LGBTQ RESOURCE CENTER

QUESTIONNAIRE FOR FY 2023

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 FY21 traffic was 435. January – August 2021(when we started tracking) there were 12,385 messages sent on our Discord server, which is our online space for socials and discussions.

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 groups have consisted of a LGBTQ+, Bi/Pansexual, Transgender / Nonbinary, 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.

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 have an 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 had a +104% increase in STEM faculty participate on Cougar Ally Training.

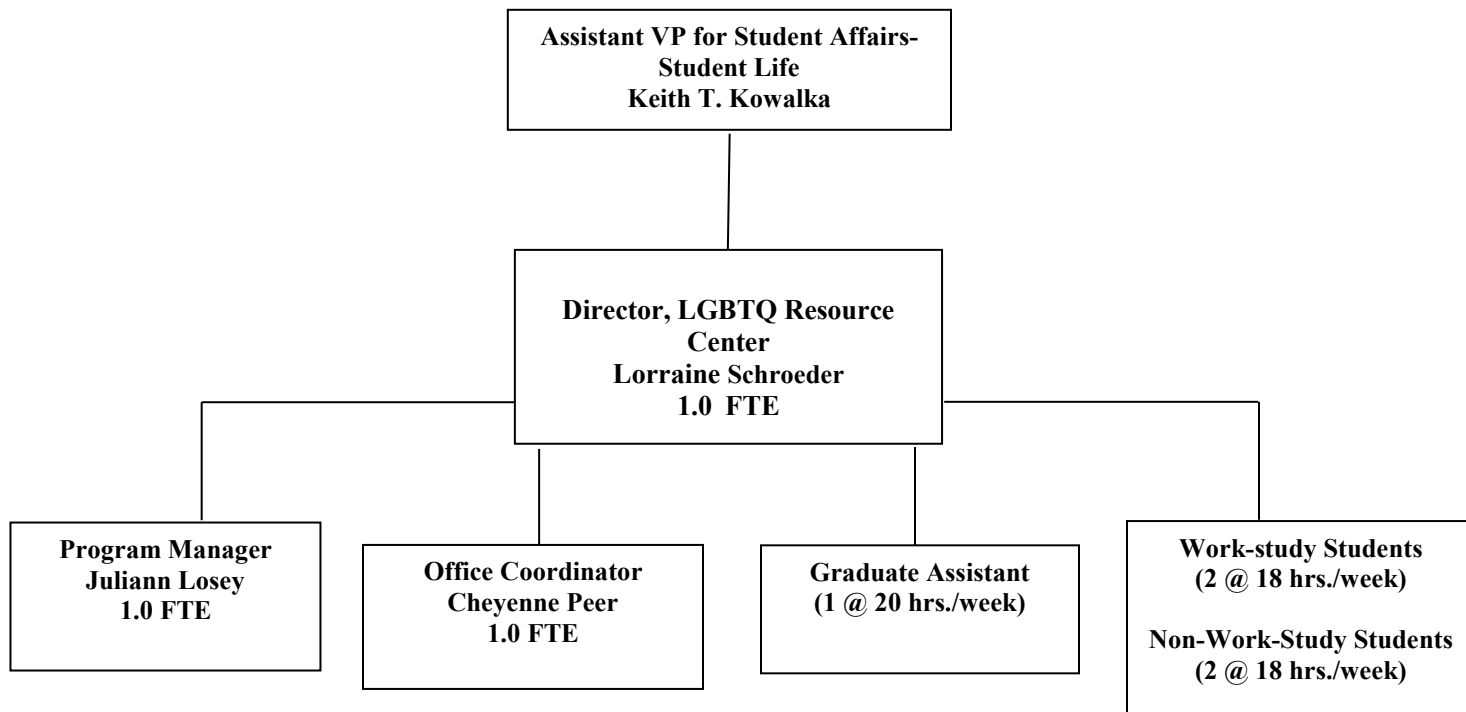**Interweave Diversity and Inclusion into the ongoing operations of the LGBTQ Resource Center**
This year we have gathered information about inclusive practices and we reviewing this information each month as part of the planning for the next month's events and programs. We have made social media posts that bring awareness to Black Trans Lives Matter.

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. Our virtual events were inexpensive so we did not apply for grant funding, but we will resume for the next grant cycle.

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.

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              ┌─────────────────────────────────┐
              │   Assistant VP for Student Affairs-│
              │           Student Life            │
              │         Keith T. Kowalka          │
              └─────────────────────────────────┘
                              │
              ┌─────────────────────────────────┐
              │    Director, LGBTQ Resource       │
              │            Center                 │
              │       Lorraine Schroeder          │
              │           1.0  FTE                │
              └─────────────────────────────────┘
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| Program Manager
Juliann Losey
1.0 FTE | Office Coordinator
Cheyenne Peer
1.0 FTE | Graduate Assistant
(1 @ 20 hrs./week) | Work-study Students
(2 @ 18 hrs./week)

Non-Work-Study Students
(2 @ 18 hrs./week) |

List your unit's strategic initiatives and action steps identified for the 2020-2021 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)
UH Goals: (http://www.uh.edu/about/mission/)
(NOTE: There were many changes and additions to the strategic initiates originally listed. Below is the final list for FY21)

Strategic Initiative #1 - **Host Social Events -** Host social events (ex. Game Days/Nights or Pop Culture focused) at various times throughout the semester – *DSAES Strategic Initiative SS5.1.4*
Action: During the Fall 2020 semester we hosted several social events remotely on Discord including, LGBTQ Trivia, Show Your Stuff 1 and 2, and Crafting, Among Us. Total in attendance is 115. All Fall 2020 events were remote except for Ice Cream Social. In the Spring, we hosted another 5 social events with 35 total attendance.
Status: Accomplished

Strategic Initiative #2- **oSTEM Marketing -** Partner with academic affairs and assist oSTEM with recruitment and marketing at least three times this year. *DASES Strategic Initiative P2.2.2*
Action: We had partial success with this goal in that we were able to pass on to oSTEM the names of two STEM faculty that were willing to work with them. We are not aware of the results of these actions.
Status: Partially accomplished

Strategic Initiative #3 **Social Media Followers -** Increase followers on social media. *DSAES Strategic Initiative SS5.4.1*
Action: Even though we did not reach our goal for Twitter, we consider this goal accomplished in that we focused on Instagram, because we get much more engagement from students on this platform.
Twitter 822 to 1000 - Currently 864
Facebook 2078 to 2200 - Currently 2214
Instagram 1155 to 1300 - Currently 1475
Status: Accomplished

Strategic Initiative #4 - **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 DC2.3.1*
Action: This goal was suspended due to COVID19.
Status: Changed

Strategic Initiative #5 - **STEM or Business faculty Cougar Ally Training -** At least six STEM or Business faculty will attend Cougar Ally Training this year. *DSAES Strategic Initiative P2.2.1*
Action: Two faculty from Bauer Business School and 37 STEM faculty completed the Cougar Ally Training during the FY21. We are very pleased with this success and plan to set this goal for next year as well.
Status: Accomplished

Strategic Initiative #6 - **Cultural Displays -** Create displays for the LGBTQ Resource Center space highlighting cultural holidays and awareness day of various identity groups - *DSAES Strategic Initiative1.4*
Action: We have added 3 displays to our collections including displays for Yom Kippur, Arab American Heritage Day, Maha Shivarati, and Black History Month.
Status: Accomplished

Strategic Initiative #7 - **Access and Inclusion Practices**
Description: Add to staff meeting agenda information about access and inclusion practices especially for persons that are differently abled. - *DSAES Strategic Initiative 4.1*

Action: We have gathered information about inclusive practices that pertain to the work we do. We have begun the practice of reviewing this information each month as part of the planning for the next month's events and programs.
Status: Accomplished

*Strategic Initiative #8 - **Unlearn Racism** -* Add to staff meeting agenda information about unlearning racism. - *DSAES Strategic Initiative 2.1*
Action: We changed this goal in January. The LGBTQ Resource Center has created a partnership with the AD Bruce Religion Center. All of our staff and student staff met every 3 weeks in Spring and Summer 2021 to engage in dialogue about race and racism. Our goal is to gain skills in talking about race across races. Anecdotally, the students report having a positive experience. We plan to set this goal for next year as well.
Status: Accomplished

Strategic Initiative #9 **Black Trans Lives Matter -** Post at least 3 social media posts and 2 newsletter segments that promote Black Trans Lives Matter issues and information. - *DSAES Strategic Initiative1.5*
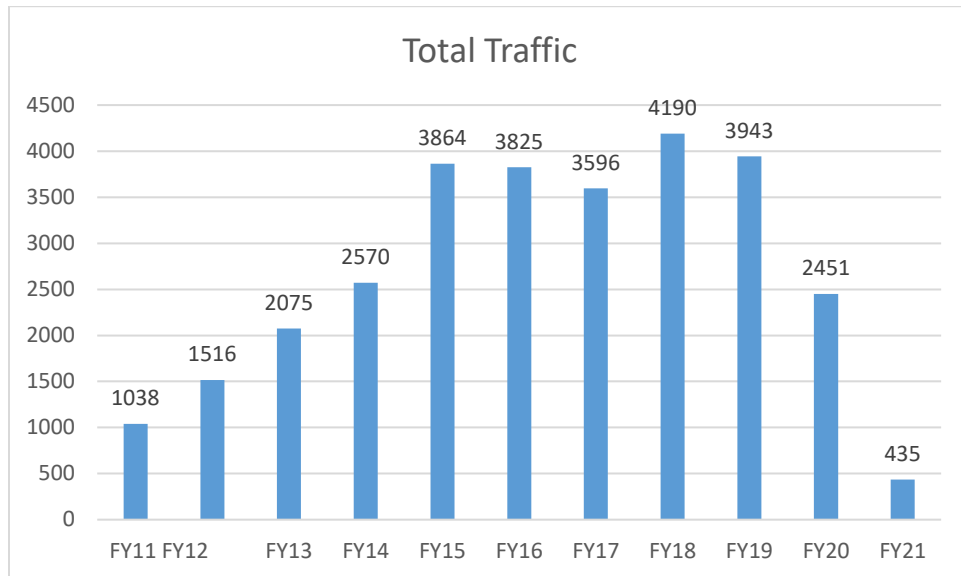**Action:** We have posted 3 social media posts and 2 newsletter segments that bring awareness to Black Trans Lives.
Status: Accomplished

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.
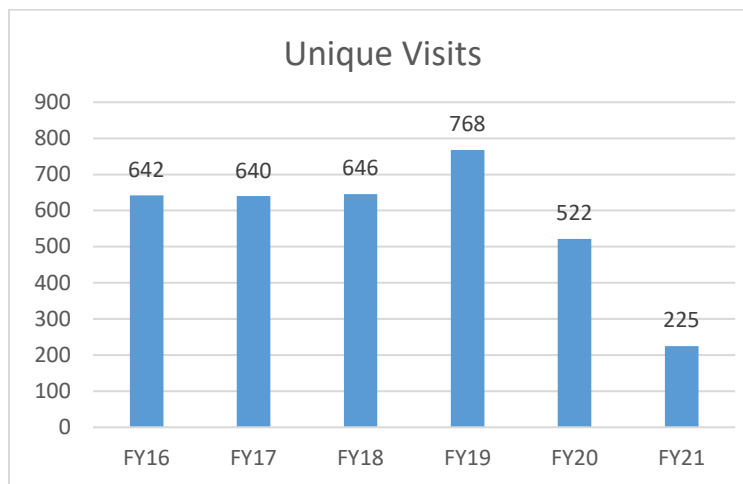
Trends in Resource Center Visits

Total Traffic bar chart:
- FY11: 1038
- FY12: 1516
- FY13: 2075
- FY14: 2570
- FY15: 3864
- FY16: 3825
- FY17: 3596
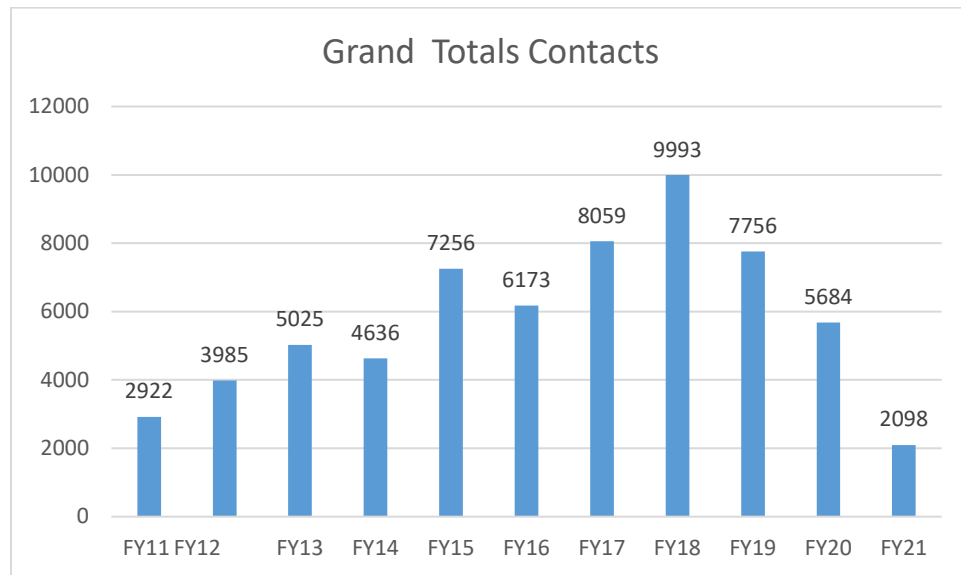- FY18: 4190
- FY19: 3943
- FY20: 2451
- FY21: 435

* 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 and FY21, 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 <u>Unique</u> Visits

Unique Visits bar chart:
- FY16: 642
- FY17: 640
- FY18: 646
- FY19: 768
- FY20: 522
- FY21: 225

Trends in Resource Center Visits, Outreach and Program

Grand Totals Contacts

Year	Contacts
FY11	2922
FY12	3985
FY13	5025
FY14	4636
FY15	7256
FY16	6173
FY17	8059
FY18	9993
FY19	7756
FY20	5684
FY21	2098

Specific Programs and Participation FY21

FY18	FY19	FY20	FY21	Programs
463	192	311	150	Social Programs
12	14	12	12	Speakers Bureau Training (2)
319	220	175	313	Disc Groups
16	18	12	6	Workshops for LGBTQ Students
128	228	57	0	SAGA
77	95	71	14	Mentor Program
172	341	294	150	Awareness Days
84	43	24	26	Classroom Panels & Presentations
170	56	219	454	Trainings for Allies
165	61	85	0	National Coming Out Day
185	108	120	0	Coming Out Monologue
47	74	0	0	Transgender Day Of Remembrance
170	183	0	0	World Aid Day
1098	199	92	0	Misc Programs
45	76	70	0	Lavender Graduation Brunch
16	10	0	0	AIDS Walk
135	52	0	0	Spring Major Prog.
113	100	0	55	Lavender Graduation
60	100	0	0	Pride Parade
3475	**2170**	**1542**	**1146**	**Total Programs**
114	**235**	**90**	**255**	**Total Cougar Ally Training**

Specific Outreach and Participation FY21

FY18	FY19	FY20	FY21	Outreach
103	25	311	25	LGBTQ RC Tabling + Coffee Hour
259	0	644	0	Classroom Visits
353	280	412	27	Campus Events
288	120	69	0	Resource Fairs
209	0	24	30	Misc. Presentation
992	983	141	180	Orientations
2214	**1408**	**1601**	**262**	**Total**

Assessment Projects (listed by project)

Affirm Ally Leadership Program

Learning Outcome/Assessment Activity Description:
To determine what skills and/or concepts student have learned from the AFFIRM Ally Leadership Program.

Purpose of Assessment Activity:

To determine if the current requirements of the program give students a board enough understanding of the LGBTQ community.

Method of Assessment:
Data Analysis

Method of Assessment Description:

The reflections papers of the students who have thus far completed AFFIRM were analyzed by listing the skills or concepts mentioned in the papers along with the frequency of each. We predetermined themes by using the learning outcomes of each of the qualifying experiences of AFFIRM. We then did a thematic analysis of those results. Below are the original themes used to analyze the papers. Resource knowledge was later removed since there was only one statement that was coded this way. We changed that one coding to Allyship.

Code	Definition
Allyship	Thoughts, actions, or behaviors that advocate/support/empower/contribute to the well-being of LGBTQ+ people
Community knowledge - Sexual Orientation	Understanding terms and concepts related to the sexual orientation and experience

Community knowledge - Gender Identity	Understanding terms and concepts related to the gender identity and experience
Systemic Power	Understanding the forms of thinking and acting that contribute to privileging of some groups (cis/straight) over others (trans/queer); understanding the experiences of LGBTQ+ people with stigma, discrimination, non-affirmation, etc.
Resource Knowledge	*Awareness of campus and community resources to help engage in ally behavior*
Self-awareness	Increasing participants' knowledge of their own identities and/or roles in systems of power
Underrepresented Identities {+}	Knowledge about the less represented identities in the community - which include all not gay and lesbian identities

Results summary:

A total of 14 reflection papers (100% of submissions so far) were analyzed and coded resulting in 197 coded statements with 142 primary codes, 50 secondary codes, and 5 tertiary codes. Allyship was coded the most with 66 primary and 70 total instances. The remaining themes ranged from 7 to 20 primary instances.

The breakdown for each reflection paper showed a range of 5 to 20 coded statements with an average of 14 coded statements per paper. Five of the papers had all 6 themes represented, seven papers had 5/6 themes, and two of the papers had 4/6 themes represented. All papers represented the gender identity theme, 13 of the papers had allyship, sexual orientation, and self-awareness represented, 11 papers had under-represented included, and 8 had systemic power represented.

Allyship was further analyzed with verbal inclusion (pronouns, inclusive language) showing up 22 times (31%), followed by support for LGBTQ people - 14 time (20%), and educating self and others - 13 times (19%).

In addition, there was only one instance of an incorrect definition/explanation in the paper.

Action to be taken as a result of the activity:

Overall, we are pleased with the learning that takes place for participants of the AFFIRM program and do not plan to change the requirements of the program. However, because the questions for the reflection paper are very specific, this may limit the type of information that is included in the paper. Therefore, one question will be added to the reflection paper guidelines. *Open Ended - Reflect on your overall experience of the Affirm Program.*

Also, the workshops that are part of the AFFIRM program will be adjusted to include pointing out examples of systemic power being at play. These examples are already part of the workshops, but are not labeled as such.

Lastly, analysis of the reflection papers will occur as they are submitted and those that do not meet a minimum of 10 coded statements will be returned to the student for revisions/additions. This will ensure that papers show evidence of a more thorough understanding of the learning outcomes. Reflection papers have been return to students in the past, but this analysis helps identify a clear guideline for this practice.

Because the director knows most of the students who completed the AFFIRM program, it was noted that most of the participants are part of the LGBTQ+ community - at least 60%. Intra-community allyship is a wonderful thing, but we hope to attract more cisgender/heterosexual allies to the program. We are brainstorming ways to collect this identity data

anonymously to not sway anyone away from participating. Collecting this data will help us track any outreach efforts we employ to attract cisgender/heterosexual students to the program.

Please discuss any budget or organizational changes experienced since your last (FY2022) 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.

We hired a new Program Manager who started in January 2021. We have hired an Office Coordinator who started in August 2021.

During FY21, we received $5465 in private gifts, and $2025 in endowment income for a scholarship.

If your unit concluded FY2021 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 $53,576 to SFAC at the conclusion of FY21.

Salary and Wages	**53,426**	– aforementioned positions being vacant until later in the year
Maintenance and Operations	**10,150**	– FY 2021 most spending was curbed due to remote classes
Equity Carry forward	-10,000	
Total Returned	**$53,576**	

Please list your 2022-2023 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 – Explore ways to infuse inclusive sexual health education into existing programs, as well as explore and identify inclusive sexual health educators - *LGBTQ 1, DSAES Strategic Initiative SS3*

Strategic Initiative #2 – Have SAGA Square (ambassadors) host a LGBTQ Leadership luncheon seminar. *LGBTQ 2, DSAES Strategic Initiative SS1*

Strategic Initiative #3 - Create an outreach ambassador program for students of color - LGBTQ 1 + 4c - *DSAES Strategic Initiative SS5*

Strategic Initiative #4 – Create a LGBTQ graduate student social event (grads and grinds) - LGBTQ 1, *DSAES Strategic Initiative SS5*

Strategic Initiative #5 - Provide the opportunity for two students to attend Camp Pride each year- *LGBTQ 2, DSAES Strategic Initiative SS1*

Strategic Initiative #6 - 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 #7 – Hold an ally lunch once a years to show appreciation, promote our services and programs, and share ideas - LGBTQ 5 - *DSAES Strategic Initiative P1*

QUESTION 8

Recognizing that the potential to generate additional Student Service Fee income for FY2023 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.

$7,886 is 5% of the SFAC budget requested.

	Total
SFAC – Base Budget	**$157,730**
Reduced to	**$149,843**

Line by Line	Original	Reduced	Savings
Advertising	$1,000	$0	$1,000
Fall Prog World Aid Day	$2,000	$0	$2,000
Spring Program	$2,000	$1,600	$400
SAGA Squad	$3,500	$1,984	$1,516
Sexual Health Prog	$3,500	$530	$2,970
Total	$12,000	$4,114	$7,886

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.

The LGBTQ Resource Center has not applied for a grants recently because the foundations we normally access specifically support programming. Since the pandemic has made things unpredictable, we did not plan the type of programs these foundations would support. We will likely apply to these foundations during the next cycle of applications.

RAINBOW FRIENDS
The LGBTQ Resource Center did not do the annual mail out this spring. Nonetheless, during FY21, we received $ $5,465 in private gifts. We will likely do the annual mail out in 2022.

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.