

LGBTQ RESOURCE CENTER

UNIVERSITY of
HOUSTON
LGBTQ RESOURCE CENTER



Student Fees Advisory Committee (SFAC) PROGRAM QUESTIONNAIRE FY17-18

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; student learning outcomes FY16-FY19

1. Provide support, resources, and a safe space for LGBTQ students of diverse backgrounds and abilities
 - a. LGBTQ students will be able to formulate positive ideas about their LGBTQ identity and community, including their intersecting identities.
 - b. LGBTQ students will be able to navigate resources by utilizing the Center and the Center's staff.
2. Provide training & leadership opportunities for our LGBTQ students of diverse background and abilities.
 - a. LGBTQ students will be able to formulate an understanding of their unique leadership skills through direct training and hands on experience.
3. Through campus engagement and education, create a campus environment of LGBTQ inclusion, equity, acceptance and affirmation for our students of diverse backgrounds and abilities
 - a. UH students will be able to identify their biases about LGBTQ people
 - b. UH students will be able to create LGBTQ inclusive and equitable spaces among their peers.
4. Assist DSAES Development staff develop and maintain a continual source of donations for the LGBTQ Resource Center to expand programs and opportunities for student
 - a. UH students will be able to speak about their experiences with the LGBTQ Resource Center to donors.

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.

During FY16 the center's traffic totaled 3825, a 1% decrease over FY15. Our traffic has increased by 268% since we opened in 2010. The steady increase is due to LGBTQ students needing resources, and reflects the need for LGBTQ students to have a safe place to network, study, and collaborate. Straight allies also want resources pertaining to LGBTQ issues.

Provide support, resources and a safe space for LGBTQ people on campus - In our Mentoring Program fifteen mentees were paired with mentors. We added six social outings per semester to this program and restructured the follow-up mentor training. The participants' feedback was positive. For our Lavender Graduation we worked with the alumni association and they provided the reception. Attendance was 50. For outreach we showed a slide in the Orientation Power Point, advertised in the Daily Cougar calendar, Coog Life, online, and in Transitions magazine. We implemented a discussion group, create a Pre-semester Retreat for staff of the LGBTQ and WGRC, and Re-structure the way in which student employees are utilized. We assisted a student organization plan and implement Coming Out Monologues for National Coming Out Day, offer two LGBTQ Youth Leadership workshops, and created a group discussion facilitator training.

Create a campus environment of LGBTQ inclusion and acceptance - We expanded our educational programs to student organizations and fraternities and sororities by conducting seven workshops for this population.

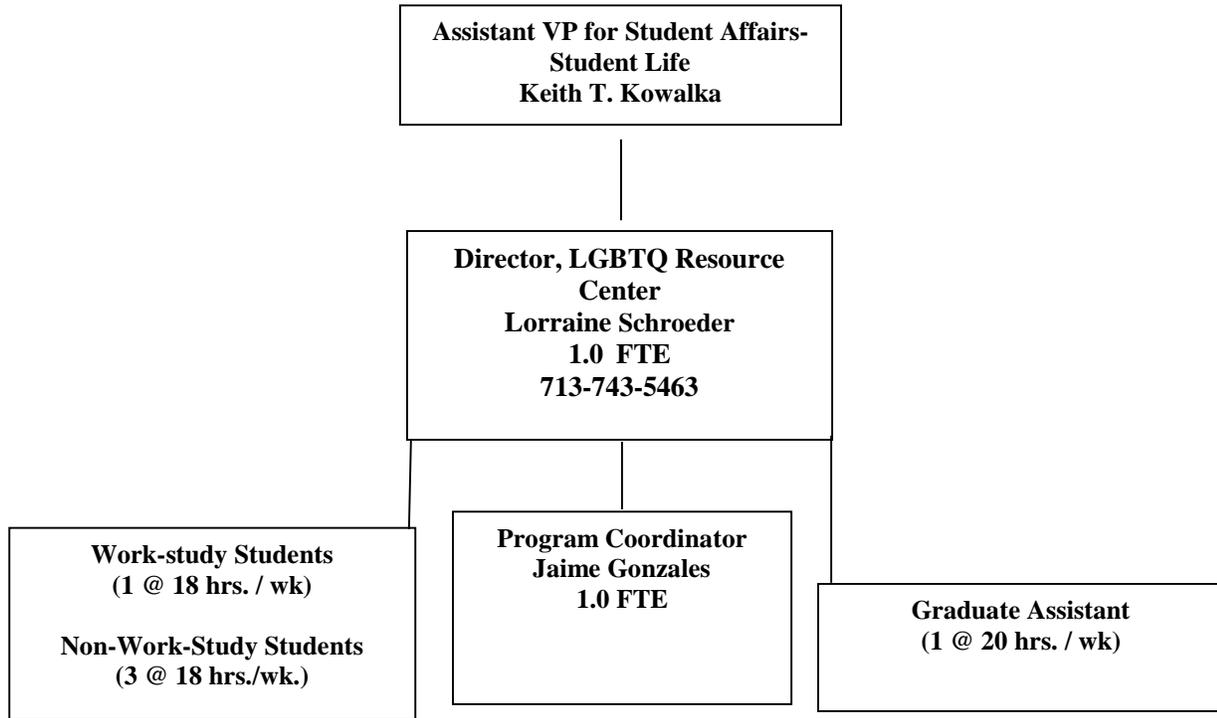
Develop and maintain a continual source of funding for the LGBT Resource Center - We did a mail out to the Rainbow Friends and raised about \$4000. We have applied for grants and received \$5000 from the Cloverdale Foundation to do another Gay? Fine By Me t-shirt give-away, \$1500 from the Hollyfield Foundation to support student attendance at the Creating Change Conference, and \$2500 from the Diana Foundation to support the Mentor Program social outings.

Our services enable marginalized students to feel connected to the University. Heterosexual students benefit by having access to accurate information, so they learn to embrace differences. Data from the National Study of Student Learning indicates that involvement with diverse peers fosters critical thinking. All students benefit from the work we do with faculty, which trickles down to the classroom and is reflected in a more inclusive, open-minded environment.

The 2010 State of Higher Education for Lesbian, Gay, Bisexual & Transgender People states LGBTQ students are more likely to persist if they experience a positive LGBTQ campus climate. It also states that the climate impacts LGBTQ students in the areas of academic achievement.

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 2015-2016 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/president/vision-priorities/>)

Strategic Initiative #1: Provide support, resources and a safe space for LGBTQ people on campus

MENTORING PROGRAM (UH-SG – Student Success - SI 1b)

By pairing LGBTQ students with LGBTQ peers, the LGBTQ Mentoring Program will help the most at risk LGBTQ students gain support and validation, make a strong connection to the University, and assists them in linking with resources that contribute to their success in college and beyond. A graduate assistant will continue to coordinate this program.

Status: Fifteen mentees were paired with mentors. We added six social outings per semester to this program and restructured the follow-up mentor training. The participant's verbal feedback about these changes was positive.

LAVENDER GRADUATION (UH-SG – Student Success - SI 1b)

As a way to validate the extra effort it takes for LGBTQ students to navigate college and successfully graduate, we will host a reception in their honor. Having university officials and special guests acknowledge their accomplishments, we will contribute to the development of their self-worth, increasing their confidence to go forward in the world with a sense of pride for who they are (which may be in contrast to negative messages LGBTQ people frequently receive from many segments of society).

Status: This year we collaborated with the alumni association and they provided the food for the reception. The attendance was about 50 which is a slight drop from last year.

NSO AND ART OUTREACH (UH-SG – Student Success - SI 1b)

We plan to collaborate with the Orientation Team to be able to introduce the LGBTQ Resource Center during the NSOs and ARTs to make all students aware of the resource and send the message of embracing diversity. We also plan to promote the Center by advertising in some of UH publications.

Status: The LGBTQRC showed a slide in the Orientation Power Point. We also advertised in the Daily Cougar calendar, Coog Life, online, and Transitions magazine.

These initiatives were add for FY16

Implemented a sexual orientation / gender identity discussion group. 1b – A six week discussion group was conducted this fall.

Created and implemented a Pre-semester Retreat for all professional and student employees of the LGBTQ and WGRC. 2c – The retreat was created and implemented successfully.

Re-structured the way in which student employees and volunteers are utilized and supervised, including the job descriptions and chain of command, using a student development lens. 2c – New job descriptions were written, students were given more autonomy and met with supervisor weekly.

Assisted Intern and Student Organizations to plan and implement **Coming Out Monologues** for National Coming Out Day. 1c – No intern was used but collaboration still took place and this program was performed successfully.

Offered two **LGBTQ Youth Leadership workshops** with GLBT Studies Minor Intern. 1c – No intern was used but volunteer students successfully presented the workshops.

Created a group discussion facilitator training to be implemented in spring. 1c - *The facilitator training was implemented and two discussion group series were offered this spring.*

Strategic Initiative #2: Create a campus environment of LGBTQ inclusion and acceptance

STUDENT EDUCATION PROGRAM (UH-SG - Student Success - SI 1d)

According to our Fall 2012 survey, LGBTQ students frequently hear derogatory remarks from their peers. Subsequently, we plan to expand our educational programs to student organizations and fraternities and sororities. A graduate student will be responsible for outreach and implementation of education programs such as the Speaker Bureau Panel.

Status: *Seven workshops were completed for students.*

WORLD AIDS DAY (UH-SG - Local and National Recognition - SI 3b,c) We are looking into implementing an awareness campaign on that involves releasing foam red ribbons (biodegradable) into the air every 18 seconds representing AIDS deaths. The ribbons would be visible throughout Houston and the surrounding area.

Status: *We discovered that the logistics of this activity were not possible for us to implement, so this was not completed.*

Strategic Initiative #3: Develop and maintain a continual source of funding for the LGBTQ Resource Center

LGBTQ ALUMNI NETWORK- (Student Success - DSAES SI 6c) Although the LGBTQ Resources Center's involvement with the network has not been as active over the last few months of FY14, the goal is for them to be established enough to hold a fundraising event for the LGBT Center in FY16.

Status: *The alumni used FY16 to recruit new members. FY17 will be used for fundraising.*

RAINBOW FRIENDS (UH-SG - Resource Competitiveness - SI 2d).

By this time we will be re-assessing our fund-raising needs. We will evaluate the progress the new LGBTQ Alumni Network has made and determine if merging the efforts of the Alumni Network with the goals of the Rainbow Friends Program is advantageous.

Status: *We did not merge the two efforts, but instead continue to do a mail out to the Rainbow Friends each year. This year we raised about \$4000.*

GRANTS (UH-SG - Resource Competitiveness - SI 2d).

As we do every year, we will apply for a grant from a local LGBTQ charitable organization to fund our National Coming Out Day event, which has not yet been planned. We will also apply for grants for the Creating Change Conference and the World AIDS Day event.

Status: *We have received \$5000 from the Cloverdale Foundation to do another Gay? Fine By Me t-shirt give-away. We received \$1500 from the Hollyfield Foundation to support student attendance at the Creating Change Conference. We have received \$2500 from the Diana Foundation to support the Mentor Program social outings.*

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.

Participation in Programs

FY 11	FY 12	FY 13	FY14	FY 15		Programs	FY16
		46	86	165	Sep. 2015	Open House Fall	120
	8	4	11	14	Sep. 2015	Speakers Bureau Training (2)	9
				40	Sep. 2015	Social Work Class - Panel	32
			21			Sociology Class	40
				30	Nov. 2015	Women's Studies Class – Panel	22
			30	30	Nov. 2015	Parenting Class - Panel	28
					Oct. 2015	Hilton Panel	20
					Nov. 2015	RA Presentation	10
					Nov. 2015	Queer Coogs Panel	3
50	40	40	27	22	Sep. 2015	Ice Cream Social	23
				12	Sep. 2015	Mentor Training	9
			70	82	Sep. 2015	Bisexual Awareness Day	93
			90	90	Oct. 2015	National Coming Out Day	81
				80	Oct. 2015	Intersex Awareness	68
					Oct. 2015	Asexual Awareness	72
					Oct. 15	LGBTQ History Month	13
				13	Nov. 2015	Mentee Mentor Social	33
					Nov. 2015	Meet and Greet	15
150	120	150	130	120		Transgender Day Of Remembrance	80
8		13	7	5		Speakers Bureau Training	6
				24		Mentor Program	20
				65		Lavender Graduation	50
					Spr 16	Queer Coog Com.	3
					2/18/2016	RA Queer Coogs	15
					Feb. 2016	Facilitator Training	2
					2/25/2016	Bayard Rustin	8
					2/24/2016	AA Train G&L	15
					Spr 16	Mentor Socials	25
					3/10/2016	AA Train Bi Pan	16

					3/30/2016	AA Train Trans Inter	23
					4/14/2016	AA Train Asexual	11
					4/1/2016	Meet n Greet	7
					Spr 16	Skye's Disc Groups	54
					Spr 16	Bi-Disc Group	15
					4/22/2016	Effects of Hormones	8
					4/21/2016	LGBT Studies Class	40
					4/27/2016	GSA visit	12
622	957	841	834			Total Programs	1093
			2225				
81	134	99	121	144		Total Cougar Ally Training	173

Note: Our FY15 total is much larger because we did a Gay? Fine By Me t-shirt give away which attracts about 1000 participants.

Trends in Resource Center Visits, Outreach and Program

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	% of Change from previous year	% of Change over time
Total Fall	447	565	1064	932	1839	1817	-1.2%	306%
Total Spr	376	733	870	1233	1747	1615	-7.6%	329.5%
Total Sum	215	218	141	405	278	393	41.4%	82.8%
Total FY	1038	1516	2075	2570	3864	3825	-1%	268.5%
Programs	622	957	843	834	2225	1093	-50.9%	257.7%
Cougar Ally Training	81	134	99	121	144	173	20.1%	78.8%
Outreach	1181	1378	2008	1111	1023	1082	5.8%	-8.4%
Grand Touch Total	2922	3985	5025	4635	7256	6173	-14.9%	111.3%

Assessment Projects

Title or area assessed: Student Employee Pre-Semester Retreat

Major results/findings: All five student employees completed the self-assessment. The results indicated that all student employees agreed with statements about gaining a sense of team cohesion and job ownership as a result of the retreat. They all also answered questions showing they gained the necessary skills to perform their jobs.

Planned actions based on assessment results/findings: We are pleased with the results and will continue having pre-semester retreats that include teambuilding and empower the student staff to take ownership of their jobs and the Centers.

Title or area assessed: Mentoring Program

Major results/findings: With ten out of 15 mentees responding to the pre-test and 7 out of 15 responding to the post-test, there was a movement from the “very” confused, worried, uncomfortable or depressed side toward the "not" side of the pre and post-test averages. So we know that mentees experienced a reduction of these negative emotions regarding their LGBTQ identity/issue. Notably, there was a 61% decrease in the number of students in the confused, worried, uncomfortable or depressed category and the very confused, worried, uncomfortable or depressed category.

Planned actions based on assessment results/findings: These results are what we expected. We are pleased with the results of this assessment as they indicate that the program is having the desired effect. We plan to continue with the program in its current form, but we do make improvements based on participants' feedback.

QUESTIONS 5

Please discuss any budget or organizational changes experienced since your last (FY2017) 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 addition, if your unit concluded FY2016 with a Fund 3 addition to Fund Equity, please describe the conditions which caused the addition.

The LGBTQ Resource Center received a gift from the Cloverdale Foundation in the amount of \$5,000 to be used for the “Gay? Fine By Me!” t-shirt event. We received \$2500 from the Diana Foundation to be used for mentoring outings and \$1,500 to be used for the Creating Change Conference.

We did not spend all of the SFAC funds for our graduate assistant because the graduate assistant was not able to continue for a second year, their employment ended in May and we did not pay a summer salary. We were able to reallocate some of these funds for much needed books and DVDs for our library, and promotional items that will enhance the outreach and effectiveness of our programs for the next year.

QUESTIONS 6

Please list your 2017-2018 strategic initiatives and action steps in priority order and cite the specific Division of Student Affairs Strategic Initiatives 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- Provide support, resources, and a safe space for LGBTQ students of diverse backgrounds and abilities

- a. Collaborate with colleagues to increase the number of students in the gender inclusive Enhanced Learning Group in the residential halls from two to six. (UH-SG – Student Success - SI 1e)
- b. Collaborate with a specific ethnic or racial academic program (i.e., Mexican American Studies, African American Studies, Indian Studies) for a large scale events (i.e., National Coming Out Day) to address issues of intersectionality. (UH-SG – Student Success - SI 3c)
- c. Increase web resources for students who do not visit the LGBTQ Resource Center. (UH-SG – Student Success - SI 2e)

Strategic Initiative #2- Through campus engagement and education, create a campus environment of LGBTQ inclusion, equity, acceptance and affirmation for our students of diverse backgrounds and abilities

- a. Develop a program to meet the needs of the LGBTQ athletes and/or increase awareness within UH Athletic program. (UH-SG – Student Success - SI 6f)
- b. Participate in Frontier Fiesta by collaborating with the Urban Experience Program in creating a space for diverse identities at this event. (UH-SG – Student Success - SI 3c)
- c. Develop a LGBTQ Leadership Certificate that dovetails with the Center for Student Involvement’s leadership program. (UH-SG – Student Success - SI 3c)

Strategic Initiative #3 - Increase our marketing and outreach effort to achieve a total touch of 7000.

- a. Create a video clip of LGBTQ Resource Center staff and students talking about the Resource Center and about inclusion to be shown on our website and Housing’s video tv’s at the beginning of each semester. (UH-SG – Student Success - SI 1a)

Strategic Initiative #4 - Improve existing programs by increasing the clarity and effectiveness of materials and tools used.

- a. Revise manuals used for the mentor program to clarify requirements and expectations of the mentors and mentees. (UH-SG – Student Success - SI 1b)
- b. Revise the verbiage use on the website to make sure the descriptions reflect the current iteration of our programs and services. (UH-SG – Student Success - SI 2e)

QUESTIONS 7

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 applied for grants and will do a mail-out to assist with the cost of programming. Most foundations that offer grants will not provide funding for salaries.

HOLLYFIELD FOUNDATION

The LGBTQ Resource Center plans to apply for a grant to fund our National Coming Out Day event which takes place in Fall 2017. We have not planned our program yet. In FY16 we received \$1500 to be used for the 2017 Creating Change Conference

RAINBOW FRIENDS

The LGBTQ Resource Center does an annual mail out each spring. The goal is to raise \$5,000 annually to assist with the cost of programming and for scholarships. In FY16 we were successful in meeting this goal.

DIANA FOUNDATION

The LGBTQ Resource Center plans to apply for funds from this organization to fund a trip to the National LGBTQ Task Force Creating Change conference in January 2018 for five students and one staff. In FY16 we received \$2500 to be used for mentoring outings.

QUESTIONS 8

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 will definitely collaborate when appropriate.