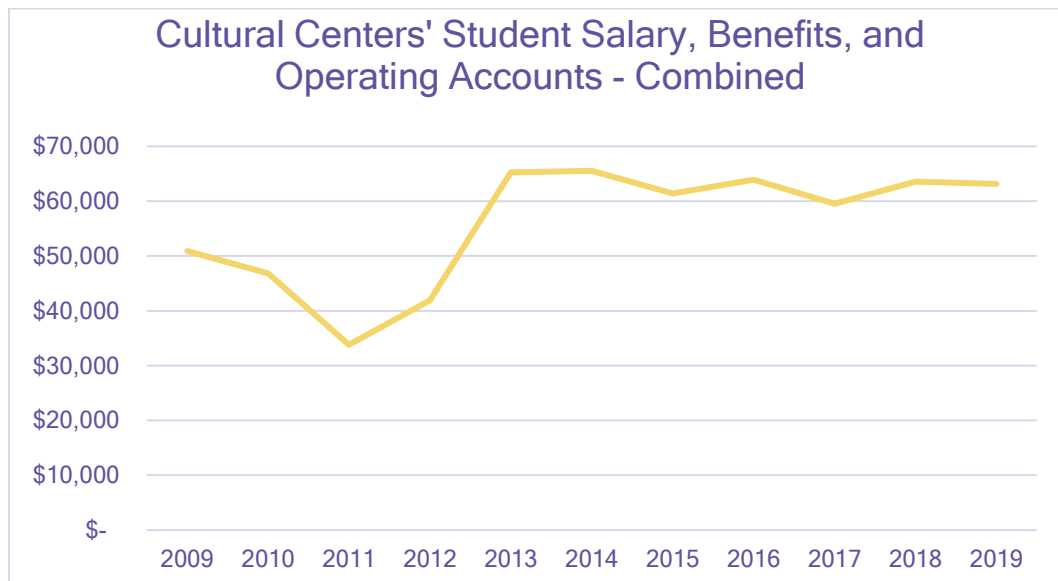


Chart 6: Allocations of Cultural Centers' Student Salary, Benefits, and Operating - Combined

Operating Budget

The Cultural Centers' operating budget decreased from 2013-2015 based on allocations provided by the division. The variations since 2015 have been primarily based on the departmental decision to allocate additional funding to student interns (see chart 2).

The operating budget is used primarily in the following categories: marketing, program food, program supplies, office supplies, and the End of Year Ceremonies. The distribution of

spending in the operating budget in the last three fiscal years is illustrated in the following table.

Category	2016 fiscal year	2017 fiscal year	2018 fiscal year
Marketing & Printing	\$ 3,805	\$ 4,189	\$ 3,916
Program Food	\$ 3,346	\$ 2,417	\$ 4,001
Program & Office Supplies	\$ 2,895	\$ 2,529	\$ 1,083
Professional Development	\$ 4,453	\$ 2,706	\$ 2,555
End of Year Ceremonies	\$ 14,915	\$ 14,227	\$ 23,927
Total Spent	\$ 28,265	\$ 26,068	\$ 35,480

Table 4: Operating Budget Breakdown

The marketing category reflects the expenses in promoting programming from the department, as well as a share of the costs in the Student Engagement Unit copy machine. The current model has 22 copies of each 11x17 poster printed and displayed around campus. This model does not appear as effective as the 98 copy option for postings that includes all residence halls, which would add approximately an additional \$2100 per academic year.

The program food category represents the amount spent on food at most programs hosted by the department each year. Programs are hosted inside of the Cultural Centers' lounges to provide an exception to the university catering policy. Program food is purchased through local groceries by graduate student coordinators and does not include any prepared foods or items available through campus catering. The average budget per program is \$25. The spending increases in the past three years are only influenced by the increase in spending for the Womxn of Color Conference catering, and not the amount spent per program. The Centers would consider more meal-based options for programs that occur during the dinner hours, if funding were available for catering.

The program and office supplies section represents our spending for supplies needed within programs, within the lounges, and for career staff supplies. These range from art supplies for arts-based programs, to lightbulbs for lamps, to new chargers for computers. If funding were available, updates to outdated or insufficient supplies would be made more regularly. The professional development section represents funds spent towards the development of professional staff members, graduate student coordinators, and undergraduate interns. This amount has decreased in the last three years based on less spending towards professional staff conference attendance. Funding towards graduate and undergraduate development has remained consistent. Professional development is an important investment and considerations should be made as to how much is appropriate to cut based on budget needs.

The End of Year Ceremonies section will be broken down in detail on page 34. As displayed in the table, allocation of the operating budget among these categories is significantly impacted by the costs associated with the End of Year Ceremonies.

Spotlight on Womxn of Color Conference

THE RISING WARRIOR: Our Ancestors, Selves and Future



4TH ANNUAL WOMXN OF COLOR CONFERENCE

Image 9: Womxn of Color Conference Promotional Design, created by Sonja Angst, Spring 2018.

The Cultural Centers began the Womxn of Color Conference in the spring of 2015 with the leadership of interns in the Cultural Centers. Since then, the conference and the planning committee have become leadership opportunities for many womxn of color on campus. It is being highlighted in the budget section of this study based on its rapid increase in registration numbers as well as its need for funding from outside of the department. To this point, the fundraising component has become a significant element within the conference planning.

Item	2016 fiscal year	2017 fiscal year	2018 fiscal year
Registered Attendees	33	83	124
Conference Cost	\$ 703	\$ 1,924	\$ 3,993
Cost Per Attendee	\$ 21	\$ 23	\$ 32

Table 5: Womxn of Color Conference costs and attendance numbers

The conference has now established itself as a unique opportunity for womxn of color to exhibit leadership within a space created to value and validate their individual and communal experiences. Because of this, it has participation from womxn at many levels within the university, including significant graduate student and alumni participation.

To accommodate the increasing registration numbers, the committees increased their fundraising efforts as indicated below. The committee has also aimed to improve attendee experiences by adding elements to the conference such as outside speakers and attendee gifts, which included a book in 2018. The conference was also moved to a Friday afternoon/evening which now provides a dinner instead of a lunch option. This move from a Saturday schedule gave more opportunity for faculty and staff members to present at the conference.

WOMXN OF COLOR CONFERENCE ATTENDEES - 2018

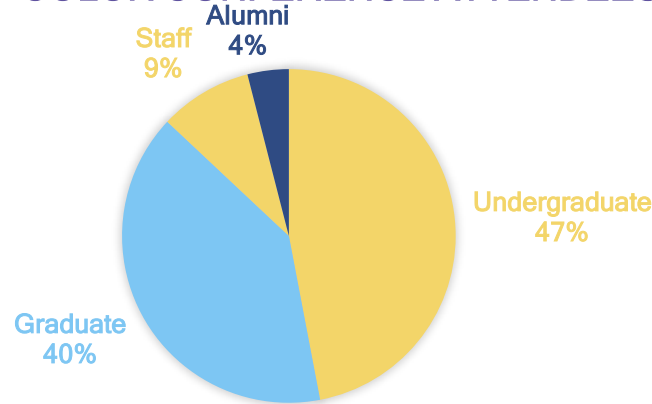


Chart 7: Womxn of Color Conference Attendee Identities

Budget Lines	2016 fiscal year	2017 fiscal year	2018 fiscal year
Catering	\$ 633	\$ 1,709	\$ 2,055
Supplies and Printing	\$ 70	\$ 215	\$ 376
Attendee Gifts	\$ -	\$ -	\$ 862
Guest Speakers	\$ -	\$ -	\$ 700
Donations	\$ (500)	\$ (1,150)	\$ (3,862)
Cultural Centers' Funding	\$ (203)	\$ (774)	\$ (131)

Table 6: Womxn of Color Conference Budget Breakdown

Donations for the conference were made from various campus offices and included:

- 2016: President's Advisory Council on the Status of Women (\$500)
- 2017: President's Advisory Council on the Status of Women (\$500), Public Safety (\$500), The Office of the President (\$250), Gleeson Library (\$200), and CASA (\$100), SHaRE (printing)
- 2018: Student Engagement (\$2,000), CASA (\$862 - Books), President's Advisory Council on the Status of Women (\$500), SHaRE (\$250), Diversity Engagement and Community Outreach (\$150), McCarthy Center (\$100)

The rapid increase in participation within this conference merits further discussion into a sustainable model of registrations and funding. The current fundraising model could provide problematic given budget cuts from the university or other commitments of donating departments.

Spotlight on the End of Year Ceremonies



Image 10: Latinx Recognition Ceremony, Spring 2018.

The Cultural Centers host five end of year ceremonies (EYCs) based on identity and culture. They are the Interwoven Ceremony (Asian and Asian American), Lavender Commencement (LGBTQ+), Latinx Recognition Ceremony, Vizuri Kabisa (Black and African American), and Indigenous Peoples of Oceania Ceremony (Native Pacific Islander). The ceremonies are planned by staff of the Cultural Centers, with committees of staff, students, and faculty.

The EYCs are being highlighted in the budget section for multiple reasons, including their significant draw from the Cultural Centers' operating budget, equity across the student experience, the need for fundraising, as well as the need for student registration fees. The cost per ceremony increases each year based primarily on an increase in participants and attendees, which affects our main expenses of catering and graduate recognition stoles.

The 2018 academic year is used below to compare the cost per ceremony and number of student attendees. It is important to note that the discrepancy in cost-per-graduate is consistent across the past three years, ranging from \$46 per graduate (Lavender Commencement 2016) to \$159 per graduate (IPOC 2017). Considering an average of 35 students participate in multiple EYCs each year, the equity of ceremony catering, stoles, and décor is important to consider.

Ceremony	Number of Graduates	Ceremony Cost	Spending Per Graduate
Indigenous Peoples of Oceania Ceremony	11	\$ 1,514	\$ 138
Interwoven Ceremony	123	\$ 6,752	\$ 55
Latinx Recognition Ceremony	144	\$ 10,539	\$ 73
Lavender Commencement	33	\$ 1,605	\$ 49
Vizuri Kabisa	61	\$ 6,574	\$ 108
Totals	372*	\$ 26,984	\$ 73

Table 7: 2018 End of Year Ceremony Spending Per Graduate

* The number of graduates participating was 330, yet appears in the table as 372 based on the number of graduates who participate in multiple ceremonies.

As indicated in the chart above, the average spending per graduate was \$73 in 2018. The student contribution towards this amount is a \$20 participation fee. Students who are unable to pay this fee can request a fee waiver, and those requests have all been historically honored from the Cultural Centers. Nearly 42% of participants in the 2018 year requested a fee waiver, which was up from 33% in 2017 and 24% in 2016. It has been our goal to not have to charge for student participation, as we know that it continues to be a barrier, even though there is an increase in fee waiver requests.

It is our assumption that the total number of participating graduates will continue to grow, as USF graduates larger and more diverse classes of students. This trend cannot be funded through the current Cultural Centers' budget and decisions will need to be made in student costs and fundraising.

Revenue

The Cultural Centers is not considered a revenue-driven department. The only programs through the department that contain a participation fee are the End of Year Ceremonies.

Additional funding for the department is sought through donations from internal USF departments for the End of Year Ceremonies and the Womxn of Color Conference.

Table 1 on page 28 shows that the revenue and donations for the department was \$3,760 in 2016, \$15,420 in 2017, and \$11,700 in 2018. The majority of this upward trend relates to the End of Year Ceremony sponsorship.

Changes to Allocations

The Cultural Centers professional staff work collaboratively to establish departmental fiscal year allocations. We also seek feedback from graduate student coordinators in how to best determine program spending.

Changes that have been implemented in the last three years that have resulted in cost savings include:

- closing of the Cultural Centers' lounges on the days before long weekends or vacations
- the modification for closing of the Cultural Centers' lounges at 5pm each day was discontinued based on the need for the 5-6pm hour to be open for student use.
- close tracking of student intern hours and reallocation of unused fall semester salary funds towards spring operations
- efficiency in purchasing food for programs once per week and sharing of unopened shelf-stable food for programs the following week

Changes we are considering for implementation:

- Additional time devoted to Cultural Centers' student intern Formation (training) to create more capacity for program development and facilitation
- Increased use of digital marketing opportunities for programs and lounges

- Off-campus sponsorships for End of Year Ceremonies to cover increasing costs as well as reduce the financial contributions from the department.
- Sponsors for End of Year Ceremony participation fee waivers



Images 11, 12: End of Year Ceremonies: Lavender Commencement and Vizuri Kabisa, Spring 2017.

ASSESSMENT

The Cultural Centers employ assessment and evaluation techniques throughout the department, in programming, lounge spaces, and with our 360 evaluation process for staff and students.

Internship & 360 Evaluation Process

All positions in the department are responsible for participating in our 360 evaluation process. This process consists of self-evaluations, evaluations of your primary work team, and of your supervisors.

The process is conducted twice a year over a period of a month each. Two weeks are dedicated to written evaluations of self and primary work team (the IC evaluates the IC, the GSC evaluates the GSC, graphics interns evaluate in their own space plus each other). Following that, the professional staff seek feedback from the undergrads about the graduate coordinators, and the graduate coordinators seek feedback from the undergrads about the assistant directors and director.

Feedback is edited to remove any identifiable information, and then is shared back with each person in the context of a developmental conversation.

Additionally, a practicum project in the summer of 2017 was designed to help the department to assess the effectiveness of our internship program. The process involved interviews and surveys of undergraduate interns from the 2015-2017 years. Results from the project included:

After conducting interviews via surveying and VC'ing, the interns decided to intern in the Cultural Centers because of the:

- Values
- Mission
- Previous volunteer work in the Cultural Centers
- Sense of community

Interns were impacted in a way that they were able to:

- Discover and recognize their identity within and outside of the USF community
- Find their voice

Student Testimonies:

- "The issues they talked about really connected to me internally."
- "I got to see people that looked like me."

- “I applied because of what it stands for...that allowed me to think more critically about social justice and my own positionality.”
- “The CC’s attracts a certain type of student, staff, and faculty, and I love it.”
- “The Networking is really great, because you meet staff and faculty with the same radical values.”
- “This is one of the few places where you can be honest with your feelings and when you need to talk about it, someone will be there to listen.”
- “If you need a break, they will give it to you.” If you need support, they will have your back.” When you need to put aside worldly troubles/ roles, they will let you be you.”

After the duration of the experience, students feel that they are:

- More well-rounded
- More knowledgeable
- Able to exercise their understanding of social justice in order to continuously grow as a scholar-activist

Programming Numbers

The amount of programming produced by the Cultural Centers’ has varied over the last four years. This has been impacted by the number of Career Staff members and undergraduate interns, as well as campus needs. The data below indicates the how programming numbers have shifted.

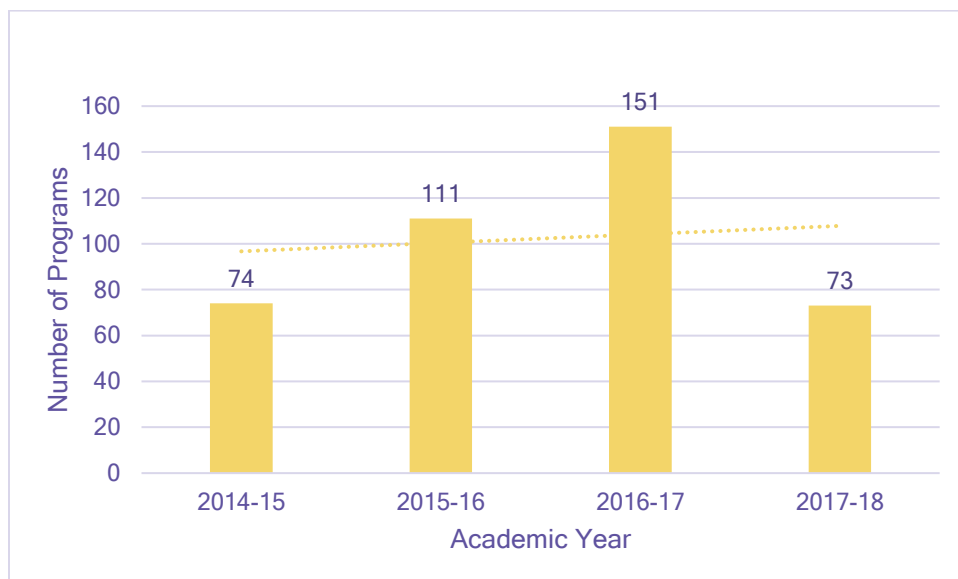


Chart 8: Programming Shifts from 2014-2018

The program amounts are most affected by the number of services offered, which in the 2016-17 academic year had the “collective” spaces being offered weekly and bi-weekly. The 2017-18 year had the collectives offered monthly. Additionally, the Career Staff of the Cultural Centers needed to reduce programming for 2017-18 based on staffing, where on co-director left their position in August, and October-January the director went on maternity leave. This

left the centers with only one professional staff member from mid-October to the end of January, instead of three full time staff.

Program Evaluations

The Cultural Centers collects evaluation forms from nearly every internal program hosted by the department (see photo in Goals section). The evaluation forms collect information around identity, marketing, and how well the program is meeting the student learning outcomes of the department. The paper assessments are entered into Google forms, and then data becomes available for analysis by program, series, semester, and year.

Individual program assessment data is used for reflection by the facilitating interns and their supervisors. Trends in assessment data are used to evaluate where strengths or weaknesses might occur within series programming, or programming created by specific interns. In some cases, evaluation data has encouraged us to continue or cancel programs, helping us to feel more confident in our decision-making.

Data gained from the program evaluations in the 2017-2018 academic year is indicated on the following graphs and in the Outcome Achievement section on page 39.

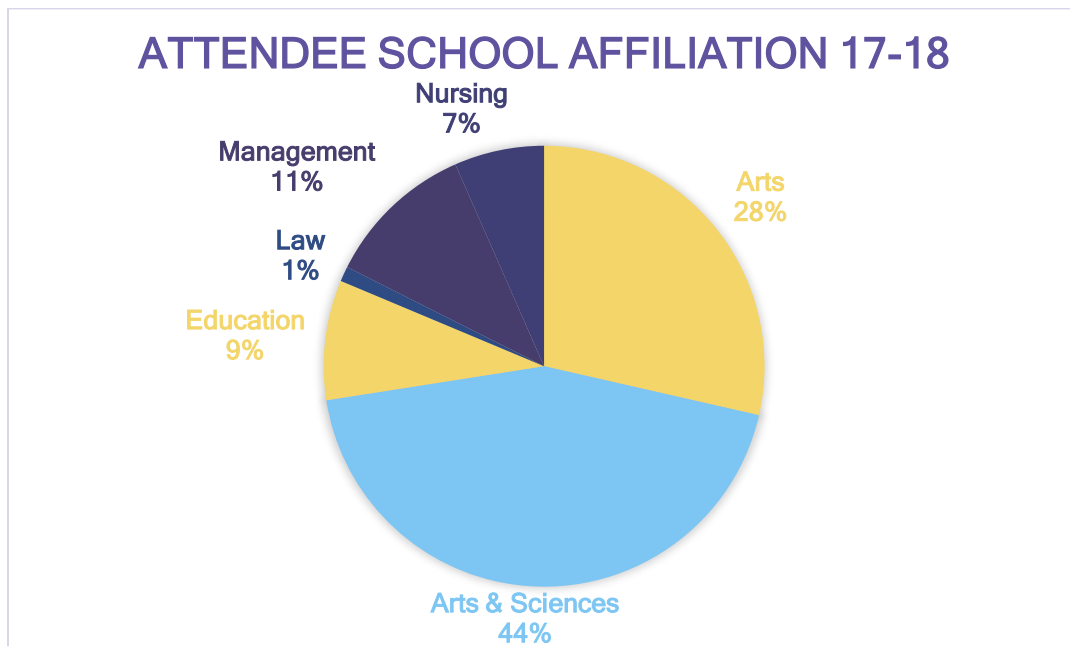


Chart 9: Program Attendee School Affiliation for the 2017-18 academic year

HOW DID YOU HEAR ABOUT THE PROGRAM?

17-18

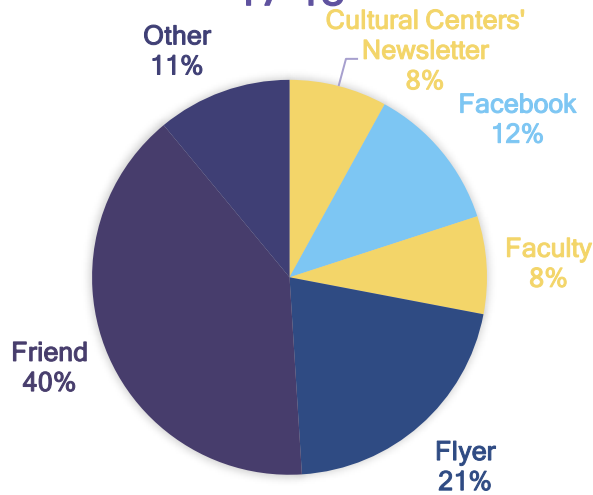


Chart 10: Program Attendee Question: How did you hear about the program? for the 2017-18 academic year

Results from the 2017-2018 academic year is similar to the previous two years for school affiliation. Results around how students hear about our programs has shifted to be less informed by Facebook and other social media, while the impact of flyers and print marketing remains consistent.

Student Participation in 2017-2018 academic year

The Cultural Centers serve the student body both within programming created primarily by our undergraduate interns and also through workshops created and facilitated by the career staff of the centers. Additionally, students are served through the open hours of the Cultural Centers' lounges.

Offering	Number of Student Participants
Programming	1029
Workshops	450
Womxn of Color Conference	124
End of Year Ceremonies	371
Lounges	1175
Totals	3149

Table 8: Student reach of the Cultural Centers offerings for the 2017-18 academic year

Program Attendance

For the 2017-2018 academic year, the Cultural Centers' programmatic attendance included:

Center	Services	Events	Total Programs	Total Student Attendance	Average Attendance Per Program
Intercultural Center	27	14	41	811*	20*
Gender & Sexuality Center	17	10	27	218	8
Totals	44	24	68	1029	15

Table 9: Student Attendance at 2017-2018 academic year

*Attendance and average attendance of Intercultural Center programs are shifted based on the Lyricist Lounge attendance numbers, which averaged 125 students per session.

This chart does not factor in the Womxn of Color Conference attendance of 124 or End of Year Ceremonies participation of 371, as those are assessed separately and can be referenced on pages 30-32.

Lounges

The Cultural Centers are a warm and inviting space for all students. We are located in the University Center building at the USF Main Campus, Fourth Floor in Rooms 411, 412, and 413 as both a community space and a programming space.

Many students will stop by the centers between classes to hang out with friends or may find the lounges to be a home away from home.

During the school year, we are open Monday-Thursday from 10 a.m. - 6 p.m. and Friday from 10 a.m. - 5 p.m. Our student interns greet students and can provide information about resources in the space, or information about upcoming programs.

The Lounges served many student “regulars” as well as individual student drop-ins.

The Cultural Centers’ lounges are staffed primarily by undergraduate interns. Those interns are responsible for completing staffing logs where they indicate the tasks that they have completed, track student attendance, and track conversations happening in the spaces.

The conversational data has been especially helpful in program development. At times, we have been able to create programs based on frequently discussed casual topics, to broaden or deepen the conversation to a larger audience.

Additionally, we have used attendance data to determine which days to close the centers, when we would not be expecting many students to seek out the spaces.

Lounge	Number of Tracked Participants	Average Per Open Day
Intercultural Center Lounge	512	3.7
Gender & Sexuality Center Lounge	663	4.8

Table 10: Student Lounge Participation

The numbers in the chart above relate to tracked student participation in the spaces by the interns staffing the spaces, as we do not require students to sign in to use the spaces.

Student Leader Training

The staff of the Cultural Centers provided trainings for over 450 student leaders over the two-week period before classes started in fall 2017. This included individual workshops for the following:

- ASUSF Senate
- The executives of the Funded Accounts
- Community Assistants, who staff the front desk in the residence halls
- Resident Assistants
- Orientation Leaders
- The Peer Advising Team from Student Leadership and Engagement
- Students in the Muscat Scholars Program
- The Higher Education and Student Affairs graduate students.

The topics of the trainings included social justice theory and foundations, dialogue and facilitation skills, identity development and exploration, information about the resources in the Cultural Centers, and information about the newly developed Bias Education Resource Team.

Trainings for student leadership groups are typically evaluated as a part of their position and department process and not within the Cultural Centers' assessment process. The results below are one example of results from when the Cultural Centers assessed a group of 76 Community Assistant student leaders with our typical program assessment sheet.

Student Learning Outcome Survey Question	Responses of Agree and Strongly Agree
This program created a sense of belonging for students across identities, backgrounds, and experiences.	93.4%
This program inspired me to find my agency and authentic voice to express my needs.	75.0%
This program encouraged me to embrace my whole self.	85.5%
This program encouraged me to bravely engage in challenging dialogues within a supportive space.	93.6%
This program provided an opportunity for me to gain a deeper understanding of injustices and work towards social change in community.	82.9%

Table 11: Student Learning Outcome Responses from Community Assistant Training

When comparing the assessment numbers from this student leader training to the whole of the Cultural Centers internal programs in Table 12, it is clear that the training did not serve students as strongly through all the learning outcomes. The sense of belonging and encouragement to engage in challenging dialogues was similar, yet the other three outcomes were noticeably lower. Consideration should be made in the future to better align external curriculum requests with the content and learning outcomes of our department. Additionally, more trainings should be assessed using the Cultural Centers' surveys to confirm which trainings are more successfully meeting our learning outcomes.

Digital Marketing

The Cultural Centers' online and email marketing is tracked throughout each year, and engagement in the last three years is indicated in the chart below.

The chart does not indicate marketing hosted outside of the centers, such as other departmental newsletters and campus TV screens.

Marketing Method	2015-2016	2016-2017	2017-2018
Cultural Centers' Newsletter	817	1224	1487
Facebook	788	871	896
Instagram	45*	23*	21*
Twitter	798	398	1296

Table 12: Cultural Center's Digital Marketing Methods 2015-2018

*Note: Instagram data only applies to images posted, and not "stories" which have been increasing in popularity over the last few years. Due to the limited nature of story access, data could not be pulled to provide these figures.

Outcome Achievement

The Cultural Centers have used the same post-program assessment process for the last three years that we can use to track how programs are meeting with our learning outcomes.

The data across three years from 1,236 survey responses includes:

Student Learning Outcome Survey Question	2015-2016 responses of Agree and Strongly Agree	2016-2017 responses of Agree and Strongly Agree	2017-2018 responses of Agree and Strongly Agree	2015-2018 average responses of Agree and Strongly Agree
This program created a sense of belonging for students across identities, backgrounds, and experiences.	97.9%	96.6%	91.8%	95.4%
This program inspired me to find my agency and authentic voice to express my needs.	90.1%	94.8%	91.8%	92.2%
This program encouraged me to embrace my whole self.	93.4%	96.2%	97%	95.5%
This program encouraged me to bravely engage in challenging dialogues within a supportive space.	93.6%	97.5%	94.3%	95.1%
This program provided an opportunity for me to gain a deeper understanding of injustices and work towards social change in community.	94.6%	96.2%	95.6%	95.5%

Table 13: Student Learning Outcome Responses from all assessed programs 2015-2018. (N=1,236)

The ratings in the above chart are those that students have self-identified within their post-program surveys. From this data, the department appears to be in a range to be considered as meeting its goals.

The student learning outcomes and values of the department are consistently reinforced by our career staff and student interns, with curriculum planning tied to meeting the outcomes. We believe that it is this strong connection that enables us to build programming that will directly support the learning outcomes. What cannot be gleaned from this data is that we are not serving as many students as is our intention. Improvements in marketing and collaborations, as well as support from faculty connections could improve the attendance at the programs.

Additionally, career staff members serve in support roles for most programs of the department, with few program that they host. This distance from the program facilitation is both beneficial in that it provides development and leadership opportunities for the interns of the department. There are also learning curves for the interns, with some details being missed that relate to the success of their programs, especially within the beginning of the school years.



Image 14: Student-facilitated Gender & Sexuality Center workshop, Spring 2015.

GUIDE FOR THE FUTURE

The process for developing the Cultural Centers' guide for the future resembled many processes within the department. Our goal is typically to develop a product only after interns, graduate student coordinators and professional staff have an opportunity to contribute towards the end goal.

The reflection began with the career staff and self-study practicum student reflecting on the following questions, and then inviting students to select the responses that felt accurate to them, and also to add or remove options. Student responses are listed at the top of each question category in ranked order. It's important to note that at this time of the year our undergraduate interns did not have the opportunity to interact with some of the points listed, which could have influenced their choices.

Strengths

- Leadership development through internships for undergrads and grads (6)
- Student-oriented facilitation (5)
- Hiring practices ensure a diversity of voices in staffing and decision making (5)
- Opportunities for collaboration on individual and group level (4)
- Holistic mentorship and advisement of students (4)
- Most student-centered space on campus (3)
- Support and advocacy for students (Native American Student Collective, Indigenous Peoples of Oceania Ceremony) (2)
- Keeping current on student needs and service provisions (2)
- Transparency in evaluation process for employees (1)
- Capacity-building for students and staff (1)
- Responsive to campus climate issues

Excellence and Improvement

- Womxn of Color Conference (5)
- LGBTQ+ Support Programs (5)
- Intersectional programming (4)
- Lyricist Lounge (4)
- Marketing/Design (3)
- Strategic Planning of Values, Mission, Vision (3)
- Collaboration across campus (2)
- Programming Model (2)
- Increased Collaboration across Student Life (2)
- End of Year Ceremonies (1)
- Discernment Series (1)
- Title IX collaboration (1)
- Orientation Trainings - Amplify YoUSF, Talk About It (1)

- BERT Collaboration
- Indigenous Peoples of Oceania Ceremony
- Programmatic and Departmental Assessment

Leadership

- Diversity Education Intern curriculum development and facilitation (6)
- Intersectional programming and lounges (5)
- LGBTQ+ inclusion (5)
- Departmental structure (2)
- Move away from a history/heritage month model (1)

Current Challenges

- The Cultural Centers are intimidating to students. Students believe that they:
 - need knowledge to come in,
 - fear being challenged,
 - fear being identified,
 - or fear the depth of conversation. (7)
- Visibility and space
 - Most students don't go to the 4th floor of the University Center and people think we're Student Leadership and Engagement (6)
- Departmental awareness
 - Lack of correct terminology around campus of "IC", "CC", "GSC" and Intercultural Center, Cultural Centers, and Gender & Sexuality Center
 - The breadth of departmental offerings is not known (5)
- Funding, both in operational and undergraduate staff salary (5)
- Staffing capacity (1)
- Tension of counter-space role, i.e. supporting student activism, and working under university policy (1)
- Lack of centralized diversity and inclusion on campus - ad hoc (1)

Necessary Improvement

- Community engagement (4)
- Marketing for the department, both in upcoming programs and promotion of the reflection on programs.
- Lack of marketing plan (2)
- Frequency of strategic planning (1)
- Capacity for Culturally-Focused Clubs Council (CFCC) advising (1)
- Formation prioritization (1)
- Prioritization of extra-departmental requests

Obstacles

- Student availability for engagement based on student finances. (3)
- Reliance on specific student leader voices (3)
- Diversity of student population (3)
- Capacity for strategic work (3)
- Perception that identities aren't welcomed within the Catholic tradition and how that reinforces reluctance to seek resources at USF (3)
- Lack of comparable departmental model or student spaces (2)
- Silos of departments (2)
- Limited visible departmental engagement in admissions and orientation process (1)
- Programming heavy department where depth of content requires staff supervision (1)
- Not a revenue generating department

Future Challenges

- University budget cuts that translate into departmental budget cuts (5)
- The need to balance the tracking of student engagement with student fears of identification (4)
- Resource allocation (4)
- Students coming in with need for more resources (2)
- Move towards identity-specific space requests (2)
- Increase in student participation in End of Year Ceremonies resulting in funding needs (1)

Reflection

The student intern results were reassuring that our student intern training and support were viewed as effective and strengths of the department. We invest a lot of supervisory time in the holistic support of the interns and this appears to have a favorable outcome. Additionally, student interns saw the impact of our major programs and initiatives and were supportive of us highlighting those opportunities.

What stood out were the many efforts of our Career Staff that are not recognized or known by the undergraduate students. Improvements could be made to increase the communications of these efforts, and also to find more ways to connect the undergraduate interns to the complete work of the department. Our current model centers those students in the creation of programs with the department, and not in the projects of the Career Staff.

PLANS FOR THE FUTURE

The Departmental plans for the future were developed by the Career Staff of the Cultural Centers as well as the practicum student for the self-study.

The process was challenging for the staff, as the desire to create new initiatives needed to be balanced with the current workload, and understanding that new resources in terms of staffing and operations would not be likely. Given this, most ideas tended to be practical and individual and do not require significant changes to funding and staffing. However, some ideas within the process would require a shift in funding and are were selected out of a sincere belief that the financial investment would increase the effectiveness of the department in significant ways.

Programming Model

Services

- Analyze whether it would be most effective to keep collectives as student/faculty/staff spaces, or to hold spaces for students separate from faculty/staff.
- Research results from campus climate survey and talks from International Student and Scholar Services to determine service needs for international students, and their intersecting identities.
- Development of program similar to iDialogues from Vanderbilt University with 8-week cohort model around facilitation skills and dialogue building.
- Consider more opportunities to hold reactive programs in response to national or local issues.
- Hold more spaces with the intention of healing.
- Consider development of Womxn of Color Leadership Program
- LGBTQIA Peer Mentoring Program
 - This new peer mentoring program through the GSC would aim to empower and train current LGBTQIA+ students to serve as role models, active listeners, resource providers, and community connections to mentees. Mentees would be any USF student who identifies as a member of the LGBTQIA+ community, or is questioning their identity. Mentors could serve mentees through one-time interactions, or continued conversations. Estimated cost of \$10,000-\$16,000 for one year for student mentor salaries.
- Peer Education Team
 - The Cultural Centers are asked to provide many training workshops for students around campus throughout the year on a variety of social justice topics. This new program would empower current students to be trained as facilitators for workshops, as well as provide them opportunities for curriculum design. The estimated cost is \$10,000-\$12,000 for one year for student peer educator salaries.

Events

- Cultural Centers' hosted guest speaker focused on social justice with connection to the Culturally-Focused Clubs.
- Consider local performers for Cultural Centers' events.
- Consider a reduction in events based on the over-programming and lack of availability of current undergraduate students.
- Spoken Word Series
 - Develop a new monthly spoken word series that alternates on Fridays with Lyricist Lounge. The series would invite guest poets and/or alumni poets to both perform in the evening, and to also host a poetry workshops in the afternoons for smaller audiences. Estimate cost of \$6,000-\$10,000 for one year of performer costs.
 - Alternately, consider the incorporation of guest poets into the monthly Lyricist Lounge series.
- Film Series
 - Develop a new bi-monthly film series that features current documentaries focused on social justice. Showings would be followed by discussions. There is also a potential for pairing the films with academic course. Additional funding could bring in a featured filmmaker for a Q&A once during the year. Estimated cost of \$6,000-\$10,000 for one year of film rights, food, and featured filmmaker fee.

Lounges

- Addition of Gender Affirming Clothing Closet in the GSC space
- Expansion of GSC lounge space
- Consideration of a new furniture plan and furniture items in the Intercultural Center lounge
- Removal of books and bookshelf and be more intentional with resources

Collaborations

- Explore the idea of how Magis, Community Empowerment Activists, and Change Agent Initiative might work together or create something new
 - Deepen leadership experience of Magis students
 - Womxn of Color - centered leadership program
 - Connection to School of Education
- Better understand the McGrath Scholars program and how we create opportunities that are separate from this or collaborative
- Develop USF101 social justice content similar to Title IX workshops with inclusion of student interns and USF 101 peer mentors
- SHaRE - Living Learning Communities and Gender Inclusive Housing curriculum and facilitation work (see staff person for outreach efforts)
- Training program where other campus professionals are trained by the Cultural Centers to be able to build curriculum and facilitate trainings around campus (Student version in services category above)

- UCDI training program

Resources

Staffing

- Consideration of peer educator model versus diversity education interns
- Additional Professional Staff person for outreach efforts and training-based programs
- Increasing capacity through graduate student coordinator hours for the centers (HESA program is set up to accommodate a full time position)
- Title IX programming coordinator position to serve as lead in Title IX related programming for students.

Marketing and Fundraising

- Marketing materials to promote the Cultural Centers' department such as pamphlet, postcard, etc.
- End of Year Ceremonies fundraising plan development

Professional Development

- Consider additional training/formation for student interns who hold the collective spaces

Assets

- Art Gallery
 - Purchase of art pieces for our lounges that reflect a variety of identities and social movements, and that would connect with the students who utilize our spaces. Estimated one-time cost of \$2,000-\$5,000 for artwork and display costs.
- Furniture Replacements and Upgrades
 - The current furniture in the lounges is older and in need of replacement. New and different furniture choices could support the transformation of the lounge spaces from their typical "lounging" space to programmatic space when appropriate. Estimated costs of \$5,000-\$20,000.
- Technology
 - The Cultural Centers would benefit from new technology to improve our current programs. This could include iPads/tablets for student workshop presentations, Instax printers for art programs, and card readers for program check-ins. Estimated costs of \$2,000-\$3,000.
- Invest in "Fidget box" resource for collectives and lounge usage