

**FY 2021-22**

**HESSR Funding Proposal**

<b>Unit Name:</b>	<b>LGBT RESOURCE CENTER</b>
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## A. DEPARTMENT NARRATIVE “PROGRAM PLAN”

### 1. Mission Statement:

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

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

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

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

The center has actively shaped the campus inclusion of LGBT people for over 25 years, since its founding in 1993. Significant LGBTRC programs include: Tuesday Talks (since 1999), Community OUTreach Educators/CORE (since 2011), Resource Library (since 1993), and David Bohnett CyberCenter (since 2006). Significant annual events include Q-Camp Orientation (since 2005), Trans Remembrance Display (since 2003), T-Camp (since 2012), and the Lambda Celebration (since 1994). 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-Transquill’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 Group</u> – BlaqOUT is a staff-facilitated discussion group that provides a safe space for same-gender-loving, lesbian, gay, bisexual, transgender, queer and/or questioning students who identify as Black/African-American or of African descent to gain peer support and community.
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>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>
<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</p>

<p>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.</p>
<p>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.</p>
<p>20. <u>Conference Delegations</u> – The center assists students with funding and logistics to represent UCR at regional conferences such as the Queer Trans People of Color Conference, the Queer &amp; Asian Conference, and the BlaqOUT Conference. Students return to UCR with new ideas and skills to empower their campus community.</p>
<p>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.</p>
<p>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).</p>

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**3. Strategic Vision: Discuss your short-term (2021-2022) plans and major program goals that will use HESSR funds:**

<p>The theme of 2021-22 for the LGBT Resource Center staff is Making Student Connections to Support, Educate, and Advocate in a Hybrid Learning Environment.</p> <p>The past year has taught us that zoom spaces cannot replace in-person interactions. Attendance at some of our most effective programs such as Tuesday Talks plummeted. Yet we may not be able to open the center fully until social distancing is lifted. Thus we are looking into alternatives such as reserving a HUB room for a larger Tuesday Talk space that allows social distancing.</p> <p>On the other hand, we reached more people through an online Q-Camp Orientation than past in-person Q-Camps. We may offer both an in-person and virtual Q-Camp experience.</p> <p>We are also grappling with meeting two class years who are new to in-person community, which is both exciting and daunting. We will be building connections between center staff and students, as well as supporting peer connections with Community OUTreach Educators / CORE and by supporting student organizations through advising and collaborations.</p>
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This will drive the decision-making for how to use funds for cultural, educational, and wellness programming. We will continue our focus on health and wellness in the ongoing Between-times and the future Aftertimes through staff crisis intervention and resource referral for students in need, as well as wellness programming.

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

The two biggest obstacles we must overcome are the impact of the pandemic and the permanent cut to our budget.

We are still uncertain what learning and work environment we will be in. If social distancing is still required for health safety reasons, for example, we will not be able to fully open the center to walk-in traffic or for hosting Tuesday Talks or student group meetings. We will continue to offer online support and events, with the hope of a full opening later in the academic year. We expect the health and wellness impact of the pandemic will continue to require crisis intervention and basic needs services and resources.

We are also absorbing a permanent budget cut that reduces our resources for programming and outreach by about \$37,500. This means we may need to reduce things like the amount of food at events or only host large-scale events if outside funding can be secured.

**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 LGBTQ, and by students' personal identity development timelines, possibly resulting in underreporting of LGBTQ 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:**

Due to a permanent budget cut of \$30,000 to our SSFAC budget, we had to move the salary for our Administrative Assistant to HESSR funding in order to save the position. (We pay 50% for the position, and the WRC pays 50%.) We cut \$6,376 of S&E from our SFAC fund, the max available, and moved \$23,624 of the AA's salary to HESSR. This also forces us to use Referendum funds to cover the cost of benefits, since VCSA does not pay for Referendum-funded positions' benefits. Thus the effective amount of funds needed to keep the AA position at 50% time supporting the LGBTRC is \$37,444. This amount will continue to increase due to merit or cost-of-living raises and any changes in the benefits formula.



### 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.**

Please note we do still have some SSFAC funding in our permanent SSFAC budget, but it goes to staff salaries and liability, UCOP and VCSA assessment fees, R Shared Services fees, DocuSign fees, etc.

Since about 37% of our HESSR budget now goes to covering the AA position's salary and benefits, we are drastically scaling back our programming. We will submit proposals to use temporary 19912 "Chancellor's Funding," as well as HUB Cultural Events funding and ASPB co-sponsorship funding to support large-scale events such as the 5<sup>th</sup> iPresente! Conferene and BlaqOUT Digital Conference. We are actively pursuing off-campus sponsors for regional events, too.

Fund Amount	Short Description
\$37,500	<b>Administrative Assistant Salary &amp; Benefits</b> – Due to a permanent funding cut in Fund 20000 (SFAC), we moved \$23,624 (most of the AA's 50% FTE salary) and \$13,820 of benefits costs (since VCSA does not cover benefits paid with Referendum funds) to our HESSR budget. We had no other way to absorb the funding cut since almost all of Fund 20000 is salaries.

\$16,000	<p><b>Student Assistant Wages &amp; Benefits</b> – funds to support student assistants. When the campus is open, student assistants keep the center open in the evenings, assist with social media and marketing, and assist with tabling. If we are adjusting access to the center due to pandemic social distancing, student assistants will work to help maintain the center space between 9am-5pm. This amount covers benefits, including benefits for the RSAC Rep.</p>
\$23,300	<p><b>Cultural. Educational. And Wellness Programs</b> – funds to support campus-wide events that build community and educate regarding sexual orientation, gender identity, and intersections of identities. Much of our programming also addresses health and wellness, especially given the pandemic. Most of these events are collaborations with student groups, academic departments, and other departments supporting student success.</p> <p>Annual events might be in-person or in an online environment depending on health and safety, including: Q-Camp Orientation, Unity Hour, Drag Ball collaboration, Pride Prom collaboration, The Coming Out Monologues collaboration, and Lambda Celebration. Funds support our nationally-recognized T-Camp: InterCampus Retreat for Transgender, Nonbinary, and Gender-Questioning College Students.</p> <p>These funds also support the Community OUTreach Educators / CORE, our peer education program. CORE members are key to our campus-wide education and programming efforts.</p>
\$5,000	<p><b>Marketing the LGBTRC &amp; HESSR</b> – funds to increase visibility of the center’s programs and services, as well as educate students on the Highlander Empowerment Referendum’s impact on campus. We purchase useful branded items (private eyes sliders, face masks, journaling notebooks) and awareness t-shirts to share with students and campus community members to strengthen connections to the center’s services and programs.</p>
\$10,000	<p><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. This amount should be \$5,000/FTE, which would be \$17,500. However, we are temporarily reducing some staff travel to absorb recent budget cuts.</p>
\$3,500	<p><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.</p>
\$1,500	<p><b>RSAC Representative Stipend</b> – funds to pay the RSAC representative \$500 per quarter for their service.</p>
\$500	<p><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.</p>

\$200	<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.