L G B T Q
RESOURCE CENTER

Student Fees Advisory Committee (SFAC)
ONE TIME FY16 AND BASE
AUGMENTATION REQUEST FOR FY17

UNIVERSITY of
HOUSTON
LGBTQ RESOURCE CENTER

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LGBTQ RESOURCE CENTER
ONE TIME FY16
BASE AUGMENTATION FY17

Program Coordinator 2

The LGBTQ Resource Center at University of Houston is dedicated to offering services and programs that provide support, resources and a safe space for LGBTQ (Q – Questioning or Queer) people on campus, and create a campus environment of LGBTQ acceptance and affirmation. The LGBTQ Resource Center aims to contribute to student success for LGBTQ students at the University of Houston, working in partnership with other offices and departments across UH and in the surrounding community. According to UH Wellness's Annual Surveys approximately 7-8% of students identifying as lesbian, gay, bisexual, or transgender (LGBTQ).

During FY15 we experienced a *50.4%* increase in traffic to the Center from FY14 which amounts to about *1294* more visits. Our unique visits increased from 380 in FY14 to 669 in FY15 a 76.1% increase. The number of students using the Center has increased substantially and they are looking for ways to get involved with LGBTQ programs. Last year's SFAC funding allowed us to hire four student staff (one is paid through work-study) for the coming year to provide front desk coverage, marketing, programming, and clerical support. In addition to the student staff the director also supervises a graduate assistant who coordinators three of our major programs including the Mentoring Program.

Moving forward, the LGBTQ Resource Center would like to request funding from SFAC to hire a Program Coordinator 2. We are requesting one-time funding for FY16 so that we may hire for this position in the summer, then a base augmentation for FY17. The time required of the director to supervise and provide coaching/student development for five employees, plus oversee all programming for the Center, leaves little time to effectively attend to the administrative (budget, financial documents, strategic planning, assessment, annual reports, campus and community outreach, ordering supplies, fundraising, etc.) duties of a director.

Hiring a Program Coordinator 2 will positively impact students in four ways.

1. It will allow us to increase the visibility of the Center. Increasing outreach and spreading awareness about the Center and the services gives more LGBTQ students the opportunity to get involved and find an avenue to develop pride in their identity. Some programs we could expand or implement are: an Ambassador Program, Speakers Bureau, Queer Leadership Workshop, Bystander Intervention, increase student develop opportunities for student staff, increase production involvement in Coming Out Monologues, collaborate with Family Weekend, the Center for Diversity and Inclusion.

2. We will be able to provide educational programs and panels for non-LGBTQ students who are in need of accurate information about this marginalized group so they can function more successfully in our diverse, global world. Since 2012, when a survey we conducted showed that LGBTQ students hear the most derogatory remarks from fellow students, we have had this as a goal. However, each year the time demands of programs directed toward LGBTQ students and administrative responsibilities has prevented us from achieving this goal. This year we believe the graduated assistant will be able to initiate this program, but we are doubtful that it will reach the scale that is needed on a campus this size.

3. We will be able to expand our programs for the most at risk students. This includes expanding our mentoring program and developing peer discussion groups for our niche populations (bisexual, transgender, people of color). Here again, we currently have a mentoring program and we are planning for one discussion group this year, but the small scale impact is not in proportion to the size of our campus.

4. We will be able to reinstate educational programs for faculty such as Decreasing Heteronormativity in the Classroom. The director had some success with this program on a few occasions but had to discontinuing it due to other responsibilities. Since faculty have the most contact with students, it is imperative that they are informed about diversity and inclusion issues. The general feel is that most faculty have at least a basic level of awareness and inclusion, but there remains many that have good intentions but lack the knowledge about creating a safe inclusive classrooms for all students. Again, at a university of this size, the LGBTQ Resource Center should have the opportunity to partner with the Center for Diversity and Inclusion and with diversity efforts in Academic Affairs to advance comprehensive diversity efforts for all faculty.

As evidence for our need for more staffing, we conducted some national benchmarking of LGBTQ Centers in 2013. Our results show that compared to similar institutions and Tier One institutions our request is valid. The chart below shows that UH has a student to professional staff ratio of 41000:1, while urban and tier one averages are 37272:1 and 21333:1 respectively.

LGBTQ Resource Center Staffing National Benchmark Data: A Comparison to UH			
	Total Enrollment	**Number of Professional Positions**	**Student to LGBTQ Staff Ratio**
University of Houston	**41000**	**1**	**41000 : 1**

Coalition of Urban and Metropolitan Universities	**Total Enrollment**	**Number of Professional Positions**	**Student to LGBTQ Staff Ratio**
Florida International University	50000	1	50000 : 1
Rutgers University, Newark Campus	11804	2	5902 : 1
Temple University	37696	0	37696 : 0
Texas State University-San Marcos	34087	0.5	68174 : 1
Wayne State University	32564	0	34087 : 0
Virginia Commonwealth University	32303	0	32303 : 0
University of Wisconsin – Milwaukee	30502	2	15251 : 1
Portland State University	29818	1	29818 : 1
DePaul University	25398	1	25398 : 1
Weber State University	26000	0.5	52000 : 1
University of North Carolina at Charlotte	25277	1	25277 : 1
Average	**30495.36**	**0.82**	**37272 : 1**

Tier One Universities	**Total Enrollment**	**Number of Professional Positions**	**Student to LGBTQ Staff Ratio**
Arizona State	72254	0.5	144508 : 1
Brigham Young - Provo	30000	0	30000 : 0
Florida State University	41087	0.33	124506 : 1
George Mason	33320	1.8	18511 : 1
Indiana University Bloomington	35000	2	17500 : 1
Iowa State University	31000	2	15500 : 1
Michigan State	47954	3	15985 : 1
New York University	43911	2	21956 : 1
Ohio State University - Columbus	56867	1	56867 : 1
Penn State University - University Park	44679	3	14893 : 1
Prudue University -West Lafayette	39256	2	19628 : 1
Rutgers, Brunswick	39950	3	13317 : 1
Texas A& M	51895	1	51895 : 1

University of California - Davis	31732	3	10577 : 1
University of California - Irvine	27058	2	13529 : 1
University of California - San Diego	28593	3	9531 : 1
University of California--Berkeley	35899	1	35899 : 1
University of California--Los Angeles	39271	2	19636 : 1
University of Cincinnati	41970	2	20985 : 1
University of Colorado - Boulder	33600	2	16800 : 1
University of Connecticut	30256	2	15128 : 1
University of Georgia	34816	2	17408 : 1
University of Illinois - Chicago	28091	3	9364 : 1
University of Illinois - Urbana-Champaign	42883	3	14294 : 1
University of Iowa	29810	0	29810 : 0
University of Maryland - Collage Park	37631	2	18816 : 1
University of Michigan - Ann Arbor	42716	3.5	12205 : 1
University of Minnesota - Twin Cities	63933	3	21311 : 1
University of Missouri	33805	1	33805 : 1
University of North Carolina - Chapel Hill	29278	2	14639 : 1
University of Oklahoma	27138	0	27138 : 0
University of Pittsburg	28766	0	28766 : 0
University of Southern California	38010	1	38010 : 1
University of Texas--Austin	51,112	2.25	22716 : 1
University of Virginia	21106	1	21106 : 1
University of Wisconsin - Madison	42595	3	14198 : 1
Virginia Tech	28836	1	28836 : 1
Average	**38272.38**	**1.79**	**21333 : 1**

We would also like to inform you that as part of the recommendations made by the External Review Committee during our Department Review* in April 2015, this comment was included.

Part 4. HUMAN RESOURCES   DOES NOT / PARTLY MEETS

Among the urban thirteen (peer) institutions, the institutions with LGBTQ Resource Centers have at least two professional staff: University of Cincinnati has two, University of Illinois at Chicago has three, Portland State University has two and University of Wisconsin at Milwaukee has two. Similarly sized public universities such as: Pennsylvania State University, University of Michigan and University of Wisconsin have at least three professional staff. As an urban institution of 40,000+ students and thousands more alumni, faculty and staff, the UH LGBTQRC is understaffed. This appraisal is true internally when compared to a similar operation and externally when compared to standard-setting Center's around the nation.

The need for an additional professional staff member is evident. It will be glaringly obvious as the Center ventures toward a strategic plan implementation, attempts to deliver on its commitments, and advance its work with faculty. The ERC recommends the following

model for the LGBTQRC: director, program coordinator, graduate assistant(s)/intern(s) and undergraduate student staff. A program coordinator would be beneficial to supplement and expand the programmatic and training efforts by the LGBTQRC team as the Director's time is consumed by consultation with academic units and alumni and donor development. The two professional staff positions would work in tandem to meet the mounting expectations and needs of students as well as Student Affairs administration. The ERC strongly encourages maintaining one graduate assistant or intern position in addition to the program coordinator. A graduate student from the UH Master's in Higher Education Administration or the Counseling programs would present professional development opportunities for all involved.

The LGBTQ Resource Center would also like to request additional funds for programming and marketing as our operating budget is still quite small. We would use the additional funds for our Lavender Graduation, Peer Mentoring program, Advanced Ally program, and to bring more noteworthy speakers.

Lavender Graduation

We began the Lavender Graduation event last year and it was an overwhelming success. We expected about 50 attendees but over 65 people showed up and we had standing room only. Knowing how word spreads about successful events, we expect that number to double by Spring 17 graduation.

Lavender Graduation is an annual ceremony conducted on numerous campuses to honor lesbian, gay, bisexual, transgender, and ally students and to acknowledge their achievements and contributions to the University. Because LGBTQ students commonly struggle with additional obstacles working their way through college, it is important to recognize their unique accomplishments. It is a symbol to them that UH recognizes and welcomes their existence on campus, and values them for who they are, building their confidence as they go out into the world. Also, some students are much more connected to the LGBTQ Resource Center or an LGBTQ student organization than with their college. The Lavender Graduation gives them a chance to celebrate and be recognized by the people that mean the most to them. To the younger, less adjusted LGBTQ students on campus, the existence of this event can help them feel better about themselves.

Below is a list of the financial needs for Lavender Graduation.

Promotions and Advertisements	$ 400
Decorations	$ 250
Graphics and programs	$ 150

Food for Receptions	$ 500
Total	$1300

Peer Mentoring Program

The goal of the Peer Mentoring Program is to reduce the stress and isolation that many young people experience when first coming out. Our mentors support their mentees in a safe, caring, one-on-one relationship while they work on their personal, social, academic, career, and life goals. Mentors are role models, guides, misconception challengers, motivators, and door openers.

Last academic year we had 12 pairs of mentors and mentees and very successfully achieved the goals of the program. Eighty-nine percent of the mentees stated they were pleased with their progress toward their personal goals, and 94% of mentors and mentees stated they would recommend the program to others. The following comment exemplifies the positive responses we received about the program. "My mentor helped me become more comfortable with myself and the LGBTQ community. I spent most of high school shying away from it out of fear, but with some encouragement, I was able to open up more to a part of me I do not usually like to talk about openly."

When asked how we could improve the program, the responses from both mentors and mentees emphasized more social and group activities especially off campus in Houston's LGBTQ community. They wanted a chance to build a sense of community within the program while exploring off campus possibilities. The long term impact of the mentoring program in general is that students begin to not only accept themselves, but take pride in who they are. By adding this social component to the program, we can increase the long-term impact by helping them build a network of friends, confidants and mentors that will reflect back to them how fabulous they really are.

Specifically, we are asking for funds to offer mentors and mentees ten different social or community building activities throughout the academic year. Some of the possible activities include coffee at a Montrose café, attending a LGBTQ movie, attending a LGBTQ artist opening, visiting the Montrose Center, dinner at Baba Yega's with our LGBTQ alumni network, pizza and a DVD night at the LGBTQ Resource Center, and a trip to House of Pies. The University of Houston provides the LGBTQ Resource Center with funds for a graduate assistant, who will plan and implements these activities. We would like to be able to pay for these activities for all the students to remove the financial barrier that would prevent many students from participating.

Although we are pleased with the number of students who participated last year, we would like to build on that by promoting the program through advertisements on campus and in the student newspaper, and purchasing t-shirts for our mentors to wear on campus. The t-shirts will also contribute to students' sense of pride, leadership, and community.

Below is a list of the financial needs for this project.

Promotions and Advertisements	$ 700
10 Social Outings @ $100 each for an average of 10 students per outing.	$1000
T-shirts	$ 300
End of the year Banquet or Retreat	$ 500
Total	**$2500**

Advanced Ally Program

For the Advanced Ally program we will need funds mostly for marketing. $400 will be sufficient. We also plan to show some documentaries as part of this program, so we will need funds for movie rights. For two movies, this will be about $700. The external review process showed that staff and faculty allies are interested in more advance information and skills to help them address homophobia and transphobia. The report states, "…constituents also requested programmatic and training endeavors to move beyond the introductory level." The first ally program helps people understand the issues that affect LGBTQ people and familiarizes them with terminology, resources, and the needs of students. The advanced program will go more into depth about having conversations with students and colleagues who still do not understand homophobia and transphobia as a civil rights issue, or the consequences of their prejudices on individuals and society. The Advanced Ally program will also build on participants skills to interact more effectively with LGBTQ students in need.

Major Speaker

Lastly, we have been limited to speakers whose total cost is $3500 or less. There are some excellent speakers and programs available whose fees are much higher. We would like to have the opportunity to bring a more noteworthy speaker at least one time per year. So we are asking for an

additional $3500 to do this. Having more noteworthy speakers is likely to draw in a broader audience of students; especially those that are less likely to attend any other LGBTQ educational program. Some examples of speakers are Dan Choi and Zach Wahls. Our center has done an excellent job in most other areas, but we fall slightly short regarding the education of non-LGBTQ students. Having major speakers will help address this shortfall.

Breakdown of additional staffing dollars for Base Augmentation Funding FY17:

Staffing	Annual Funding
Program Coordinator 2 – Starting Salary	$39,828
Fringe	$13,940
Major Speakers / Programs	$ 3500
Peer Mentoring Social Outings	$ 2500
Advanced Ally program	$ 1100
Lavender Graduation	$ 1300
Subtotal	**$62,168**
Admin Charge (6%)	$ 3730
Total	**$65,898**

Breakdown of additional staffing dollars for One-Time Funding FY16:

Staffing	Annual Funding
Program Coordinator 2 – Starting Salary for 3 months	$8,886
Fringe for 3 months	$3,111
Subtotal	**$11,997**
Admin Charge (6%)	$ 720
Total	**$12,717**

We would like to make SFAC aware that the LGBTQ Resource Center will continue to partner with other units, departments, and programs within the university community to offer our students and the UH community the best in terms of programming and services, and will demonstrate the utmost in fiscal responsibility upon the granting of our base funding request.

* Department/Program Review is a collaborative process designed to bring the judgment of respected colleagues in assessing and improving the quality of departments/programs in the Division of Student Affairs & Enrollment Services. This process involves staff, students, faculty, alumni, community, the respective department/program staff, the division's executive and senior

leadership teams, campus administrators, and external specialists in the profession. Each department will contribute and or participate in (1) gathering information about a department/program, (2) reviewing and analyzing this information during a site visit, (3) synthesizing all available information and making judgments about overall quality and recommendations for improvement, and (4) following up to ensure that the department/program is fully supported in its efforts to address the outcomes of the review.