



Budget Request Form FY2019

Department should complete one form for each individual request

Department: Multicultural Services

Program, Service, or Operation Requested

TAMU Race, Identity, and Social Equity (RISE) Initiative

SAFAB Use Only	
YES	NO

General Description:

TAMU Race, Identity, and Social Equity (RISE) Initiative is a year-long initiative comprised of two components:

1) *The TAMU RISE Fellowship Program – an experience that includes attending the National Conference On Race & Ethnicity in American Higher Education (NCORE), where RISE students (fellows) are exposed to emerging research and best practices from a spectrum of professionals from academic practitioners to social justice advocates. During the fall semester, RISE students (fellows) meet weekly to create their own research to present at the spring TAMU RISE Conference.*

2) *The TAMU RISE Conference engages the campus community in meaningful dialogues that cultivate understandings of diversity and establishes a safe and open environment for future discussions on issue pertaining to difference, identity and social equity at Texas A&M. The conference offers concurrent sessions for participants to maximize their learning experience with pre-conference sessions, keynote/featured speakers, and breakout and networking sessions.*

Request Type: Full Increase One-Time Partial/Matching

Type of Funds Requested UAF Other

General Questions:

How does this address an important need and positively impact students?

For students to become global leaders and active citizens, they must engage in the multitude of dynamics that are active within society. TAMU RISE Fellows have the opportunity to participate in an academically partnered, campus-wide initiative focused on learning and discovery. Further, Fellows have opportunity to experience the premier higher education conference on issues of social equity – the National Conference on Race & Ethnicity (NCORE). NCORE provides a variety of presentations and workshops that provide them with tools to understand and address issues surrounding race, ethnicity, and education on campus. Following

NCORE attendance, Fellows work with research teams to develop presentations they deliver during the TAMU RISE conference to the campus community. After completing TAMU RISE, students will be able to:

1. Articulate issues of social inequity through scholarly presentations.
2. Identify and share innovative strategies to attain an inclusive learning environment.
3. Apply understanding of social inequity to future endeavors

Beyond the student experience, the TAMU RISE Conference provides a safe and open environment within our campus community for meaningful civil dialogue to help cultivate understandings of diversity and establishes a space for future discussions on issue pertaining to diversity, identity and social equity at Texas A&M. This program positively impacts students through its intentional focus on promoting a positive and supportive campus climate and recognizing, valuing, and integrating diversity in the pursuit of academic excellence at Texas A&M.

What department/Division Strategic Plan item does this support?

What is the impact if not funded?

As the Texas A&M University Diversity Plan outlines, “The Aggie family is diverse,” therefore initiatives to intellectually explore individual differences in a safe, positive, welcoming, and nurturing space is essential.

This request aligns with several university, division of student affairs, and department initiatives:

1. University Level
 - a. Texas A&M’s Vision 2020
 - i. Imperative 3: Enhance the Undergraduate Experience through the university’s distinctive approach to student leadership development to offer high-impact educational experiences that are recognized nationally for their ability to produce successful graduates prepared to think critically, communicate effectively and engage responsibly as citizens in a diverse global environment.
 - 3.1 Precept: Provide students a purposeful, challenging and meaningful undergraduate experience in a research university by building on the distinctiveness and character of Texas A&M’s commitment to educating the whole student
 - 3.2 Precept: Build on the strengths of the Aggie Spirit by integrating and practicing the Aggie core values throughout the campus culture
 - 3.3 Precept: Enhance Student Leadership Development Opportunities
 - ii. Imperative 6: Diversify and Globalize the Texas A&M Community as the university must accelerate its efforts to attract, nurture and sustain a more racially, ethnically, socially, culturally and geographically diverse faculty, staff and student body.
 - 6.1 Precept: Lead in Diversity
 - 6.2 Precept: Help All Students Achieve Global Appreciation and Have a Global Experience
 - b. Texas A&M’s Core Value of RESPECT - we are the Aggies, the Aggies are we
 - c. Texas A&M’s Diversity Plan goals of greater inclusion and academic excellence by positively impacting the university’s campus *Climate*.
 - i. Psychological climate - perceptions, beliefs, and attitudes about diversity
 - ii. Behavioral climate - how different groups interact on campus

- d. President Young's Strategic Imperatives
 - i. *Transformational Learning and Discovery & Innovation*: Students become better leaders as they create their own understanding of the world – based on real data and facts – and organize that understanding in ways that allow them to effectively work with and connect with others, as well as address real problems in the spaces where they work and live. This initiative supports all three dimensions of transformational learning as RISE Fellows potentially morph their understandings of themselves, clarify and hone their belief systems, refine their lifestyle, and craft a new perspective of their place in and contribution to the world.

2. Division of Student Affairs Level

- a. Goal #1: Enrich the learning experience of students by cultivating an environment of intellectual curiosity
 - i. *Objective 1.a. Increase the number of opportunities for students to engage in High Impact Learning Experiences in the Division*
 - ii. *Objective 1.b. Enhance partnerships with faculty and other stakeholders to promote integrative learning*
- b. Goal #2: Contribute to student success, including retention/persistence, and timely graduation
 - i. *Objective 2.b. Design programs and services that equip students with the skills and competencies desired by employers and ensure they are highly sought after for jobs and participation in significant areas upon graduation*
- c. Goal #3: Create an inclusive environment that develops global citizens and leaders who productively engage in a wide spectrum of ideas, perspectives, and cultures.
 - i. *Objective 3.b. Expand opportunities for students and staff to reflect on personal and multiple perspectives regarding difference, diversity, and inclusion.*
 - ii. *Objective 3.d. Create and enhance an on campus environment that promotes the freedom to inquire, to speak, to hear, and to examine all perspectives in the marketplace of ideas.*
 - iii. *Objective 3.e. Foster positive leadership development experiences, grounded in emerging leadership and/or student development theories or models, which equip students with skills and competencies highly desired by employers.*

3. Department Level

- a. Strategic goal #1: Proactively support and develop students academically and professionally.
- b. Strategic goal #3: Increase diversity education opportunities for students, student organizations and the campus at large. In addition to student workshops, peer-to-peer education, and cultural competence modules, the department seeks to engage all campus constituents for a greater impact on the Texas A&M campus community through the TAMU RISE Initiative.

The department will be disabled in its abilities to deliver a high impact practice transformational learning based program should it not be funded. We will be unable to continue the initiative based solely on the one-time funding methods currently on place. Further, strategic plans to align the program within diversity accountability, high impact practice, academic collaboration and civility dialogue initiative reporting as well as the potential of addition of a Faculty Fellow.

Please provide any data, evidence, input (student faculty, staff, other) you gathered to help you determine the need for additional resources.

The majority of this initiative's expenses is being funded by one-time funds. The traction it has gained as a high impact practice that aligns with President Young's strategic imperatives and Division of Student affairs Strategic Plan, along with the interest it has garnered, is evidence of the need for the program to recur each year. Reliance on one-time funding for a campus-wide initiative, with faculty investment and a greater than one year planning calendar would not be good business practice.

What actions have you implemented internally to address the identified need?

The following has been done to address the need:

- Discontinuation of a program that would have duplicated efforts
- Reallocation of programming funds
- One-time funding requests (ACE Funding, AFS Funding, Diversity Seed Grant, academic colleges)
- Student sponsorship from Academic Departments for NCORE

Generally, what assessment tools will you use to evaluate this program/service?

Several tools will be utilized. A pre-assessment using Qualtrics was administered before NCORE attendance to measure where students were in relation to RISE content. While at NCORE, fellows were required to write a journal entry each day to document their learning and NCORE experience. Following NCORE, a post-NCORE assessment to gain feedback from students on their NCORE experience was administered. Qualitative feedback throughout the research development phase (Fall 2017) are in process and a post-assessment and video testimonials after the February 2018 conference are scheduled. Thus far, student voices in relation to the first phase of the initiative, attending NCORE, include:

- *"Reflecting on the conference, I think this was the best academic experience I've ever had. The content of this conference is what I constantly talk about, but I had never met so many like-minded people until NCORE 2017." – RISE Fellow*
- *"This experience developed my professional & leadership skills because I learned how to better facilitate and mitigate discussions. I am also inspired to be an advocate for change." – Rise Fellow*
- *"NCORE started my journey of opening my mind to other points of view. I was honestly a little nervous before coming, but I feel comfortable now and excited for what this next year has to offer." – RISE Fellow*
- *"I usually complain about how the university has so much that I don't see going towards the best interest of the student body, but I see this as a great use of our funds... It's nice to feel this support, and I am thankful I was chosen to be a RISE fellow." – RISE Fellow*

How have other sources of funding (fundraising, sponsorship, reserves, etc.) been considered?

Please explain.

The department has completed one-time funding request applications, including ACE Funding and AFS Funding. Academic departments have also been sought for student sponsorship and initiative support. Several colleges have been approached for student sponsorship and initiative support. The Colleges of Liberal Arts and Education & Human Development both committed \$4,800 (sponsoring 4 students), and the College of Agriculture and Life Sciences committed \$3,600 (sponsoring 3 students).

Funding Description:

	Dollar Amount
Total Estimated Cost	\$57,000.00
<i>Less Estimated Partial/Matching Funds (if applicable)</i>	<i>\$32,000.00</i>
TOTAL INCREASE REQUESTED	\$25,000.00

SAFAB Comments/Notes: