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Student Affairs Fee
Advisory Board
DIVISION OF STUDENT AFFAIRS

Funding Request Form FY2021

Department should complete one form for each individual request

Department:

Multicultural Services

Program, Service or Operation Requested:

Peer Educator Stipends

General Description:

Compensation as an incentive for Peer Educators to expand their contribution to campus initiatives addressing civility and critical dialogue.

Request Type:

- Full
 Increase
 One-Time
 Partial/Matching

Type of Funds Requested:

- UAF
 Other

General Questions

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

Addressing the Student Success Initiative will involve issues of campus climate and belonging. Specifically, student perceptions, beliefs, and attitudes about difference, interactions between students, and how much of a sense of belonging a student feels have been proven to have a direct correlation to retention and persistence to graduation. The Aggies to Aggies (A2A) peer diversity education initiative, fulfills needs for more in-depth student engagement to enhance student understandings of being socially conscious and culturally responsive Aggies. Peer Educators engage in an immersive training process on cultural competency and social justice, as well as application of learned skills to practical experiences. Peer Educators contribute to the process of developing common language surrounding diversity and inclusion through education and dialogue. Engaging the campus community in purposeful and tailored dialogue to facilitate students' abilities to meet our community expectations and live our core values requires expansion of and greater commitment from Peer Educators.

What department/Division strategic plan item does this support?

This request supports the following Division of Student Affairs (DSA) goals.

- * DSA Goal #2: Contribute to student success, including retention/persistence, and timely graduation
 - i. Objective 2.a. Examine current programs, processes, and practices that promote student success
 - ii. 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

- * DSA 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.a. Enhance, create, and foster environments and communities in which students find places to belong
 - ii. Objective 3.b. Expand opportunities for students and staff to reflect on personal and multiple perspectives regarding difference, diversity, and inclusion.
 - iii. Objective 3.c. Create and enhance programs and services to reduce and effectively respond to bias related incidents.
 - iv. 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.
 - v. 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.

This request supports the Department's charge through the following goals:

- * DMS Goal #1 - Make integrative learning and high impact practice seamless throughout all programs and services utilizing evidence-based decision making.

- * DMS Goal #2 - Educate students and student groups through innovative diversity and inclusion training, exercises and community dialogue approaches over challenging topics.

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

Peer Educators have been and continue to be instrumental to the success of peer to peer dialogue. Peer Educators consistently dedicate 6 to 8 hours each week to facilitation and presentation activities. Peer Educators have contributed to the increase in the volume of requests, increase in the volume of workshop facilitations, making new connections with student organizations, elevating interest in peer education, and reaching a record number of student participants. For 2016-2017 - 1,352 students were impacted and in 2017-2018 - 2,296 students were impacted. It achieved a 59% increase in comparison to the previous year, the largest amount since its reinvigoration in Fall 2016. For the 2018-2019 academic year, 55 workshops reached over 3,672 students. This is a 47% increase in participants when compared to the 2017-2018 academic year.

Peer Educators have consistently listed compensation as a desired incentive for their participation. In the end of semester evaluation of Peer Educators for 2017, 2018, 2019, listed financial compensation as a recommendation for the program moving forward. To illustrate individualized examples, two Peer Educators had to remove themselves in the Fall

of 2018 because of financial needs requiring them to increase work hours at their places of employment. Both indicated the strong desire but inability to continue, thus negatively impacting A2A's ability to manage the increasing capacity of the campus need.

Further compensation would not only support the sustainability and growth of this initiative but also align Texas A&M with best practice and launch the division as a pioneer for this peer diversity education compensation structure.

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

The department has implemented a plan to utilize reserve funds to provide a short-term funding source for Peer Educator compensation.

If funding is granted, what metrics will you use to evaluate success of this program/service/operation?

There is a two part plan to operationalize Peer Educator compensation and evaluate success which involves 1) a stipend compensation structure and 2) completion of outlined requirements prior to compensation in a given annual cycle. Peer Educators will receive a stipend following completion of a set of minimum requirements that will be fulfilled each semester including a minimum of 4 hours of facilitation per month, 90% attendance of weekly meetings, monthly progress meeting with DMS Diversity Education staff, and engagement with an online platform designed to capture the impact of the Peer Educator experience on their learning and development.

Further, at the end of each workshop, participants are asked to complete an evaluation. When asked to describe their experience as A2A peer diversity educators, their responses indicated growth on topics of (1) identity; (2) social justice; (3) citizenship; (4) social issues; (5) oppression; (6) fragility; (7) sex; (8) gender; and (9) privilege. This initiative developed a partnership with the University Council of Deans in 2017. The Deans requested A2A to developed questions that capture student microaggression experiences on campus which will assist the academic colleges in devising effective responses.

Have other sources of funding (fundraising, sponsorship, reserves, etc.) been considered? Please explain.

Reserves have been identified as a temporary funding source to supplement Peer Educator compensation.

Total Estimated Cost

Funding Description	Amount
Peer Educator Stipends (15 Peer Educators x \$500 x 2 semesters)	\$15,000
<i>Less Estimated Partial/Matching Funds (if Applicable)</i>	\$5,000
TOTAL INCREASE REQUESTED	\$10,000