

UNIVERSITY of HOUSTON

LGBTQ RESOURCE CENTER



Program Questionnaire for FY 2020 - 2021

QUESTIONS 1

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

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

Overarching Goals; FY20-FY23

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

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

The Center's annual traffic sustained about 4000 in FY19. Our traffic has increased by 280% 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 request resources pertaining to LGBTQ issues.

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

We have discussion groups which are facilitated by trained students. The topics have consisted of a Coming Out Group, Bi/Pansexual Group, Transgender / Nonbinary Group, Queer and Trans People of Color. Our Mentoring Program helps students who are struggling with their sexuality or gender. The mentees set and reach goals, participate in social outings, and learn about campus resource. With the help of the LGBTQ Alumni Association, an Emergency Aid program has been established to help students who have been kicked out of their home. In addition to adding more resources to our website, we have uploaded videos and photos of our center to help students who might be anxious about coming into the center. We brought to campus an inclusive sex educator, Ignacio Rivera who touched on topics regarding transgender and nonbinary people and issue.

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. Our new volunteer program gives students the opportunity to get involved with the LGBTQ community on campus and gain leadership skills by gradually taking on more responsibilities.

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 completed the Campus Climate Index and raised our score to 4.5/5 from 4.0. We created our AFFIRM Ally Leadership Certificate in collaboration with the Center for Student Involvement which has encouraged many more students to attend our trainings and educational programs. Our Cougar Ally 2.0 includes various topics such as Transgender 101 and Pronoun Party. Pride Partners is a program that teaches and recognizes departments for being LGBTQ inclusive. We chose several videos from youtube to educate allies on less familiar sexualities or gender identities. We added an Ally Tip section to our newsletter to provide reminders for our allies.

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

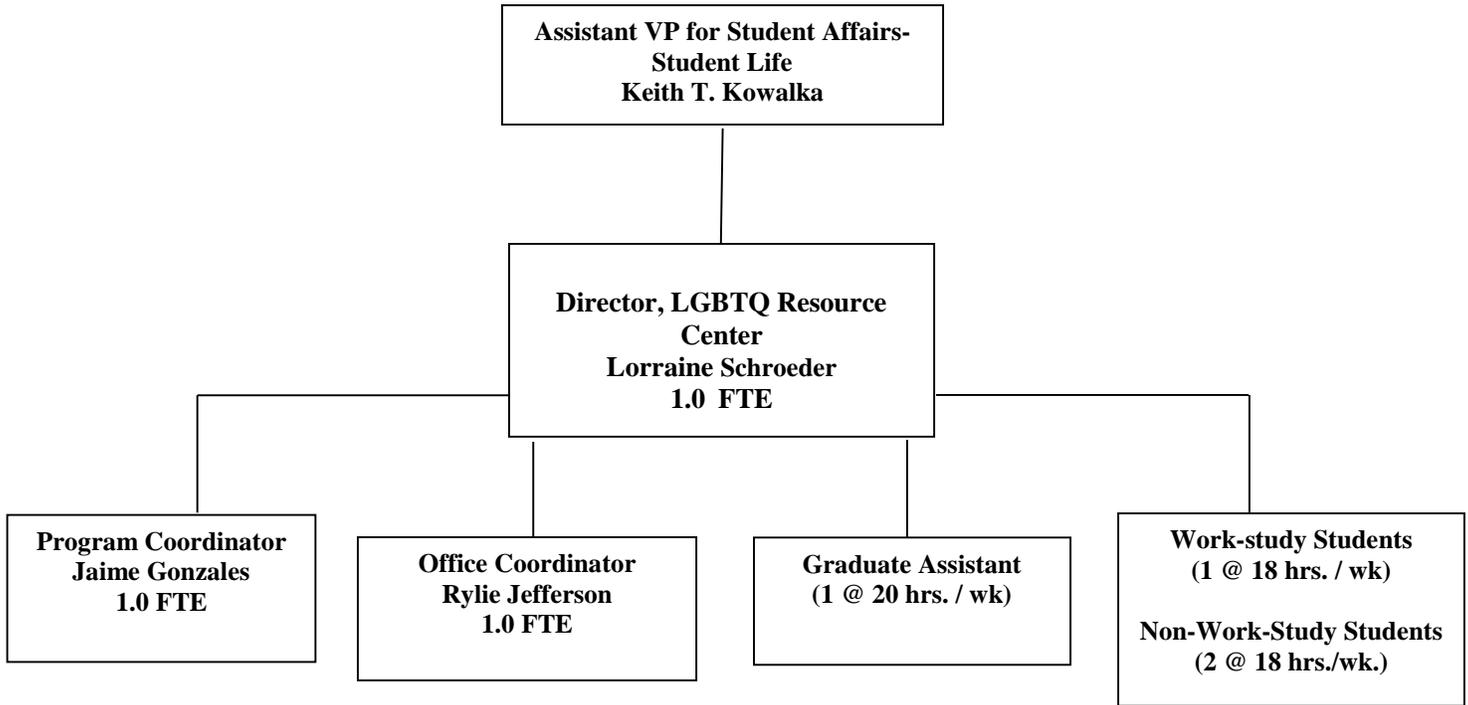
We trained our student employee about intervening and serving our students that have service animals. We brought in a speaker from the Center for Diversity and Inclusion who did a training on using cultural awareness and inclusion as a way to improve customer service. HIV support and education information was added to our website.

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

We have participated in the AIDS Walk as a benefitting agency for the last 3 years and have generated about \$9000 for programming. We have applied for and received grants from several local foundations to help fund conference travel for our ambassadors and the Coming Out Monologues production.

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 2018-2019 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/>)

Strategic Initiative #1 - Increase Utilization - Increase total contacts of all utilization and attendance to 10,000 (currently 8000); and increase high contact student involvement to 120 (SAGA Squad, Speakers Bureau, Mentors, Frequent visitors to the Center) (currently 95.) Empowerment

Action: The total contacts for all utilization did not reach 10,000 this year. It actually dropped slightly to 7756. However, the high contact students increased to 119. In addition, the unique visitors to the LGBTQ Resource Center increased from 646 to 768.

Status: Partially Accomplished

- a. **Branding and Awareness Campaign** - Create and execute a branding and awareness campaign for the LGBTQ Resource Center
Action Step: We developed a campaign with the tagline of Be Yourself Here that we have used on yard-signs that we posted on campus this fall and spring.
Status: Accomplished
- b. **Develop graphics for marketing** - Develop and use consistent graphics for marketing of programs and services.
Action: We have begun using a graphic image to represent the LGBTQ Resource Center in most of our marketing pieces for our programs and services as well as our awareness campaign.
Status: Accomplished

Strategic Initiative #2 - Processes for Office Coordinator - Create processes for the new position of office coordinator to effectively support two Centers. Collaboration

Action: We have created several effective processes for us to follow for smooth running centers. For example, processing expenditure requests, supervision of student employees, and data entry.

Status: Accomplished

Strategic Initiative #3 - Evaluate and Analyze Data - Consistently and thoroughly evaluate and analyze the data of our programs. Transparency

Action: We have begun collecting and entering the data from program evaluations into baseline. We also created a system of matching the results to the learning outcomes for the program so that it can easily be accessed for reporting purposes.

Status: Accomplished

- a. **Consolidate all program information** - Consolidate all program information including learning outcomes, assessment, and results into one document (Program Objectives and Results)
Action: We have created the Program Objectives and Results and have used it this year. We entered data into the document throughout the academic year and will use the document for reporting purposes.
Status: Accomplished
- b. **Input all evaluation results into Baseline** - Consistently input evaluation results into Baseline
Action: We have developed a process for getting all of the evaluation data input into Baseline and have used this process consistently throughout this year.
Status: Accomplished
- c. **Train staff on Baseline** - Train staff on how to analyze results and run reports from Baseline.
Action: All staff are now familiar with analyzing results and running reports in Baseline.
Status: Accomplished

Strategic Initiative #4 - Diversity and Inclusion Strategic Plan - Continue following our Diversity and Inclusion Strategic Plan. Diversity

- a. **Guest Speaker for By-stander Intervention** - Invite a guest speaker to our student staff training to practice by-stander intervention in a culturally aware manner for intervener and intervene.
Action: We did our own training to our students about intervening and serving our students that have service animals. We also brought in a speaker from the Center for Diversity and Inclusion who did a training on using cultural awareness and inclusion as a way to improve customer service.
Status: Accomplished
- b. **HIV Support - Research community and online support mechanisms for HIV+ students**
Action: We have researched and found a good website that supports HIV positive people. It includes a forum, facts, and resource. We have posted the link on our website.
Status: Accomplished
- c. **Cultural Calendar** - Use our cultural calendar to intentionally acknowledge significant holidays of various cultures
Action: We have hired an intern who created several cultural posts for social media that acknowledge significant factors about various cultures. We have begun the process of posting this content and will continue this practice.
Status: Accomplished

Strategic Initiative #5 - Campus Environment of LGBTQ Inclusion - Through campus engagement and education, create a campus environment of LGBTQ inclusion, equity, acceptance and affirmation for our students of diverse backgrounds and abilities. Diversity

- a. **Campus Pride Index** - Increase all of our ratings on the Campus Pride Index to 4.5 or higher.
 - i. Refine ally training for UHPD
 - ii. Examine results from FY18's Campus Pride Index and address relevant categories.
Action: We have achieved a rating of 4.5 on the Campus Pride Index. After some research and consideration, we have decided that we are not a good fit for training our UH Police Department. An entity that has more police experience would be a better fit.
Status: Changed
- b. **Enhance the Cougar Ally Training effectiveness.**
 - i. Develop videos of panelists representing various cultures, genders, and sexual orientation.
 - ii. Further ally's LGBTQ+ education by creating post-training activities and engagement opportunities.
Action: Instead of creating our own video, we reviewed and chose several videos from youtube. We saved and described the links so they can be used on an as need basis. We have added an Ally Tip section to our newsletter to provide reminders for our trained allies. We may continue creating enhancements for this program.
Status: Accomplished

Strategic Initiative #6 -Provide support, resources, and a safe space for LGBTQ students of diverse backgrounds and abilities.

- a. **Sexual Health Education program** - Develop a Sexual Health Education program to be done annually. Empowerment
Action: We brought to campus an inclusive sex educator, Ignacio Rivera. We have decided that we will provide Sexual Health Education in various ways each year.
Status: Accomplished

QUESTIONS 4

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

Participation in Programs - Swipe student ID or sign in sheet

FY 11	FY 12	FY 13	FY1 4	FY 15	FY16	FY17	FY18	FY FY19	Programs
50	40	86	238	437	150	233	463	192	Social Programs
	16	17	18	19	15	19	12	14	Speakers Bureau Training (2)
					69	140	319	220	Disc Groups
					2	16	16	18	Workshops for LGBTQ Students
					5	292	128	228	SAGA
				49	87	86	77	95	Mentor Program
			70	162	246	75	172	341	Awareness Days
			51	103	142	166	84	43	Classroom Panels & Presentations
				120	93	207	170	56	Trainings for Allies
			90	90	89	178	165	61	National Coming Out Day
						73	185	108	Coming Out Monologue
150	120	150	130	120	80	60	47	74	Transgender Day Of Remembrance
							170	183	World Aid Day
			17	38	60	83	1098	199	Misc Programs
							45	76	Lavender Graduation Brunch
						20	16	10	AIDS Walk
				1000		905	135	52	Spring Major Prog.
				65	50	80	113	100	Lavender Graduation
							60	100	Pride Parade
622	957	841	834	2225	1093	2628	3475	2170	Total Programs
81	134	99	121	144	173	325	114	235	Total Cougar Ally Training

Trends in Resource Center Visits, Outreach and Program

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	% of Change from previous year	% of Change over time
Total Fall	447	565	1064	932	1839	1817	*1740	1980	1792	-9.5%	300.9%
Total Spring	376	733	870	1233	1747	1615	*1610	1701	1683	-1.1%	347.6%
Total Summer	215	218	141	405	278	393	246	509	468	-8.1%	117.7%
Total FY	1038	1516	2075	2570	3864	3825	*3595	4190	3943	-5.9%	279.9%
Programs	622	957	843	834	2225	1093	2628	3475	2170	-37.6%	248.9%
Cougar Ally Training	81	134	99	121	144	173	325	114	235	106.1%	190.1%
Outreach	1181	1378	2008	1111	1023	1082	1510	2214	1408	-36.4%	19.2%
Grand Contacts Total	2922	3985	5025	4635	7256	6173	*8059	9993	7756	-22.4%	165.4%

** 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.*

Assessment Projects (listed by project)

- LGBTQ Student's Needs Assessment** - To identify the needs of LGBTQ student at UH. To determine if the Resource Center's current programs meet the needs of the LGBTQ+ students at UH and what types of programs are still needed.

Results: The data from the Needs Assessment Survey show the following themes.

- The LGBTQ Resource Center needs to be more visible.
- Visibility needs to include why someone should visit, get involved, or attend our programs.
- Fear of being outed or being an introvert are barriers for accessing services for some LGBTQ students.
- LGBTQ students desire more opportunities to engage socially.
- LGBTQ students feel that the general population needs to be educated about LGBTQ issues and people as they experience ignorance from staff, faculty, and students.
- LGBTQ students desire more resources and education (free binders, trans housing, job applications, career networking, HIV testing, info on financial aid, hormones, coping with rejection, religion)

Action to be taken as a result of the activity:

The following was added to the LGBTQ Resource Center mapping document.

- Implement at least two new strategies that assist student in connecting with each other in the LGBTQ Resource Center. FY20
- Provide Financial Literacy Education to LGBTQ Students - FY21
- Through outreach, increase the number of STEM representation in Cougar Ally Trainings FY21

The following was added to the LGBTQ Resource Center FY20 Goals.

1. Host Social Events ex. Game Days/Nights or Pop Culture focused) at various times throughout the semester – *DSAES Strategic Initiative SS5*
 2. Pop up Meet & Greets Office Coordinator to implement two pop up Meet & Greets per month – *DSAES Strategic Initiative SS5*
 3. Classroom Visits-Visit at least 6 large classrooms to inform students and staff about the LGBTQ Resource Center
2. **LGBTQ+ Students of Color (SOC) Needs Assessment** - To identify the perceptions and needs of LGBTQ student of color at UH regarding the LGBTQ Resource Center's programs and office environment. To determine if the LGBTQ Resource Center's current programs and office environment meet the needs of the LGBTQ+ students of color at UH and what types of programs or office environment changes are still needed. LGBTQ Resource Center Goal 1.

Results: The most relevant themes for the LGBTQ Resource Center are as follows.

1. LGBTQ students of color would benefit from more opportunities to socially engage with other students of color.
2. Specific cultural representation in the Center is important and adds to feelings of inclusion.

Action to be taken as a result of the activity:

The following items were added to the LGBTQ Resource Center mapping document.

1. Create and share social media posts highlighting cultural holidays and awareness days of various identity groups. FY20
2. Hold a People of Color Mixer in the LGBTQ Resource Center. Then expand to various identity focused events. FY20
3. Create an outreach ambassador program for students of color. FY23

QUESTIONS 5

Please discuss any budget or organizational changes experienced since your last (FY2020) 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 received \$2,500 from the Hollyfield Foundation to fund the Sexuality Conference in Fall 2019. We brought in about \$5,400 throughout this year with our annually mail solicitation. We received about \$2,800 from Houston AIDS Foundation fundraiser. These funds will go toward programming and M&O.

QUESTIONS 6

If your unit concluded FY2019 with a Student Service Fee (SSF) Fund 3 addition to the SSF Reserve 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 \$12,488 to SFAC at the conclusion of FY19.

Salary and Wages	8.32	
Graduate Assistants	116.50	
Exempt Staff	301.32	
Non-exempt Staff	4,694.04	An employee had to take time off without pay for personal reasons
Student Employees	3,464.99	Not all students worked a full 20 hours/week
Fringe Benefits	2,385.76	Tied to salary savings
Maintenance and Operations	1,445.88	Tied to savings of administrative fees
Travel and Business	71.28	
Total	\$12,488	

QUESTIONS 7

Please list your unit's 2020-2021 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 unit 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. Provide Financial Literacy Education to LGBTQ Students - *DSAES Strategic Initiative SS3*
- b. Partner with academic affairs to expand participation of LGBTQ STEM students with the LGBTQ RC and in oSTEM student organization - *DSAES Strategic Initiative - P2*

Strategic Initiative #2 - Provide training & leadership opportunities for our LGBTQ students of diverse background and abilities.

- a. Map the following programs' learning outcomes to Scarlet Seals of Excellence competencies and include this information in the programs' trainings or retreats: Coming Out Monologues, Speakers Bureau Training, Ambassador Program, Student Employee positions - *DSAES Strategic Initiative SS1.2*

Strategic Initiative #3 - Through campus engagement and education, create a campus environment of LGBTQ inclusion and equity for our students of diverse backgrounds and abilities

- a. Through outreach, increase the number of STEM representation in Cougar Ally Trainings - *DSAES Strategic Initiative P2*

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

- a. Create displays for the LGBTQ Resource Center space highlighting cultural holidays and awareness days of various identity groups - LGBTQ 4c - *DSAES Strategic Initiative SS2*

QUESTION 8

Recognizing that the potential to generate additional Student Service Fee income for FY2021 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 FY2020 base Student Service Fee budget request and provide a line-item explanation of where budgetary cuts would be made.

\$7,850.00 is 5% of the SFAC budget.

	Total
SFAC - Base Budget	\$157,066
Reduced to	\$149,155

Line by Line	Original	Reduced	Savings
Advertising	\$1,000	\$0	\$1,000
NCOD - Fall Prog World Aid Day	\$1,500	\$0	\$1,500
Spring Program	\$2,000	\$1,200	\$800
SAGA Squad	\$3500	\$1925	\$1575
Fall Lavender Graduation	\$2,400	\$1,200	\$1,200
Sexual Health Prog	\$1,775	\$0	\$1,775
Total	\$12,178	\$4,325	\$7,850

QUESTION 9

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

The LGBTQ Resource Center has applied for grants and does mail-outs 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 2020. We have not planned our program yet but this foundation typically awards us about \$2000.

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 FY19 we raised just over \$5000.

DIANA FOUNDATION

The LGBTQ Resource Center has applied for funds from this organization to fund a trip to the National LGBTQ Task Force Creating Change conference in January 2021 for five students and one staff. This foundation typically awards us about \$2500 - \$3000, but has not consistently funded us each year.

AIDS FOUNDATION

The LGBTQ Resource Center plans to form a team for the AIDS Walk again this year and to apply to be a beneficiary, which means we will receive 70% of the money we raise if we raise at least \$5000. This amounts to about \$3000.

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.