

FY 20-21

**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>
<b>Date:</b>	<b>August 2020</b>

## 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.

In a remote learning environment due to COVID-19, we have transitioned services to online, including Virtual Lounge Hours and discussion groups (Tuesday Talks, Trans Group, BlaQOUT) to zoom, as well as speakers and events to online platforms. Our efforts to connect to students, staff, and faculty as advocates and as a source of education and support continues strong.

**Programs/Services**  
**Under Normal Operating Conditions**

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.
2. <u>Support for UCR Staff &amp; Faculty</u> – UCR staff and faculty seek out center staff to address issues related to sexual orientation and gender identity in the classroom, in the workplace, and in their personal lives. Center staff provide 1-on-1 support, connect them with resources, and offer follow-up trainings.
3. <u>LGBTQ Trainings &amp; Consultations</u> – LGBT Resource Center staff members provide group trainings and consultations for student groups and for UCR staff and faculty to increase cultural competency and improve services to students on campus. Audiences include: Police, Health Center, Counseling Center, Athletics, Residence Life, etc. We also offer quarterly campus-wide courses on “LGBTQ Cultural Competency” and “Creating a Trans-Inclusive Work Environment.”
4. <u>Policy Development</u> – Through involvement and leadership via the campus-wide Chancellor's Advisory Committee on LGBT Students, Faculty, & 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. Examples include implementing a Preferred/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.
5. <u>Emergency Financial Aid &amp; Scholarships</u> – The LGBTRC provides emergency financial aid to UCR students involved in the LGBTQ+ community via the Kalyn Smith-Transquil'son Memorial Fund and the LGBTRC Student Assistance Fund. The center also administers two merit-based scholarships: the Dr. Eugene A. Moynier Student Award & the LGBTQIA+ Student Leadership Scholarship.
6. <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 & Arrows, Deconstructing Gender, and Let's Talk About Internet Dating.
7. <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 wish to use HESSR funds to keep a facilitator for the Trans Group.
8. <u>BlaqOUT</u> Group – 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>9. <u>LGBTQ Grad Hour</u> – The LGBTQ Grad Hour is a discussion group for LGBTQ-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>10. <u>LGBTQ Staff/Faculty Hour</u> – The LGBTQ Staff/Faculty Hour is a discussion group for LGBTQ-identified staff &amp; faculty to talk, build community, and learn about resources.</p>
<p>11. <u>Drop-In Hours</u> – The LGBTRC invites staff from departments across campus (e.g. CAPS, Student Affairs Case Managers, Study Abroad, Student Disability Resource Center, etc.) to visit the center’s lounge to connect with students hanging out. Students ask questions in the moment but also report feeling more comfortable accessing resources outside the center once they connect with staff from these areas.</p>
<p>12. <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 40+ members attend a training Retreat and meetings to debrief from panels and other educational programs.</p>
<p>13. <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>14. <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; 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>15. <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>16. <u>Cultural &amp; Educational Programs</u> – The LGBTRC presents LGBTQ+ speakers and performers to provide education and build community for all UCR students, staff, and faculty.</p>
<p>17. <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 and Chicano Student Programs). These events benefit all UCR students by educating and building community.</p>

18. <u>Common Ground Collective</u> – The Common Ground Collective is a joint effort with African Student Programs, Asian Pacific Student Programs, Chicano Student Programs, Foster Youth Program, 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; 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.
19. <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.
20. <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 & Asian Conference, the Asterisk Trans* Conference, and the BlaqOUT Conference. Students return to UCR with new ideas and skills to empower their campus community.
21. <u>Resource Library</u> – With 300+ 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.
22. <u>David Bohnett CyberCenter</u> – 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).

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### 3. Strategic Vision: Discuss your short-term (2020-2021) plans and major program goals that will use HESSR funds:

**The theme of 2020-21 for the LGBT Resource Center staff is Making Student Connections to Support, Educate, and Advocate in a Remote Learning Environment.**

The impact of COVID-19 and going to a remote learning environment requires the center to create short-term goals that recognizes we are learning and working in an emergency.

#### **1. Extending online programming over the Summer**

The loss of a space in 245 Costo Hall where students can safely and courageously find peer and staff support means we must create many and meaningful opportunities for students to connect online with a campus LGBTQ+ community. We are extending Tuesday Talks, Trans Group, and BlaqOUT discussions over the summer, and adding a summer Humpday Happenings speaker series to make connections as soon as possible with new Highlanders and providing ongoing support for continuing students.

#### **2. Transforming annual traditions**

We will hold an online Q-Camp Orientation, supplemented by Q-Camp Kits mailed to students. The kits contain useful branded items as well as educational materials. We'll extend this model to other programs, mailing when necessary items to support the virtual conversation. We will collaborate with students and campus partners to reimagine regional events such as the iPresente! Conference and T-Camp Retreat as virtual events. We will support student organizations as they explore holding events such as Dragalicious Drag Ball on an online platform.

### **3. Connecting and enhancing basic needs**

A major objective of all the center's online programming is to connect students to center staff so students feel more comfortable reaching out when they need emotional or economic support. A new partnership with faculty to bring LGBTQ+ speakers into online course includes a short promo of center services, for example, as a way to promote our role as advocates. We will continue to work closely with the Economic Crisis Response Team, Student Affairs Case Managers, and CAPS to make referrals and to host Drop-In Hours for group outreach. We also raised over \$13,000 through a crowdfunding campaign to supplement student financial assistance.

### **4. Strengthening focus on Black student success and anti-racism education**

We are enhancing our programs to address anti-Blackness and to support LGBTQ+ Black students. This includes a new Black alumni speaker series and trainings on Addressing Anti-Blackness in the LGBTQ+ Community. We will continue our BlqOUT discussion group and ongoing efforts to feature Black speakers and performers.

### **5. Building collective action with Ethnic & Gender Centers**

While the E&G Centers hold a strong tradition of program collaboration, which will continue (e.g. Building Common Ground, ballot education, speakers and events), all the E&G staff are working together to find ways to take meaningful collective action on student demands and campus-wide concerns. This includes understanding what is in our collective power to create change or to simply educate and advocate for others to make change.

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

Using online platforms to deliver programs and services provides some unique challenges for serving LGBTQ+ students. Many students are not "out" at home and cannot find privacy to take part in LGBTQ+ discussions, so some log-on but can only chat or do not log-on at all. Our efforts to mail Q-Camp Kits also are limited by students' level of safety at home, where LGBTRC-branded items or LGBTQ+ educational materials may be questioned. We are vigilant in protecting students' privacy and giving options to avoid "outing."

LGBTQ+ zoom events are also the target of homophobic and transphobic zoom-bombing. We thus cannot share public links, but require students to subscribe to our listservs to access the links. This extra step makes it harder for students to attend events.

**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.

VCSA Research analyzed the 2018 UCUES Survey and the 2019 ACHA National College Health Assessment and came to these conclusions:

- Based on these data, LGBTQ+ students appear to be a marginalized population that is growing in enrollment each year. However, these students are at higher risk for mental illnesses, physical illnesses, stress, sexual abuse, and verbal threats than their heterosexual peers. Further, LGBTQ+ students were more likely to experience food insecurity and financial worries than heterosexual students. LGBTQ+ students also do not feel respected on campus based on their sexual orientation compared to their heterosexual/straight peers. Responses might be impacted by social stigma attached to identifying as LGBQ, and by students' personal identity development timelines, possibly resulting in underreporting of LGBQ status. Finally, it is worth noting that UCUES and Banner are not anonymous data sources, leaving ACHA-NCHA, a randomized sample survey, as the only anonymous source for students to report on their sexual orientation and gender identity, thus limiting data collection opportunities. Taken together, these issues would most likely make attending UCR challenging without support and resources to combat these struggles.

**B. BUDGET QUESTIONS**

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

New SSFAC funding was frozen due to the impact of COVID-19.

- 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.**

We are submitting this funding proposal before we know the impact of budget cuts to our SSFAC departmental budget. While the center carried forward HESSR funds to attempt to cover a likely loss of SSFAC funds, we are not budgeting out in detail the costs for campus-wide and annual programs beyond Fall quarter.

In addition, we are assuming \$100,000 in Referendum fee income. This amount may decrease if undergraduate enrollment drops.

Fund Amount	Short Description
\$2,500	<b>Summer Programs</b> – funds to enhance summer programming to build student connections before Fall Quarter. We are presenting 8 speakers for the summer Humpday Happenings online series and supporting 2 Black queer speakers for a UCR podcast encouraging Black student enrollment.
\$4,000	<b>Fall Center Core Programs</b> – funds to support key center programs in a remote learning environment, including: <u>Q-Camp Orientation</u> – we will mail Q-Camp Kits to students attending our virtual orientation to campus life for LGBTQ+ students and allies.

	<p><u>Community OUTreach Educators / CORE</u> – We will provide CORE t-shirts for outreach as well as ship packages to CORE members with midterms and/or finals week supplies.</p> <p><u>BlaqOUT Group</u> – we will mail a shared book read to BlaqOUT group participants.</p> <p><u>Trans Remembrance Week</u> – will we invest in awareness programming to coincide with the Trans Day of Remembrance.</p>
\$15,000	<p><b>Fall Cultural &amp; Educational Programs</b> – funds to support campus-wide events in a virtual environment that build community and educate regarding sexual orientation, gender identity, and intersections of identities. This includes a Fall Humpday Happenings LGBTQ+ speaker series; faculty collaborations to bring LGBTQ+ speakers to Fall academic courses; election ballot education with the Ethnic &amp; Gender Centers; name and gender marker change clinics; and a focus on LGBTQ+ Black student success with a Black alumni collaboration and trainings addressing Anti-Blackness in the LGBTQ+ community. We will also collaborate with ASPB, the E&amp;G centers and other departments, and student orgs for campus-wide online events and speakers.</p>
\$33,000	<p><b>Winter/Spring Cultural &amp; Educational Programs TBD</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.</p> <p>Given the impact of COVID-19 on possible budget cuts and on our ability to host in-person events, which require very different expenditures, we cannot yet plan for exactly how these funds will be spent.</p> <p>Due to travel restrictions even if the campus re-opens, we expect a T-Camp Reunion and a ¡Presente! Conference/Series to be online regional events.</p> <p>Other Winter and Spring annual events might be in-person at UCR or in an online environment depending on health and safety, including: Midterms Study Breaks, Unity Hour, Drag Ball collaboration, Pride Prom collaboration, The Coming Out Monologues collaboration, and Lambda Celebration.</p>
\$10,000	<p><b>Fall 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. We will purchase useful branded items (private eyes sliders, face masks, screen cleaners, USB drives) and awareness t-shirts to mail to students and campus community members to strengthen connections to the center’s services and programs.</p>

\$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.
\$10,000	<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 center staff. While staff cannot travel for professional development, virtual conferences and webinars still require registration fee payments. Other needs such as software, office supplies, etc. continue to require support.
\$13,000	<b>Student Assistant Wages &amp; Benefits</b> – annual funds to support student assistants. In a remote learning environment, student assistants host evening Virtual Lounge Hours, and assist with online programs and social media outreach. When the campus is open, student assistants keep the center open in the evenings, assist with social media and marketing, and assist with tabling. The minimum wage is also increasing by \$1/hour in January 2021. This amount covers benefits, including benefits for the RSAC Rep.
\$4,000	<b>Facilitator for Trans Group</b> – funds to hire a skilled trans-identified facilitator for the Trans Group. We’ve expanded the group meetings into summer.
\$2,000	<b>RSAC Representative Stipend</b> – funds to pay the RSAC representative \$500 per quarter for their service. This includes \$500 for the RSAC 2019-20 Student Rep extending their term into Summer 2020 due to the delay in the budget proposal process caused by COVID -19.
\$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, materials, and any other expenses related to their work.
\$2,500	<b>VCSA Assessment Fee</b> – a required fee assessed based on 2.3% of HESSR income from the previous fiscal year.