

2019-2021 Biennium Internal Budget Proposal Narrative

Division: Enrollment and Student Services

Evaluation Criteria: Proposals will be evaluated on every aspect of this template. It is highly recommended that the narrative portion touch on each area. Proposals forwarded to UPRC by unit leaders will be discussed at UPRC and authors are encouraged to attend so that they may answer questions and provide clarification.

Advancing the Success of Diverse LGBTQ+ Students, Faculty, and Staff

- This is a revised version of a previously submitted budget proposal.
If box is checked please briefly outline any significant changes and/or indicate why it is being resubmitted.

[Click here to enter text](#)

Statement of Purpose: *(What is the challenge or opportunity being addressed? How does the proposal address this challenge or opportunity? Limit response to 1 page – please link to any existing reports, data, supplemental materials, etc.)*

Through the LGBTQ+ Director, LGBTQ+ Western advances the holistic thriving of diverse LGBTQ+ students, faculty, and staff by collaboratively engaging the Western community with transformational knowledge, resources, advocacy, and celebration. The LGBTQ+ Director is the university's only position explicitly charged with advancing the retention and success of LGBTQ+ community members and connecting Western's approximately 16,000 students, 1,000 faculty, and 1,400 staff with knowledge and resources related to sexual orientation and gender identity diversity in the curriculum, co-curriculum, and delivery of services. This is multidimensional work, requiring both proactive institution-wide strategic leadership related to policies, practices, systems, and relationships, and development and delivery of educational and community-building programs, consultation services, and communications. It cannot be accomplished by only one individual.

Currently, the Director is not able to satisfy all requests for training and class visits received by LGBTQ+ Western. Nor is the Director able to engage in the depth and breadth of proactive work with academic, student services, and business departments that is needed.

This proposal seeks funding to hire a junior-level professional staff employee responsible, under supervision of the LGBTQ+ Director, for (1) development, delivery, and assessment of general educational programming and community-building events, (2) development and production of written educational materials, (3) daily management of public platforms for communication and resource provision, including maintaining the LGBTQ+ Western website and establishing and maintaining a social media presence to increase engagement with students, (4) responding to some low to moderate complexity student requests for information and assistance, and (5) contributing to the department's outreach to student communities. The Director's time can be of greatest impact if these duties are executed by someone who they supervise.

Western's most recent climate assessment, and national data, demonstrate the need for increased staffing resources to directly support diverse LGBTQ+ members of the Western community and build faculty and staff competencies to engage respectfully and inclusively with LGBTQ+ people. The [2017 Summary Report of the HERI climate surveys administered at Western](#) found that student respondents with non-binary gender identities perceived Western's commitment to diversity as weaker than did students from any other social identity group (p. 16). Close to 80% of student respondents with non-binary gender identities had experienced verbal harassment, as had 67% of non-heterosexual students (p. 19). Rates of sexual assault and attempted sexual assault were higher for non-binary and non-heterosexual students than for their majority peers, with 21.7% of non-binary respondents and 14.4% of non-heterosexual students indicating such an experience since starting at Western (p. 24).

As stated in a recent [analysis of seven national surveys regarding student experiences in higher education](#) published by the Tyler Clementi Center at Rutgers University:

“While queer-spectrum and trans-spectrum students consistently report higher frequencies of reflective and integrative learning behaviors, they simultaneously report markedly higher rates of academic disengagement behaviors and academic impediments related to depression, anxiety, and stress than their heterosexual and cisgender counterparts. Preparing faculty to recognize inconsistencies between cognitive engagement and behavioral disengagement, and increasing their awareness of campus resources, could provide an intervention that improves academic performance, persistence, and graduation rates” (p. 37).

Staffing resources are needed to engage in these and other interventions.

(This proposal assumes that dedicated administrative support of at least a 0.5 FTE is separately being allocated by the Division to the Director for FY2019-20 and beyond. If this is not the case, the Human Resources cost and related equipment and search expenses for at least a 0.5 FTE administrative support professional need to be incorporated into this proposal. Dedicated administrative support is necessary for any Director to efficiently and professionally do their work in service to the campus community.)

Anticipated Outcome(s):

The hiring of a junior professional staff person will advance inclusive success by:

- (1) Allowing delivery of regular educational programming and community-building events that are vital to a campus culture in which diverse LGBTQ+ students, faculty, and staff are treated equitably and with respect;
- (2) Increasing and improving student engagement with LGBTQ+ Western resources and programs, thereby advancing student retention and success, by establishing a social media presence and building the LGBTQ+ Western website as a resource to students;
- (3) Allowing the LGBTQ+ Director to engage in more proactive and ongoing work with faculty and departments within Enrollment and Student Services and Business and Financial Affairs to build and grow critical competencies, pedagogical tools, curricular

innovations, and research practices that embrace diversity of sexual orientation and gender identity and strengthen students' critical thinking abilities and intellectual and professional capacities for navigating human complexity and fluidity.

Metrics: *(How will outcomes be measured? Please include current data points and goals. If this proposal will have any impact on the [Overall Metrics](#) included in the university's strategic plan, please indicate which specific ones here.)*

Outcomes will be measured by (a) greater numbers of students, faculty, and staff engaging with LGBTQ+ Western for consultation, educational programming, and community building events, (b) increased disciplinary diversity of those who are engaged, (c) increased depth of work undertaken by LGBTQ+ Western with academic and non-academic departments, (d) assessments of programming efficacy, and (e) institutional student, faculty, and staff satisfaction surveys.

Ultimately, outcomes should additionally be measured by retention and graduation data. However, the university does not yet collect voluntary demographic data regarding student and employee sexual orientation and gender identity, thereby making it difficult to assess impacts on LGBTQ+ populations specifically. Adequate staffing will permit the Director to dedicate more time to leading institutional efforts to appropriately collect and use such data.

How does this proposal align with your departmental/divisional strategic priorities? *(Please reference specific items from the recently completed departmental/divisional strategic plan and attach a copy.)*

This proposal furthers all of LGBTQ+ Western's strategic goals, and advances each of the Division's four strategic goals. Most directly, the position called for in this proposal furthers the department's strategic goals three and four by directly engaging in the educational and community-building work those goals call for:

- Goal 3: Engage individuals and departments across campus in dialogue, learning opportunities, and review of practices to better include LGBTQ+ students and colleagues and deepen understandings of sexual orientation and gender identity diversity.
- Goal 4: Build LGBTQ+ community and advance the visibility, understanding, and celebration of LGBTQ+ cultures at Western.

Additionally, creation of this position furthers maximization of the department's sustainable delivery of transformational services to the campus community (Goal 1). By growing LGBTQ+ Western's capacity to address institutional need and increasing student awareness of resources provided by the department, the proposal also furthers Goal 2: "Build LGBTQ+ Western as a trusted, valuable, and visible resource to diverse students, faculty, staff, administrators, alumnx, and parents on topics regarding sexual orientation and gender identity."

As to alignment with the Division's strategic goals, the work of this position is directly aimed at increasing persistence to graduation for LGBTQ+ students and empowering colleagues across the Division and the university to actively pursue intersectional LGBTQ+ justice and equity in policies, practices, and impacts. The programs and services delivered by this staff person will

engage LGBTQ+ students and their heterosexual and cisgender peers in high-quality curricular and co-curricular learning opportunities. Much of this programmatic and practice-shifting work is aimed at advancing holistic wellness and is undertaken in partnership with students and colleagues across campus and in the broader community.

How does this proposal support the University Mission and Strategic Objectives? *(Please refer to the [2018-2025 Strategic Plan](#) and indicate which core theme(s) this proposal will help achieve.)*

The services this position provides will build LGBTQ+ Western's capacity to engage our students, faculty, and staff in learning, curricular development, pedagogical shifts, and innovative research practices that advance and embody academic achievement and inclusive excellence for the benefit of our Western community and the broader society of which we are a part. Institutional strategic goals directly advanced by this proposal include Goals 1.B-E; 2.G; 3.B-D, 3.F; 4.A-D, F-I. Please see the discussion in the "Anticipated Outcomes" and "Departmental/Division Strategic Priorities" sections above.

What are the consequences of not funding this proposal?

If this proposal is not funded and adequate staffing is not provided for LGBTQ+ Western, the department cannot engage in the challenging and deep collaborative work with campus partners that is necessary to transform institutional culture, practices, and policies to be just and equitable for diverse LGBTQ+ people. This will mean continuing to accept disparities in success and satisfaction between diverse LGBTQ+ people, and particularly LGBTQ+ people of color and transgender people, and their heterosexual and cisgender peers.

What alternatives were explored?

The alternatives explored were (1) keeping staffing at its currently level (the Director plus minimal student employee support) and (2) hiring additional student employees. The Director is working at capacity and cannot meet all current demands for services or engage in all of the needed proactive strategic work described above. The professional work to be undertaken by this new employee is of a level that cannot be performed by student employees. Additionally, it is inappropriate to place on students the significant burden of transforming institutional culture so that they can be treated equitably and with dignity and achieve academic success.

Which units (departments, colleges, etc.) will be involved?

LGBTQ+ Western, including this new position, collaborates regularly with departments throughout the Division of Enrollment and Student Services, and with all of the colleges. Creation of a junior staff position will directly allow the LGBTQ+ Director to engage more deeply with faculty across colleges to develop curriculum and pedagogical methods that are inclusive of LGBTQ+ people and that build all students' capacities for analytical and critical thinking.

Equipment needed:

Equipment needed is start up for a new employee – office furniture, computer, phone. Total equipment costs are estimated at \$4,375, of which \$375 will recur annually for a 4 year replacement of computers..

Human Resources *(Complete the table below adding additional rows if necessary):*

<i>Position Title</i>	<i>Total Headcount</i>	<i>Total FTE</i>	<i>Salary and Benefits per FTE</i>	<i>Total Cost</i>
<i>Education and Outreach Coordinator (working title)</i>	<i>1</i>	<i>1</i>	<i>\$66,621</i>	<i>\$66,621</i>
<i>As stated on page 1, this proposal assumes that dedicated administrative support of at least a 0.5 FTE is separately being allocated by the Division to the Director for FY2019-20 and beyond. If this is not the case, that Human Resources cost needs to be added here. (SEE MULTICULTURAL SERVICES REQUEST)</i>				

Table above should match data on budget spreadsheets submitted with this proposal. Complete the spreadsheet to get salary, benefit, and total cost amounts. Contact your division budget officer with questions.

In addition to the equipment needs and human resources costs described above, costs on Budget Proposal Detail Step 2 reflect:

One-Time: Other Goods and Services of \$2,600 expenses related to conducting a search, exclusive of travel costs.

One-Time: Other travel costs of \$1,700 related to conducting a search.

Annual travel costs of \$2,500 for the new employee’s professional development.

Operating & Maintenance Costs (include service contracts, installation costs, etc.):

\$1,000 annually for supplies and materials for this employee.

Space Requirements:

What type of space is needed for this proposal? (e.g., private office, lab space, group work/study space, etc.)

The new employee will need an office or other work space that is located near the Director, ideally within the MCC. Although a private office for this position would be preferable, it is not imperative.

What features must this space have? (e.g., fume hoods, plumbing, 3-phase power, etc.)

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What needs can be accommodated within your existing space?

The Department currently has only the office of the Director. Existing space, including the Director's office when they move to the MCC, is insufficient to accommodate another staff member.

How much new space will be required?

One office or alternative professional work space.