

# LGBTQ Resource Center

## Program Questionnaire



**FY 2022**

## **QUESTIONS 1**

Please provide a one-page executive summary of your questionnaire responses. This summary should include, in brief terms: your unit's mission, how you accomplish your unit's mission, and a justification of your unit's student fee allocation in terms of benefits for students.

**Mission:** To cultivate safe spaces on campus and within our Center's programs, empowering LGBTQ students to develop their authentic identity, and become proud, successful, engaged members of the UH community.

### **Overarching Goals; FY20-FY23**

1. Provide support, resources, and a safe space for LGBTQ students of diverse backgrounds and abilities
2. Provide training & leadership opportunities for our LGBTQ students of diverse background and abilities.
3. Through campus engagement and education, create a campus environment of LGBTQ inclusion and equity for our students of diverse backgrounds and abilities
4. Interweave Diversity and Inclusion into the ongoing operations of the LGBTQ Resource Center
  - a. Be inclusive of differences among LGBTQ staff
  - b. Expand staff's knowledge about diverse constituents and issues
  - c. Create and implement inclusive programming and policies
5. Assist DSAES development staff procure and maintain a continual source of donations for the LGBTQ Resource Center to expand programs and opportunities for student

Because statistically, LGBTQ students are more at risk of dropping out of college due to a negative LGBTQ campus climate (2010 State of Higher Education for LGBTQ People), our services are targeted at providing the support and resources that level the playing field, so they are more likely to be retained and graduate.

The Center's Fall20 traffic remains above 1500. In the Spring semester we switched to online socials and discussions as LGBTQ students still needed a safe place to connect.

### **Provide support, resources, and a safe space for LGBTQ students of diverse backgrounds and abilities.**

We have discussion groups which are facilitated by trained students. The topics have consisted of a Coming Out Group, Bi/Pansexual Group, Transgender / Nonbinary Group, Queer and Trans People of Color. Our Mentoring Program helps students who are struggling with their sexuality or gender. The mentees set and reach goals, participate in social outings, and learn about campus resource. With the help of the LGBTQ Alumni Association, an Emergency Aid program has been established to help students who have been kicked out of their home. Our Pop-up Meet & Greets help with social interactions in the Center. We did tabling events and classroom visits to increase awareness of the LGBTQ Resource Center reaching over 1600 students this year.

### **Provide training & leadership opportunities for our LGBTQ students of diverse background and abilities.**

Our ambassador program named Sexuality and Gender Acceptance (SAGA) Squad helps student build leadership skills, welcome other students to the center, and contribute to LGBTQ awareness programming. Our Speakers Bureau provides students with training and opportunities to speak in front of audiences of students, staff, or faculty to educate them about the LGBTQ experience. We have mapped all of our programs to the Scarlet Seals of Excellence.

### **Through campus engagement and education, create a campus environment of LGBTQ inclusion and equity for our students of diverse backgrounds and abilities.**

The LGBTQ Awareness Workshop, a collaboration with the Center for Diversity and Inclusion, teaches RSOs about LGBTQ inclusion in their organizations. We created our AFFIRM Ally Leadership Certificate in collaboration with the Center for Student Involvement which has encouraged many more students to attend our trainings and educational programs. Our Cougar Ally 2.0 includes various topics such as Transgender 101 and Pronoun Party. Pride Partners is a program that teaches and recognizes departments for being LGBTQ inclusive. We have continued providing trainings through Zoom during the pandemic. We chose several videos from youtube to educate allies on less familiar sexualities or gender identities. We added an Ally Tip section to our newsletter to provide reminders for our allies as well as Resource Blurb to help allies further their education.

### **Interweave Diversity and Inclusion into the ongoing operations of the LGBTQ Resource Center**

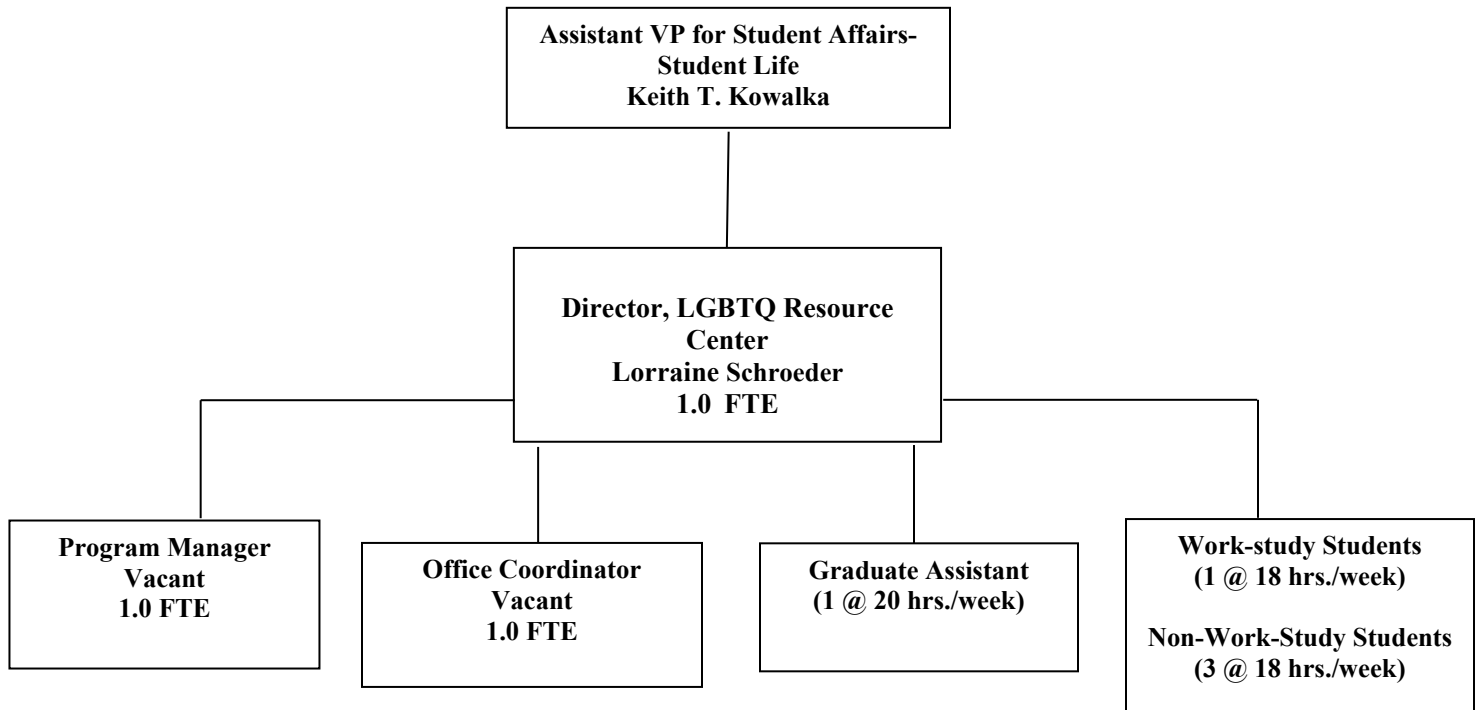
This year we created and share social media posts highlighting cultural holidays and awareness days of various identity groups, such as the Chinese Festival of Lights. We also created spaces for students of color with our Gregarious Games night.

### **Assist DSAES development staff procure and maintain a continual source of donations for the LGBTQ Resource Center to expand programs and opportunities for student**

This year the AIDS Walk was cancelled due to the pandemic so we could not be a benefitting agency as in the last 3 years. We applied for a grant from the Hollyfield Foundation but were denied due to the pandemic.

## QUESTIONS 2

Provide an organization chart of your unit. Large units may need to have an overview chart and then more specific charts for each program. Where you have multiple staff in the same position (e.g. counselor, advisor, etc.), note this on your chart. Student employees should be cited on the chart and identified as students.



### QUESTIONS 3

List your unit's strategic initiatives and action steps identified for the 2019-2020 academic year and cite the specific Division of Student Affairs and Enrollment Services (DSAES) Strategic Initiatives and University of Houston Strategic Goals to which they relate (links below). Please comment on your success in achieving these strategic initiatives/action steps. If a strategic initiative/action step changed during the year, please note this and explain. Also, list any new strategic initiatives/action steps, the rationale for the addition, and comment on your success in achieving these items.

DSAES Plan: ([http://www.uh.edu/dsaes/about/strategic\\_plan.html](http://www.uh.edu/dsaes/about/strategic_plan.html))

UH Goals: (<http://www.uh.edu/about/mission/>)

(NOTE: The Assessment Committee advised us to restructure our strategic initiatives. We also changed and added to the strategic initiatives we wrote for the FY20 Questionnaires.)

**Strategic Initiative #1 - Provide support, resources, and a safe space** - Provide support, resources, and a safe space for LGBTQ students of diverse backgrounds and abilities.

- a. **Host Social Events** - Host social events (ex. Game Days/Nights or Pop Culture focused) at various times throughout the semester - DSAES Strategic Initiative SS5  
**Action:** The SAGA Squad Ambassadors planned and implemented one social event in the Fall 2019 with 40 students in attendance. We had two socials planned for the Spring 2020 semester but were only able to do one due to COVID-19. We collaborated with CDI for LGBTQ Gregarious Games with a turn-out of about 30 students.  
**Status: Accomplished**
- b. **Pop up Meet & Greets** - Office Coordinator to implement two pop up Meet & Greets per month - DSAES Strategic Initiative SS5  
**Action:** One pop-up meet and greet was held in Fall 2019. We need to be more intentional about completing these more frequently, but due to COVID-19 we were not able to.  
**Status: Partially Accomplished**
- c. **Cookies with Campus Partners** - Implement a Cookies with Campus Partners program to expose students who visit the LGBTQ Resource Center to additional resources and opportunities on campus - DSAES Strategic Initiative SS3  
**Action:** This Action Step will not be completed. We were exploring ways to promote it for better attendance for the Spring 2020, but due to COVID-19 we were not able to do so.  
**Status: Changed**

**Strategic Initiative #2 - Visibility and Awareness - Increase visibility and awareness of Resource Center** - DSAES Strategic Initiative SS5

- a. **Tabling Events** - Host 6 tabling events at various academic buildings (ex. STEM) per year (average of 3 per semester)  
**Action:** We tabled at 2 science buildings and the library this Fall 2019. We were able to complete 1 tabling event in the Spring 2020 before COVID-19.  
**Status: Partially Accomplished**
- b. **Classroom Visits** - Visit at least 6 large classrooms to inform students and staff about the LGBTQ Resource Center
- c. **Action:** Five classrooms were visited this Fall 2019 with 644 students in attendance.  
**Status: Partially Accomplished**

**Strategic Initiative #3 - Cougar Ally Post Training** - Further ally's LGBTQ+ education by creating at least one post-training activities or engagement opportunities - DSAES Strategic Initiative SS2

**Action:** We have generated a list of and graphics for "Ally Tips" and "Resource Blurbs" and added them to our monthly newsletter. These act as reminders for allies who attended the training and choose to receive the newsletter.  
**Status: Accomplished**

**Strategic Initiative #4 - Diversity and Inclusion** - Interweave Diversity and Inclusion into the ongoing operations of the LGBTQ Resource Center.

- a. **POC Socials** - Hold People of Color (Identity based) Socials in the LGBTQ Resource Center - DSAES Strategic Initiative SS5  
**Action:** We held QTPOC Gregarious Games in the Spring of 2020. This was a collaboration with CDI.  
**Status: Accomplished**
- b. **Cultural Social Media Posts** - Create and share social media posts highlighting cultural holidays and awareness days of various identity groups - DSAES Strategic Initiative SS5  
**Action:** The posts have been created. We began posting them in the Spring 2020.  
**Status: Accomplished**

**Strategic Initiative #5 – Connections, Partnerships, and Customer Service** - Strengthen staff connections within the division, partnerships on and off campus, and customer services.

- a. **Visit Campus Departments**- Visit at least two campus departments and learn about their services and roles as part of our student employee training - DSAES Strategic Initiative DC2  
**Action:** Our department visited the Urban Experience Program and learned about their services. We were scheduled to visit one or two more departments in the Spring but were not able due to COVID-19.  
**Status: Partially Accomplished**
- b. **Staff/Faculty Affinity Group** - Explore creating a staff and faculty LGBTQ affinity group. Possibly collaborate with the Faculty Affairs department. Possibly hold a faculty, staff, student mixer - DSAES Strategic Initiative P1  
**Action:** We began conversations with Faculty Affairs in Spring 2020. We are planning an event for Fall 2020, but it may not happen due to COVID-19  
**Status: Not Accomplished**

**Strategic Initiative #6 – Scarlets Seals of Excellence SSE** - Map all workshops and discussion groups to SSE competencies and include Power Point slide about SSE for all workshops and facilitator training. DSAES Strategic Initiative SS1

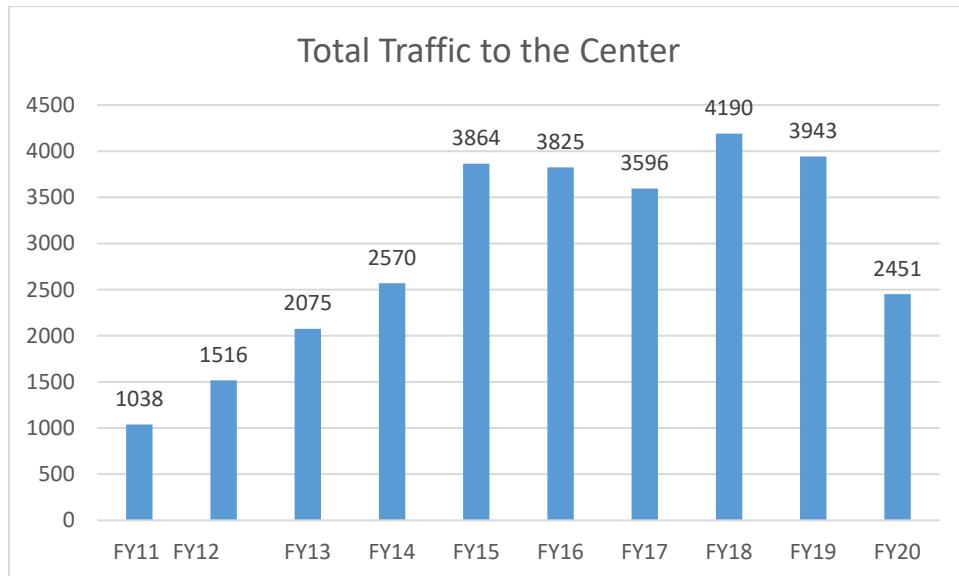
- Action:** The mapping is complete. In fact, we mapped all of the programs that we offer to Scarlet Seals of Excellence. The slides for the PowerPoint slides have been created.  
**Status: Accomplished**



#### QUESTIONS 4

Please discuss the means that you are utilizing to evaluate both your success in achieving the aforementioned strategic initiatives and/or action steps and their importance as compared to others that you might pursue. Where data exist, discuss the number of persons served by each of your programs and any assessment measures and/or learning outcomes used to evaluate program success. Please provide the method for collecting these data.

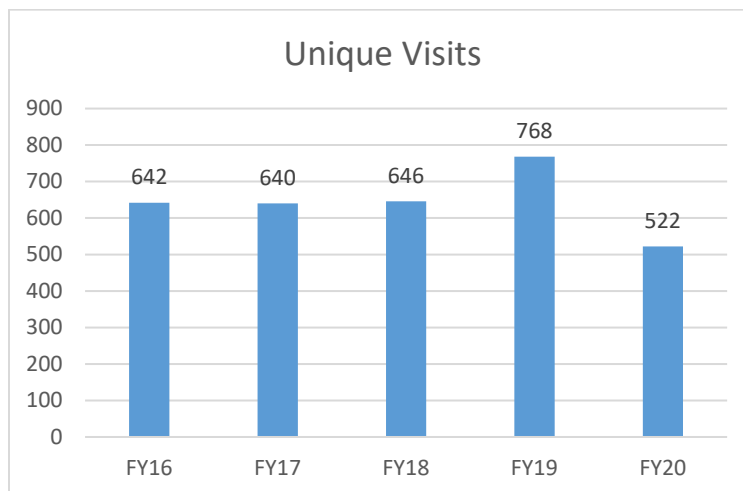
#### **Trends in Resource Center Visits**



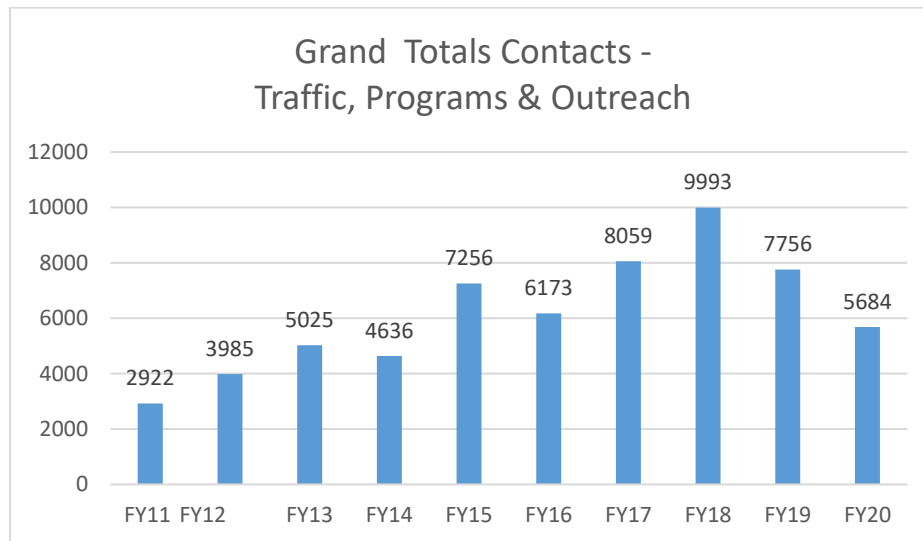
*\* Because in FY17 our traffic to the Center data was severely compromised during the months of October, February, March and April, we used the same numbers from FY16 for these months. Therefore, precise comparisons cannot be made. However, we believe these numbers to be very good estimates.*

*\* In FY20, the COVID 19 pandemic forced campus to close and all classes transitioned to online learning in March 2020, our traffic to the Center decreased substantially.*

#### **Trends in Resource Center Unique Visits**



## Trends in Resource Center Visits, Outreach and Program



### Specific Programs and Participation FY20

FY17	FY18	FY19	FY20	Programs
			311	Social Programs
			12	Speakers Bureau Training (2)
			175	Disc Groups
			12	Workshops for LGBTQ Students
			57	SAGA
			71	Mentor Program
			294	Awareness Days
			24	Classroom Panels & Presentations
			219	Trainings for Allies
			85	National Coming Out Day
			120	Coming Out Monologue
			92	Misc Programs
			70	Lavender Graduation Brunch
<b>2628</b>	<b>3475</b>	<b>2170</b>	<b>1542</b>	<b>Total Programs</b>
<b>325</b>	<b>114</b>	<b>235</b>	<b>90</b>	<b>Total Cougar Ally Training</b>

### Specific Outreach and Participation FY20

FY17	FY18	FY19	FY20	Outreach
			311	LGBTQ RC Tabling + Coffee Hour
			644	Classroom Visits
			412	Campus Events
			69	Resource Fairs
			24	Misc. Presentation
			141	Orientations
<b>1510</b>	<b>2214</b>	<b>1408</b>	<b>1601</b>	<b>Total</b>

## Specific Assessment Data for Spring 2020 Program

### Gregarious Games **Evaluation** People of Color Social – Spring 2020

Please indicate your level of agreement to each of the following statements:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Response
This event made me feel proud of my LGBTQ / cultural identity.	8	3	1			1
This even is a good way to get connected to other LGBTQ students at UH.	11	1	1			
I learned about other cultures and identities.	8	3	2			
I would recommend this program to others.	11	1	1			
Overall, I "grade" this program as excellent	10	2	1			

## Assessment Projects (listed by project)

- Cougar Ally Training** - To determine if people who attend our Cougar Ally Training increase the number of ally behaviors they engage in after one year from their original training. To determine the effectiveness of the current Cougar Ally Training. To develop a baseline and later determine if adding post-training activities and engagements has an effect on the number of ally behaviors.  
**Results:** The results of the pre-test and post-test for **ally behaviors** indicate that participants undertaking Cougar Ally Training resulted in a statistically significant increase of these **behaviors**. Results indicate that on average, participants increased their **behaviors** by 6 due to the effect of the training.  
**Action to be taken as a result of the activity:** We are pleased that the results show that the Cougar Ally Training effective and has a positive impact on ally behavior. We will continue to make improvements to the training as we receive feedback from participants and as the social climate for the LGBTQ+ community changes. We have begun adding reminders such as "Ally Tips" and "Resource Blurbs" (with links to the resource) to our newsletters. We will compare the results of future post-tests to see if those reminders have an impact on the number of ally behaviors participants engage in.
- Student Employee Development** - To determine to what degree our student employee development are matched with the Scarlet Seals of Excellence competencies. <http://www.uh.edu/scarletseals/> To determine through review of our trainings, observations, and job descriptions what improvements need to be made to our student employee development according to the Scarlet Seals of Excellence competencies.  
**Results:** The results show that the student employee positions provide the students with Scarlet Seals competencies as follows.
  - Mentor Program Coordinator (including front desk and office duties) 15 of 16 competencies
  - SAGA Squad Coordinator (including front desk and office duties) 15 of 16 competencies
  - Marketing Coordinator (including front desk and office duties) 14 of 16 competencies
  - Program Assistant (including front desk and office duties) 14 of 16 competencies**Action to be taken as a result of the activity:** These results show that the experiences students gain as a result from their employment at the LGBTQ Resource Center are very closely aligned with the competencies of the Scarlet Seals of Excellence. Now that we have the data about each competency with specific examples for each



employee position, we will incorporate that information into our training for new student employees promoting their awareness of their own student development.

3. **Social Justice and Inclusion Competencies** - To determine if there are opportunities for growth in our diversity and inclusion goals for the department. To identify diversity and inclusion goals that should be added to our department's over-arching goals.

**Results:** The NASPA Social Justice and Inclusion competencies document has three levels, Foundational Outcomes, Intermediate Outcomes, and Advanced Outcomes.

The **Foundational level competencies** focus on individual awareness of social justice and inclusion issues. Through verbal discussions the LGBTQ Resource Center (LGBTQRC) staff found that all staff (at the time) met all of the competencies for this level.

The **Intermediate level competencies** focus on programmatic practices and include outcomes that the LGBTQRC meets, outcomes that could be worked toward, and outcomes that are outside the LGBTQRC's sphere of influence. Listed are the outcomes from the first two categories.

#### **Outcomes that the LGBTQ Resource Center meets**

- Design programs and events that are inclusive, promote social consciousness and challenge current institutional, national, global, and sociopolitical systems of oppression.
- Engage in hiring and promotion practices that are non-discriminatory and work toward building inclusive teams.
- Identify systemic barriers to social justice and inclusion and assess one's own department's role in addressing such barriers.
- Advocate for the development of a more inclusive and socially conscious department, institution, and profession.
- Provide opportunities for inclusive and social justice educational professional development.

#### **Outcomes that the LGBTQ Resource Center could work toward**

- Effectively facilitate dialogue about issues of social justice, inclusion, power, privilege, and oppression in one's practice. *(The staff would need to be trained and practice in order to meet this competency.)*
- Provide opportunities to reflect and evaluate on one's participation in systems of oppression, privilege, and power without shaming others. *(These exercises would need to be facilitated by a trained D&I professional.)*

The **Advanced level competencies** focus on institutional policies and practices and fall outside of our sphere of influence.

These results show us that the LGBTQ Resource Center takes many opportunities to increase awareness in, engage in, and promote social justice and inclusion. Because diversity, social justice, and inclusion are life-long learning issues, continuing to provide inclusive and social justice professional development opportunities can be an avenue to develop the skills mentioned in the "could work toward" section. It is not likely that the LGBTQ Resource Center will set direct goals for these high-level D&I skills as they depend on individual staff being at that particular point in their own D&I development. Instead, staff can choose which D&I professional development appeals to them individually at a point in time.

Overall, this assessment was valuable in that we can now speak confidently about our social justice and inclusion competency level rather than wondering if there is more we should be doing. We are pleased with our level of competence given the scope of our department.

#### **Action to be taken as a result of the activity:**

It is not likely that the LGBTQ Resource Center will set direct goals for these high-level D&I skills as they depend on individual staff being at that particular point in their own D&I development. Instead, staff can choose which D&I professional development appeals to them individually at a point in time.

#### **QUESTIONS 5**

**Please discuss any budget or organizational changes experienced since your last (FY2021) SFAC request, their impact on your programs, and your reason for implementing them. SFAC recognizes that some programs did not receive the funds that they requested, that some programs were impacted by additional expenses after the conclusion of the budget cycle, and that some programs may be ahead of or behind their self-generated income projections.**

In February 2020, the Program Coordinator left the position for career development. In August of 2020, the Office Coordinator left the position to start a business. We are in the process of searching for a replacement for the coordinator position which has been reclassified to Program Manager. We have not been approved to replace the Office Coordinator at this time due to the COVID-19 hiring pause.

During FY20, we received \$9042.70 in private gifts, and \$1999 in endowment income for a scholarship.

Due to the pandemic, the ledger 2 cost center was reduced for FY21 by \$11,308.00. This is a permanent reduction.

**QUESTIONS 6**

**If your unit concluded FY2020 with a Fund 3 addition to Fund Equity in excess of \$5,000, please describe the conditions which caused the addition and provide a line item identification of the budgetary source(s) of the addition (i.e. lapsed salary, conference travel, etc.).**

The LGBTQ Resource Center returned \$49,219 to SFAC at the conclusion of FY20.

<b>Salary and Wages</b>	<b>34,839</b>	– aforementioned positions being vacated
<b><u>Maintenance and Operations</u></b>	<b><u>14,380</u></b>	– Spring 2020 most spending was halted due to the pandemic
<b>Total</b>	<b>\$49,219</b>	

## QUESTIONS 7

Please list your 2021-2022 strategic initiatives and action steps in priority order and cite the specific Division of Student Affairs and Enrollment Services Values and University of Houston Strategic Goals to which they relate. Larger units may wish to group responses by subprogram. Under each strategic initiative, please state the specific action steps (programs, activities, services, policies/procedures, etc.) that you intend to implement to accomplish your stated initiative.

**Strategic Initiative #1** - Aligning the Coming Out Monologues and Fluidity Conference with SSE and providing more structure and guidance to the student organization with whom we collaborate. LGBTQ 2 - *DSAES Strategic Initiative SS1 – Empowerment*

**Action Step 1:** Create a planning template for the Coming Out Monologues and Fluidity Conference.

**Strategic Initiative #2** - Create two structured internship programs for undergraduates in the GLBT Studies Minor, and for graduates in Higher Education - LGBTQ 5 - *DSAES Strategic Initiative P2 - Empowerment*

**Strategic Initiative #3** - Create an educational workshop series that is geared toward LGBTQ students' needs. *DSAES Strategic Initiative SS3 - Empowerment*

**Action Step 1:** Provide Financial Literacy Education to LGBTQ Students.

**Strategic Initiative #4** - Create a FAQ document for the LGBTQ Resource Center services that communicate who we are, what we do, and how we can help each other and students - LGBTQ 5 - *DSAES Strategic Initiative DC1 - Collaboration*

**Strategic Initiative #5** - Roll out a new Cougar Ally Placard practice that denotes a 3 year expiration date with opportunities to extend allyship through additional training - LGBTQ 3 - *DSAES Strategic Initiative SS2 – Diversity and Inclusion*

**QUESTION 8**

Recognizing that the potential to generate additional Student Service Fee income for FY2022 base funding is extremely limited and recognizing that it is likely that some units will not be allocated the new base budget and/or one-time funds requested. Please provide a narrative of how your unit would accommodate a reduction of 5% in your total FY2022 base Student Service Fee budget request and provide a line-item explanation of where budgetary cuts would be made.

\$7,410.00 is 5% of the SFAC budget.

	Total
SFAC - Base Budget	\$148,190
Reduced to	\$140,780

Line by Line	Original	Reduced	Savings
Advertising	\$1,000	\$0	\$1,000
NCOD - Fall Prog World Aid Day	\$1,500	\$0	\$1,500
Spring Program	\$2,000	\$1,600	\$400
SAGA Squad	\$3500	\$1965	\$1535
Fall Lavender Graduation	\$2,400	\$1,200	\$1,200
Sexual Health Prog	\$1,775	\$0	\$1,775
Total	\$12,178	\$4,765	\$7,410

**QUESTION 9**

**What are the other possible sources of funding available to your unit and what efforts are being made to access them (e.g. grants, donations, etc.)? If you receive funds from other sources, please briefly describe the source, purpose, and duration of the funding and report the amounts received in the appropriate rows/columns on the SFAC Spreadsheet.**

**HOLLYFIELD FOUNDATION**

The LGBTQ Resource Center applied for a grant in the amount of \$3000 to fund our ambassador program's field trip which takes place in January 2021. We did not receive these funds.

**RAINBOW FRIENDS**

The LGBTQ Resource Center did not do the annual mail out this spring. Nonetheless, during FY20, we received \$9042.70 in private gifts. This is slightly more than what we have received in the past.



**Question 10**

**Please describe any services that are similar to yours and/or any overlap between your unit and any other unit(s) providing services to students and the rationale for the overlap.**

Counseling and Psychological Services provides a mental health LGBTQ support group. UH Wellness promotes World AIDS Day, and the Health Center does HIV testing. None of these are a direct overlap of services, but we frequently refer students between departments depending on their students' needs. The Center for Diversity and Inclusion has a much broader focus, but we collaborate when appropriate.