

**FY 2019-20**

**HESSR Funding Proposal**

<b>Unit Name:</b>	<b>LGBT RESOURCE CENTER</b>
<b>Contact Name:</b>	<b>NANCY JEAN TUBBS</b>
<b>Phone Extension:</b>	<b>951-827-2267</b>
<b>Email Address:</b>	<b>nancy.tubbs@ucr.edu</b>
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## A. DEPARTMENT NARRATIVE “PROGRAM PLAN”

### 1. Mission Statement:

The LGBT Resource Center (LGBTRC) provides support, education, and advocacy regarding sexual orientation and gender identity for the UCR campus community.

### 2. Program Description: a. *Please list each of your programs and/or your major activities/services for your department and give detailed information that describes your department.*

#### **Overview / Major Activities**

The LGBT Resource Center provides education to the campus and larger community about the lives and concerns of lesbian, gay, bisexual, transgender, queer, questioning, asexual, and intersex students, and their friends and families. The center addresses homophobia, heterosexism, biphobia, transphobia, and the impact of hate crimes and bias incidents. Throughout the academic year, the LGBTRC offers a variety of educational programs, workshops, speakers, and in-service training for students, faculty, and staff in an effort to create a campus environment in accordance with the University of California non-discrimination policy and UCR Principles of Community.

The center has actively shaped the campus inclusion of LGBT people for over 25 years, since its founding in 1993. Significant LGBTRC programs include: Tuesday Talks (since 1999), Community OUTreach Educators/CORE (since 2011), Resource Library (since 1993), and David Bohnett CyberCenter (since 2006). Significant annual events include Q-Camp Orientation (since 2005), Trans Remembrance Display (since 2003), T\*Camp (since 2012), and the Lambda Celebration (since before 2000). The center also provides support for annual student events Dragalicious Drag Ball (since 2004) and Pride Prom (since 2003). The Coming Out Monologues, founded in 2007 by UCR students, returned to campus in 2019.

Within 245 Costo Hall, we are open until 8pm to provide a safe space for students to find community and use resources such as the David Bohnett CyberCenter, Resource Library, Quiet Room, hosted student organization meetings, and discussion groups such as the Trans Group, BlaqOUT, LGBT Grad Hours, etc. Staff 1-on-1 support and advocacy with students is a key service. The LGBTRC is a cross-cultural community that addresses the intersecting identities of students and works closely with the other ethnic and gender program offices and other campus partners.

#### **Programs/Services**

<p>1. <u>1-on-1 Student Support</u> – Professional staff members meet confidentially with students to provide support, resources, and advocacy in addressing health and well-being issues, the impact of hate/bias incidents, leadership development, community concerns, and barriers to academic success. Staff maintain close relationships with the Student Affairs Case Managers and CAPS in case students require additional advocacy or professional psychological counseling.</p>
<p>2. <u>Tuesday Talks</u> – Every Tuesday from 5pm to 6pm, the center hosts confidential and staff-facilitated discussion groups. A specific audience or general topic is offered, to meet the diverse needs of UCR students. Examples include Grrrl Talk, Guy Talk, Queer People of Color, Fluidity, Faith Talk, Family Talk, Let's Talk About Sex!, Queering Relationships, Aces &amp; Arrows, Deconstructing Gender, and Let's Talk About Internet Dating.</p>
<p>3. <u>Trans Group</u> – The Trans Group is a facilitated discussion group that provides a safe space for transgender, genderqueer, and gender-questioning students to gain peer support and community. For two years, we used a UCR Mental Health Grant to pay an outside Trans-identified skilled facilitator to host and facilitate the group. The grant has ended, but we use HESSR funds to keep a facilitator for the Trans Group.</p>
<p>4. <u>BlaqOUT</u> – BlaqOUT is a staff-facilitated discussion group that provides a safe space for same-gender-loving, lesbian, gay, bisexual, transgender, queer and/or questioning students who identify as Black/African-American or of African descent to gain peer support and community.</p>
<p>5. <u>LGBTQ Grad Hour</u> – The LGBTQ Grad Hour is a discussion group for LGBT-identified grad students to talk and build community. The purpose is to create a space for grads that does not include undergrads who they may be teaching, grading, or advising. In addition, grads can interact with staff and find out about resources on campus.</p>
<p>6. <u>CORE / Community OUTreach Educators</u> _CORE is the LGBT Resource Center's peer education program. CORE members speak on LGBT student panels for classes, resident hall programs, training seminars and other trainings, etc. They may also assist with outreach tabling and program set-up. CORE members attend required trainings to learn panelist skills and how to educate about sexual orientation and gender identity. Panels educate the campus community, empower CORE members, and provide key outreach to questioning students and students with family or friends who are LGBT. CORE also provides a leadership development program as the 50+ members attend a training Retreat and meetings to debrief from panels and other educational programs.</p>
<p>7. <u>Q-Camp</u> – Q-Camp: An Orientation to Campus Life for LGBT Students and Allies welcomes new and returning students during Week 0 of Fall Quarter. Co-sponsored by Stonewall Hall, around 100 students meet for 3 hours to build community, meet student leaders and LGBT Resource Center staff, learn about programs and events for the coming year, and ask questions about LGBT and allies life at UCR.</p>
<p>8. <u>T-Camp InterCampus Retreat</u> – T-Camp is an intercampus retreat for Trans/Genderqueer and Gender Questioning college students. The only retreat of its kind in the nation, T-Camp is held over 3 days in January. UCR students build community with other college students; explore their gender identity and expression &amp;</p>

<p>intersections with other identities; gain resources related to self-care, accessing health care, and healthy relationships; create lasting bonds and continue the support network after the retreat. UCR is a co-founder of T-Camp and center staff plan and co-facilitate the retreat. It was honored with a NASPA Grand Gold Award of Excellence in 2018.</p>
<p>9. <u>Lambda Celebration</u> – Lambda Celebration, held during Week 10 of Spring Quarter, brings together the campus LGBT and Allies community to honor graduating students and those earning the LGBT Studies Minor; to recognize Lambda Award recipients; and to announce the LGBTQIA Student Leadership Scholarship winners. It's a capstone experience that strengthens ties with UCR as an LGBT-inclusive campus.</p>
<p>10. <u>Student Group Campus-Wide Events Co-Programming</u>: The LGBT Resource Center advises and provides logistical support and funding for student-initiated campus-wide events such as the QA annual events Coming Out Dance, Dragalicious Drag Ball, and Pride Prom; QTPOC Coffee House; Transgender Awareness Week (with Asterisk of UCR), the Tour of Gay L.A. (with Stonewall Hall); and conferences such as the Tabla Conference (with NAMES &amp; Neighbors), the Asterisk Trans* Conference (with Asterisk of UCR), and the ¡Presente! Conference (with La Familia de UCR). These events benefit all UCR students by educating and building community.</p>
<p>11. <u>Trans Remembrance Display</u> – In conjunction with the International Trans Day of Remembrance, the Trans Remembrance Display on the HUB Wall includes posters of over 400 people killed by trans hate. For a week in November, this passive display educates and raises awareness.</p>
<p>12. <u>Conference Delegations</u> – The center assists students with funding and logistics to represent UCR at regional conferences such as the Queer and/or Trans People of Color Conference, the Queer &amp; Asian Conference, the Asterisk Trans* Conference, and the BlaqOUT Conference. Students return to UCR with new ideas and skills to empower their campus community.</p>
<p>13. <u>Policy Development</u> – Through involvement and leadership via the campus-wide Chancellor's Advisory Committee on LGBT Students, Faculty, &amp; Staff (CAC), as well as the UCR Trans Task Force, center staff advise and help develop better policies and procedures to create a more equitable and inclusive campus environment. Recent achievements include implementing a Lived Name policy and system using Banner, and a system for students to update their own sexual orientation and gender identity demographics info using R'Web self-serve.</p>
<p>14. <u>LGBT Trainings &amp; Consultations</u> – LGBT Resource Center staff members provide group trainings and consultations for UCR staff and faculty to increase cultural competency and improve services to students on campus. Audiences include: Police, Health Center, Counseling Center, Athletics, Housing, etc. We also offer quarterly campus-wide courses on “LGBTQ Cultural Competency” and “Creating a Trans-Inclusive Work Environment.”</p>
<p>15. <u>Resource Library</u> – With 400+ DVDs and 300+ books, the Resource Library is used for personal development and academic research. Campus members can check DVDs out over 2 nights and books for a week. The Resource Library is a key outreach tool, bringing new students in to check out DVDs and books and then connecting them to other center resources.</p>

16. David Bohnett CyberCenter – With computers, a printer and scanner provided by a grant from the David Bohnett Foundation, the CyberCenter provides a safe space for exploring the internet, completing academic assignments, and creating student organization resources. The CyberCenter is a key outreach tool, bringing new students into the space to use a computer or printer and then connecting them to other resources (staff support, Tuesday Talks, etc). In 2019, we added Adobe software, turning the CyberCenter into a design lab.
17. Quiet Room – The center has converted the former library room into a Quiet Space for studying and self-care. Our plan is to eventually work with CAPS to offer confidential counseling or consulting in the room.
18. Common Ground Collective – The Common Ground Collective is a joint effort with African Student Programs, Asian Pacific Student Programs, Chicano Student Programs, LGBT Resource Center, Middle Eastern Student Center, Native American Student Programs, Undocumented Student Programs, and the Women's Resource Center. Staff work with students to facilitate the Building our Common Ground activity during Highlander Orientation and plan and facilitate the Common Ground Retreat with 50 UCR students, and continue campus-wide educational programs throughout the year, including Unity Hours in Winter Quarter.

*\*If more rows are required press enter to the right of the last box\**

**3. Strategic Vision: Discuss your short-term (2018-2019) plans and major program goals that will use HESSR funds:**

**The theme of 2019-20 for the LGBT Resource Center staff is Strategic Planning under new Divisional leadership.**

The center completed a 5-year strategic plan cycle in 2018. The Division of Student Affairs also welcomes a new Vice Chancellor and Dean of Students. We look forward to the visions of new leadership and the opportunity to launch a new 5-year strategic plan that supports the new Divisional strategic plan.

Key areas:

Student Wellness

We successfully implemented a new model for the Trans Group using a professional facilitator for weekly support meetings. We currently partner with CAPS to offer weekly counselor Drop-In Hours in our lounge. Events such as Midterms Study Break and Yoga address stress levels. Our programming should expand health and wellness. We are seeking ways to address basic needs such as food and housing security.

Student Leadership Development

1. Community OUTreach Educators is a successful peer education program model using student panel voices. We see room for growth to empower CORE members to plan and present other campus-wide educational and visibility events.

2. We will also continue to advise student organization leaders on opportunities through ASUCR, ASPB, and campus departments to access learning and funding. We would like to also invest in Diversity Council student leadership growth.
3. Student delegation travel to regional conferences provides amazing opportunities for students to share UCR ways of excellence and to bring back new ideas and resources from other campuses. Conference experiences expand community and empower students as presenters and organizers.

#### Student Collaboration

1. The 4<sup>th</sup> ¡Presente! Conference is a collaborative effort of La Familia de UCR, Chicano Student Programs, and the LGBT Resource Center. This regional conference connects UCR students to a wider community, educates the UCR campus, and raises the profile of the center regionally and locally.
2. The 2<sup>nd</sup> CCC + LGBTQ+ Summit is a regional event empowering future UCR transfer students to learn about LGBTQ resources and issues and to build communities of support on community college campuses. This event is a leadership opportunity for transfer students in general and LGBTQ students on campus to empower their peers.

#### **4. Challenges: Identify obstacles that need to be overcome and/or need to be met.**

With the passage of the Highlander Empowerment Referendum, we are seeking ways to partner campus-wide to best use resources in conjunction with the Divisional and center strategic plans. We also continue to address campus-wide policies and resources, especially with the impact of the CA Gender Recognition Act.

#### **5. Please provide information on any recent evaluations your unit may have had. What recommendations were made, and what actions were taken in response to the recommendations.**

We now can request SOGI (sexual orientation & gender identity) data reports from the UCR Admissions application, and current students can update SOGI data in Banner. Using analysis of this data and data from UCUES and the national collegiate health survey, we hope to learn about new directions in center outreach, programs, and support services. We expect new data analysis from UCR Institutional Research by Summer 2019 to update information shared below.

The collegiate health survey showed particular challenges for bisexual and pansexual UCR students. Part of our strategic plan to increase outreach and programming. Below are the survey results.

The 2014 National College Health Assessment of UCR students found many student health concerns specific to Lesbian, Gay, Bisexual, and Undecided students (see below). The center provides resources such as 1-on-1 staff support, Tuesday Talks, and online Peer Chats so that students can benefit from peer support and referrals to campus resources such as the Student Affairs Case Manager and Student Counseling Center. The triage work of the SLDS1 is a key component of the center's student support system.

LGBU students reported higher rates of:

- Being verbally threatened (26% vs. 11%)
- Being sexually touched without their consent (9% vs. 4%)
- Having sexual penetration attempted without their consent (9% vs. 1%)
- Being in an emotionally abusive relationship (16% vs. 5%)
- Feeling less safe on UCR campus during the day and at night
- Feeling less safe in the surrounding UCR community during the day and night

LGBU students reported higher rates of:

- Feeling hopeless, lonely, sad, depressed, and angry
- Self-injury, seriously considering suicide, and attempting suicide
- Being diagnosed or treated for anxiety, depression, insomnia, and panic attacks
- Having difficulty handling:
  - Career-related issues (39% vs. 29%)
  - Family problems (46% vs. 30%)
  - Intimate relationships (46% vs. 26%)
  - Other social relationships (46% vs. 23%)
  - Finances (49% vs. 39%)
  - Personal appearance (37% vs. 26%)
  - Sleep difficulties (44% vs. 25%)
- Receiving mental health services from a therapist (48% vs. 25%), psychiatrist (25% vs. 8%), and other medical providers (25% vs. 8%)
- Experiencing more than average stress within the last 12 months (55% vs. 35%)

LGBU students were more likely to have the following affect their academic performance within the last 12 months:

- Anxiety, depression, finances, sleep difficulties, and stress ☐ LGBU students were also more likely to have experienced:
- Discrimination, relationship difficulties, and work issues

**B. BUDGET QUESTIONS**

- 1. Describe any SSFAC budget requests below. Departments may not duplicate budget requests for SSAF and RSAC.**

We did not request SSFAC funding.

- 2. How many FTE positions are currently open? Which if any of the positions are newly created? Why was there a need to hire additional staff? What expanded services are provided by the new hires?**

N/A

- 3. Additional information or clarification you would like to provide the committee on your department's Budget plan:**

N/A



### C. Funding Proposal and Narrative

List below each use of funds you propose, following the guidelines put forth by the Referendum:

The Highlander Empowerment Student Services Referendum will allow the seven departments to better meet undergraduate students' needs by providing:

- Increased co-programming with student organizations and student-led initiatives, including funding and advising
- Staffing to assist students in finding support and resources
- Support for conference hosting and conference travel
- Support for Common Ground Collective projects & collaborative initiatives with the ASUCR Diversity Council
- Peer mentoring and peer education programs support
- More resources in each student program office and center, such as student computer support and educational materials
- Operational support for student services programs as described above, as the costs of campus services continue to increase

**1. Overview: Any Information you would like to provide the committee on this year's proposal.**

N/A
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Fund Amount	Short Description
\$11,000	<b>Support for Core Center Programs</b> – funds to support key center programs, which no longer receive temporary SSFAC funds or were developed using HESSR funds into quarterly or annual events. These include the CyberCenter, Summer Ice Cream Cool Down, Q-Camp Orientation, Tuesday Talks, BlaqOUT Group, Trans Day of Remembrance, Community OUTreach Educators/CORE, Midterms Study Breaks, Unity Hour, Drag Ball collaboration, Pride Prom collaboration, The Coming Out Monologues collaboration, and Lambda Celebration.

\$10,000	<b>Cultural &amp; Educational Programs</b> – funds to support campus-wide events that build community and educate regarding sexual orientation, gender identity, and intersections of identities. Most of these events are collaborations with student groups, academic departments, and other departments supporting student success.
\$8,000	<b>QTPOC Conference</b> – This collaborative event on February 28-29, 2020 with QTPOC of UCR and the E&G Program Offices is focused on queer and trans people of color. It is a regional college conference that builds community while also providing campus-wide education.
\$5,000	<b>2<sup>nd</sup> CCC + LGBTQ+ Summit</b> – funds to support an event on November 23, 2019 to address support for LGBT students at California Community Colleges and the pipeline to 4-year institutions.
\$10,000	<b>Student Travel to Conferences</b> – funds to support UCR delegations to regional and national conferences. These might include: Queer Trans People of Color Conference, Queer & Asian Conference, Asterisk Trans* Conference, BlaQOUT Conference, and Creating Change Conference.
\$10,000	<b>New Center Furnure</b> – The center’s furniture is 12 years old. Chairs are falling to pieces and lounge seating is stained beyond repair. Pro staff furniture is over 15 years old and does not fit the office spaces in the best manner. New furniture will benefit both student spaces and staff offices.
\$10,000	<b>Marketing the LGBTRC &amp; HESSR</b> – funds to increase visibility of the center’s programs and services, as well as educate students on the Highlander Empowerment Referendum’s impact on campus.
\$3,000	<b>Guidebook App</b> – funds for the annual mobile app contract. Guidebook is great outreach, particularly since many students are not “out” to family. They can download the app for Highlander Orientation and also access center info and resources.
\$15,500	<b>Student Assistant Wages &amp; Benefits</b> – funds to support student assistants to keep the center open in the evenings, to assist with social media and marketing, and to assist with tabling. The minimum wage is also increasing.
\$9,000	<b>S&amp;E for Staff Support &amp; Professional Development</b> – funds to support the supplies and expenses, as well as the professional development, of staff based on \$5,000/FTE.
\$3,000	<b>Facilitator for Trans Group</b> – funds to hire a skilled trans-identified facilitator for the Trans Group.

\$1,500	<b>RSAC Representative Stipend</b> – funds to pay the RSAC representative \$500 per quarter for their service.
\$500	<b>Support for Diversity Council</b> – funds for Diversity Counsel to hold retreats and launch projects important to their mission. Additional funds for programs may also be requested separately.
\$500	<b>Support for RSAC</b> – funds for RSAC to support food, P&R, and any other expenses related to their work.
\$3,000	<b>UCOP Assessment Fee</b> – a required fee that changes every year based on a percentage of funds spend two years in the past.