

A PEER-DRIVEN ASSESSMENT OF THE LGBTQ STUDENT OF COLOR EXPERIENCE AT UCLA

Author: Smriti Nagarajan, Assessment and Engagement Intern at the UCLA LGBTQ Campus Resource Center.

Researchers: Vanessa Warri, former Assessment and Engagement Intern at the UCLA LGBTQ Campus Resource Center, and **Smriti Nagarajan**.

Administrative Support: Andy Cofino, Director at the UCLA LGBTQ Campus Resource Center, and **Megan Van der Toorn**, Former Assistant Director at the UCLA LGBTQ Campus Resource Center.

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ABSTRACT

This study sought to understand the experiences-of Queer/Trans Black, Indigenous, People of Color (QTBIPOC) students at UCLA, and set the stage to further analyze-long-term trends within these student experiences.-At the time the study began, existing research only acknowledged the unique experiences of QTBIPOC students.

Therefore, this study sought to understand the unique needs of communities existing at the intersection of gender, sexual and racial minority identities. 22 self-identified QTBIPOC undergraduate and graduate students at UCLA were interviewed about their experiences engaging with campus services. Thirteen diverse recommendations were developed using Community Cultural Wealth as a theoretical framework. These findings can be used to guide the future direction of programming offered by UCLA's student services, and contributions to campus culture, safety, and support for all students.

Data analysis was guided by attention to the forms of cultural capital participants used in accessing community and support. Findings from the study describe how participants used social capital and navigational capital to access community, support, and needed resources. I conclude with specific recommendations for community college practices.

A PEER-DRIVEN ASSESSMENT OF THE LGBTQ STUDENT OF COLOR EXPERIENCE AT UCLA

INTRODUCTION

Research that has been conducted on the critical needs and experiences of gender, sexual, and racial minority communities has typically been done through an outsider perspective: by researchers who do not share commonalities with these communities nor hold a similar identity. Peer-driven approaches to research have generally proven useful in generating a deeper understanding of critical issues that the data collection seeks to address, given that informants are usually more willing to share intimate and potentially sensitive aspects of their lives with personnel that they perceive as reflective of the communities they are researching **cite source**. For this reason, it was critical for the researchers on this project to also identify as QTBIPOC and lead this assessment effort as well as the data analysis.

While there has been a recent increase in the study of QTBIPOC student experiences in colleges, there is still a gap in our knowledge of how QTBIPOC students traverse the University of California, Los Angeles (UCLA) specifically. Our study aimed to fill this gap by analyzing how QTBIPOC students at UCLA felt seen and safe, and also develop ways in which this population can be provided with better support.

A BRIEF LITERATURE REVIEW

Initial research understood queerness from a perspective where being “White, able-bodied, and middle-class” were assumed norms about queer people (Renn, 2010). Most literature in LGBTQ studies on queer college students is centered around White cisgender gay male students (Linley & Nguyen, 2015). Only a few papers study the gender identities of college students, and even fewer study the sexual orientation and gender identities of students of color (Misawa, 2010).

W.G. Harris describes a “double-burden” for individuals with multiple marginalized identities: in a 2003 paper, they describe Black gay and bisexual men who shared they often feel forced to choose between one of those two identities when socializing with their peers, but face marginalization based on both - their racial identities prevent them from fully engaging with White queer students, but their sexual orientation prevents them from engaging with cisgender heterosexual Black students (Goode-Cross & Good, 2009).

Despite experiencing feelings of being “in between” (Strayhorn, 2013), and being unable to find spaces where both of their marginalized identities are accepted and centered, research has universally described the advantages of establishing connections with fellow queer students of color - in particular, the presence of queer faculty of color on campus was extremely significant for this student demographic to feel a sense of belongingness, and consequently, achieve academic success (Washington and Evans, 1991).

Research shows that residential environments also impact feelings of belongingness in queer college students of color (Spanierman et al., 2013), possibly because of the opportunity for academic and social interactions with peers, and the ability to engage in cocurricular and on-campus involvements (Vaccaro and Mena, 2011).

At the same time, Carter (2013) showcased that engaging in student involvement not solely centered around LGBTQ+ activism can be greatly impactful for queer students of color (engaging in a marching band with other queer people, for example, was shown to be beneficial for the students’ mental health).

Most recently, Duran et al (2020) showed that the sense of “belonging” for QTBIPOC students was associated with a supportive residential environment, cocurricular engagement, faculty interactions, and a positive racial and LGBTQ campus climate.

This study used Community Cultural Wealth (CCW) as a conceptual framework. While deficit models give rise to the assumption that students from underprivileged backgrounds lack the proper cultural capital required to succeed in universities (Dumais, 2002), Community Cultural Wealth suggests that the problem lies with our institutions (Yosso, 2005). This model calls for systems and institutions to treat all cultural wealth - as held by students of color, non-men, people of low socioeconomic status, LGBTQ+ students and more - as legitimate (Delgado Bernal & Villalpando, 2002). The QTBIPOC students that were interviewed for this study are considered the “experts of their own experiences.” Listening to their stories directly and without judgment when developing ways in which UCLA’s institutions can be altered to support them better will provide the maximum benefit to these students.

AIMS OF THIS STUDY

1. To use a peer-driven approach to conduct qualitative interviews and focus groups aimed at capturing the range of experiences of gender, sexual, and racial minority students at UCLA specifically.
2. To conduct a systematic analysis of the needs of this unique student population for the purpose of enhancing the current provision of services currently made available through the LGBTQ Campus Resource Center at UCLA and other campus partners.
3. To learn what other campus community spaces and services this population consider safe and affirming.

TIMELINE

This study was approved by UCLA's Institutional Review Board in April 2020 (IRB #20-000306). Study leaders interviewed 22 Queer and/or Transgender Black, Indigenous People of Color (QTBIPOC) students in total, over three weeks in May and June 2020. Students were compensated via BruinCard for their time.

In both individual interviews and focus groups, students were asked about any safety concerns while navigating UCLA's campus, and their experiences forming a community at college. Students were also asked if they had visited a list of student centers on campus, and were asked to reflect upon their experiences at these centers.

These interviews were transcribed and then analyzed using a Community Cultural Wealth approach, and various recommendations were proposed. Our work aims to support QTBIPOC students both inside and outside classrooms, and ensure ways that they can feel safe and seen while engaging with UCLA's various student services.

DEMOGRAPHICS

The respondents for this study consist of 22 UCLA students, who self-identified as non-White and as members of the LGBTQ+ community.

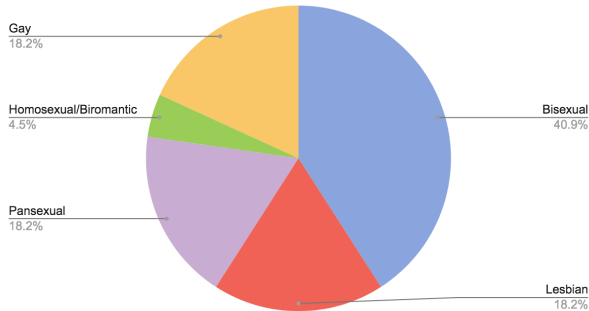
Students identified as a variety of sexual orientations, including lesbian, gay, homosexual, pansexual, bisexual and biromantic. 7 students (31%) were genderqueer, genderfluid or non-binary, while the remainder were cisgender men (14%) and cisgender women (55%).

6 students identified as Asian or Pacific Islander (28%), 6 students identified as Latinx/Hispanic (28%), and 7 students identified as multiracial (32%). The 3 remaining students identified as Black (5%), Chicax (5%) and Native American (5%).

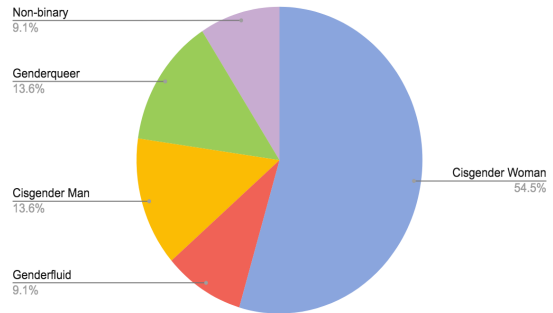
Of the 22 participants, 6 were transfer students (27%) and 5 were graduate students (23%).

Pie charts with this demographic data are available below:

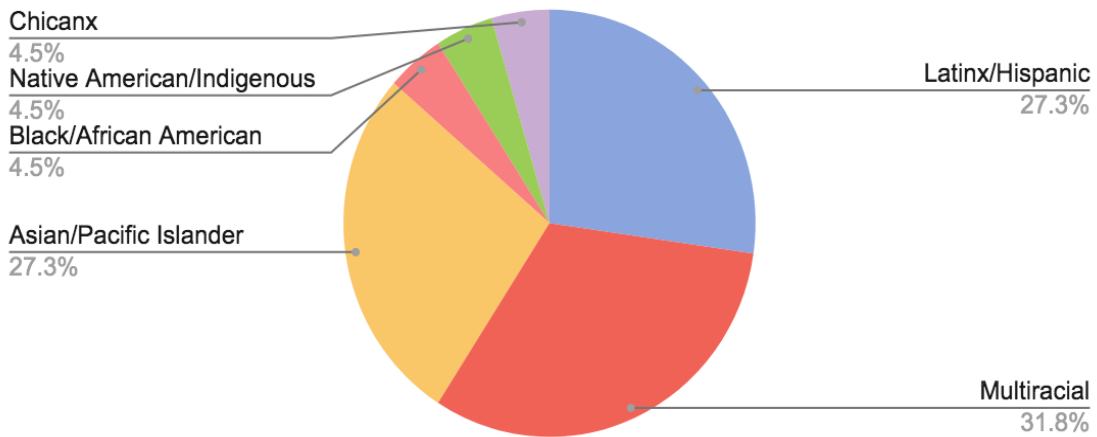
Sexuality of all Interviewed Students



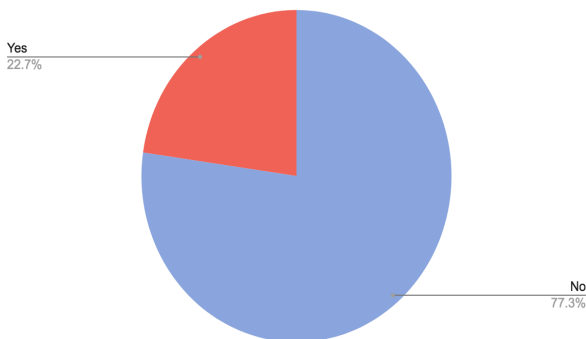
Gender of all Interviewed Students



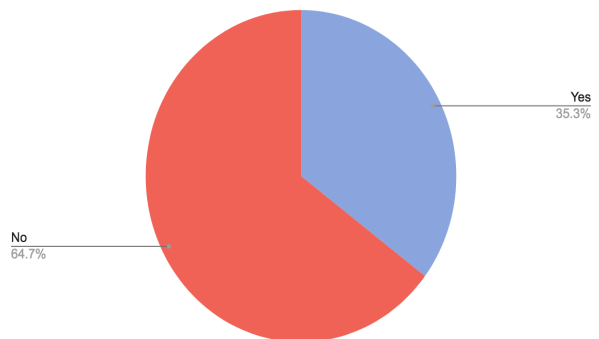
Race of all interviewed students



Ratio of Graduate Students



Ratio of Transfer Students



VARIOUS STUDENT CENTERS AND SERVICES ACCESSED

Students were asked if they've visited various student centers on campus:

- 22 out of 22 students (100%) have visited the LGBTQ Campus Resource Center (LGBTQ CRC).
- 15 out of 17 undergraduate students (88%) visited Counselling and Psychological Services (CAPS).
- 3 out of 5 graduate students (60%) visited the Graduate Student Resource Center (GSRC).
- 3 out of 6 transfer students (50%) visited the Transfer Student Center (TSC).
- 12 out of 22 students (42%) visited the Community Programs Office (CPO).
- 1 out of 22 students (3%) visited the Bruin Resource Center (BRC).

Students named that they have accessed the following resources or services:

- LGBTQ Campus Resource Center: Leadership Retreat, Counselling Services, Cookies and Queers, the Rae Lee Siporin Library, the Meal Voucher Program, Uplifting Racial Justice & Community Knowledge Week, Allyship training, transportation to and from regional QTPOC conferences, the QTBIPOC Community space, the Ace/Aro Space, online Instagram Lives
- Bruin Resource Center: an Intergroup Dialogue Space.
- Community Programs Office: free printing, test bank, one-on-one writing advice, food closet, CalFresh.
- Transfer Student Center: caseworker services, coffee or study spaces.
- Graduate Student Resource Center: a writing workshop.
- Counselling and Psychological Services: one-on-one therapy sessions.

GENERAL RECOMMENDATIONS

Students were asked about their experiences at the student centers named above, and how those experiences can be improved. Therefore, these recommendations are largely aimed at student centers, but can be extrapolated to academic environments and student organizations.

The feedback and recommendations below are presented in the order they were brought up in interviews. Many recommendations are linked with one another, as highlighted below.

Feedback #1: People are still coming to terms with their identities. Students equate going to the LGBTQ Center with ‘broadcasting your identity’, and some people don't feel comfortable coming to the Center if they're not out.

Quote: “I really don't feel comfortable being in the LGBTQ Center because I'm not gay enough to be there.”

Recommendations:

1. Everyone needs to be mindful and supportive of students and staff that have different levels of outness. The LGBTQ Center can provide resources on how to navigate questioning your gender identity or sexual orientation, or community spaces for questioning folks to interact with each other and feel less alone.
2. Most of the students we interviewed were living in the dorms, or had only recently moved out of the dorms. As such, they indicated that they made most of their friends in their dorms, and attended a majority of events that took place on the Hill (UCLA’s residential area). Hosting more events on the Hill would be a great way to reach these students, as they would not feel “outed” in the same capacity if they were interacting in a familiar and comfortable environment.

Feedback #2: Students feel intimidated about joining community spaces or discussion spaces with a small number of people, because they assume that all of the students present already know each other. They’re worried about being unable to fit into an existing group of friends.

Quote: “There'll be groups of people in there that already knew each other and were talking and it feels weird to interrupt, even though I know that it’s a community space.”

Recommendations:

1. Have the words "New people are always welcome" visible on a placard for all recurring meetings.

2. Save time for introductions at the beginning of each meeting, and develop icebreakers intended to help new members and returning members mingle. Encourage new members to participate, but only if they are comfortable.

Feedback #3: Land acknowledgements are an important tool to **acknowledge Native students and their relationship to Los Angeles.**

Recommendations: Each Center should develop land acknowledgements that are shared at the beginning of large events. Each Center should also learn more about the cultural background around land acknowledgments, and study the history of the land that they are occupying. We should listen to Native American student leaders about changes that can be made to support Native students at UCLA at greater length, and then implement those changes.

Feedback #4: Brown and Black students are at a higher risk of violence when interacting with police officers. Students recall feeling unsafe when a fully suited police officer entered the LGBTQ center, and other students discussed being racially profiled by security guards at the UCLA Store.

Recommendations:

1. All centers should review their protocols regarding UCPD, to clarify the circumstances in which calling the police is absolutely necessary.
2. Student employees should be advised to consult with professional staff in emergency situations, to reduce the likelihood of calling the police on Black or Brown students.

Feedback #5: Events that occur on the same days and times each week might be inaccessible to students. For example, the LGBTQ Center hosts events like the QTBIPOC Community Space already, but students who have class on Tuesdays at 12 PM can never attend.

Recommendation: It would be great to host the space at different days and times each week. It would ideally allow any student to attend at least once. If it is too confusing to change the dates and times that frequently, student leaders could design events that take place at a “morning” and an “afternoon” time. Students can choose between those two options, and this would still allow for more flexibility with student’s schedules.

Feedback #6: When it comes to safe spaces on campus, students aren't looking for means to engage in activism, but rather trying to find calm and relaxed spaces in which they can interact with other queer students of color, and feel like their identities are protected.

Quote: "Socializing or meeting new people for the first time is kind of nerve wracking for me. I feel like everyone else is relaxed, I can kind of let my guard down, and think "Okay. You're going to spend the rest of the school year with these people, so just relax and just be yourself."

Recommendations:

1. Host "chill", relaxed events. Students have expressed interest in Taco Tuesdays, movie screenings, Tumblr focus groups, ice blocking down Janss/Tongva Steps, quiet coworking spaces, going on hikes or engaging in arts or crafts activities to destress.
2. Host intentional weekly drop-in spaces specifically for QTBIPOC students at all centers. These spaces could function to allow QTBIPOC students to interact with one another, access case management and counseling, join a trauma support group for survivors, or more. Other ideas included QTBIPOC healing circles, and basic needs support and evaluations for these students. This would be effective to disrupt violence, invoke community, share healing practices and have discussions.

These recommendations are an extension of Feedback #1. It would be easier to reach questioning or closeted students with events that occur outside the physical space of the LGBTQ Center. Feedback #1 was focused on events that take place in the dorms, but the ideas proposed in Feedback #6 would also be ideal for commuter students, who can engage in activities on or outside campus without having to go to the Hill.

Feedback #7: Some students have strong social anxiety and want to learn from community spaces or events, but are afraid of physically coming to student centers. Other students are busy at the times that events are scheduled, or cannot physically show up to the location due to accessibility issues.

Quote: "Online programming is helpful for students who might not have the courage to go in person or might not have the time to. Especially for students who don't live close to campus and still want to be in these groups, I think it would be helpful to have these online groups."

Recommendation:

1. We now know that everything can be recorded. Informational events such as workshops and info sessions should be recorded and uploaded online, so that they're accessible remotely (even if only for 24 hours afterward). Students agreed unanimously that it would be ideal to continue providing recorded, online programming even when campus reopens.
2. Multiple students discussed Zoom fatigue, or the idea that it is overwhelming to attend events on Zoom after completing 6-8 hours of work online. When asked about alternate ways that they could engage with community events, students brought up the Instagram Live series that the UCLA LGBTQ Center had been hosting over the past couple of weeks. It would be valuable to increase social media efforts (notably Instagram instead of Zoom) to reach these students.

Feedback #8: Students feel comfortable when they are greeted upon entering student centers.

Quote: "The front desk intern at the LGBTQ Center was always super friendly in a way that you would remember. They made eye contact and tried their best to answer questions thoroughly and accurately."

Recommendation:

1. Ensure that each center employs greeters, who intentionally approach students and ask if they have questions. Student interns might have a lot of other work responsibilities, but centers can develop a position specifically for this role - to have conversations or provide guidance for students who are new to the space.

Feedback #9: All centers should openly acknowledge that the experiences of transfer and graduate students are unique.

Quote: "The existence of a GSRC implies that the other centers are not for graduate students. All centers need to accommodate grad students, not just that one."

Recommendation:

1. All centers should provide programming specifically for these students. Centers should name that programming and resources are available to graduate and transfer students specifically, to reduce any ambiguity.

2. They should be more mindful that most graduate students have full time jobs, and might be unable to visit events or programming that take place during the GSRC's traditional work hours (9 am - 5 pm). In relation to previous feedback, this might be mitigated by developing events that take place in multiple shifts, or by ensuring that events are recorded and accessible remotely.

Feedback #10: Many students shared their need for resources or events that already exist on campus, like an organization for queer Filipino students or a trans healthcare clinic. This indicates that each Center needs better advertising and outreach efforts, to students who aren't currently following the Center's listservs or social media platforms. Multiple students weren't aware of newsletters / student centers until later on in the year.

Each Center needs better advertising and outreach efforts, to students who aren't currently following the Center's listservs or social media platforms.

Quote: "I think throughout my answers, I'm sure the resources exist, but I was just not aware of its existence at all. I'm sure they're accessible, but they're not really known."

Recommendation:

1. Develop a link to join the Bruin Pride newsletter on the MyUCLA homepage, which is easily accessible for people who cannot go to the center.
2. We could develop a specific webpage to share campus-wide events, garner more publicity, and boost integration between UCLA services (this could be hosted on the Daily Bruin's website, or MyUCLA).

Feedback #11: Other students value the option to decide if a space is right for them if they can do so without being pressured to engage.

Recommendation:

1. It is beneficial to have community spaces or events that take place in the "main" room of student centers, to allow others to observe them. This obviously depends on the comfort levels of students who are participating in discussions, but this allows new students a better insight into the flow of events than a flyer would, with the lack of stress involved with participating actively in an unfamiliar discussion space.

Feedback #12: Queer/trans employees help students feel welcome, and their presence encourages students to visit student centers and attend programmed events.

Quote: “I have a friend who is also a queer and trans person of color who works [at one of the centers] and is a student. And then I was friends with one of their former staff members who is also out as queer. So it was really nice to be able to talk to him when I came to [that Center].

Recommendation:

1. Each center needs to hire more QTBIPOC employees. These employees help students and visitors feel comfortable in their space. This is consistent with the literature review (Washington and Evans, 1991).
2. Additionally, each center needs to review their employee protocols to ensure that queer and transgender employees are able to feel safe and supported once they are hired, and also needs to ensure that current employees have undergone allyship trainings or staff meetings where the importance of treating QTBIPOC employees with respect is explicitly discussed.

Feedback #13: Multiple students shared instances in which professors were not accommodating of their identities - by refusing to use students’ preferred names or pronouns, making comments that were queerphobic or transphobic, or developing assignments that were trans-exclusionary. Both undergraduate and graduate students felt unable to correct this behavior due to the power imbalance between professors and students.

It is important to stress that the impact of hurtful sayings is more important than their intention. QTBIPOC students are harmed by queerphobic statements, and this needs to be treated seriously, even if the person saying these statements had the right intentions.

Recommendations:

1. Students feel safe if they enter a new space and the individuals in charge (TAs, professors or student leaders) offer their pronouns during introductions. This indicates that they are offering a safe space for trans students to learn and grow, and also provides a safe way for students to share their correct pronouns.
2. Develop allyship training requirements for all professors and TAs. Allyship training modules already exist, and students agreed that it was valuable to refer professors and

TAs to these trainings, but they need to be mandated. This would help professors and TAs become more aware of the differences in student experiences, and ensure that they can support students who are proud of their various identities.

3. Develop a reporting system beyond the end-of-quarter evaluation system, so that problematic behavior or language can be managed quickly.

COMMON THEMES

The Importance of Finding or Forming a Community

Students prefer interacting with people who share their identities - race, gender, sexuality, their academic programs (graduate students interact with other graduate students, and similarly transfer students interact with other transfers), and more. This adds to their feeling of belonging. For many students, going to college represents the first time that they can form friendships with queer friends.

UCLA needs to help students form communities. Students can rely on support from on these connections when facing discrimination/phobias, have confidence in their own identities and have someone to talk to in general.

Quote:

Question: “What makes you feel safe on campus?”

Answer: “Having a chosen community of queer friends.”

The Additional Burdens faced by QTBIPOC Students

Intersectionality, as defined by Dr. Kimberlé Crenshaw, is the acknowledgement that everyone has their own unique experiences of discrimination and oppression, based on various identities – gender, race, class, sexual orientation, physical ability, and more.

Students with multiple marginalized identities often have a harder time integrating on college campuses (Goode-Cross & Good, 2009). At UCLA, these students often make community specifically through organizations aimed to connect students with specific identities (for example, biracial students made friends through the Mixed Student Union).

One student hadn't accessed the QTBIPOC space because they considered themselves “too White”. Another student considered themselves “straight- and cis-passing”, and felt like they

have to "bare" their identity in order to legitimize their presence in queer spaces. These students also assume that these burdens aren't shared by their White or cisgender and heterosexual peers, who are 'automatically' at ease with the socially conforming aspects of their identities, and can dedicate more time to unpacking and becoming more confident in the "one" identity that is non-conforming (whether that includes being a student of color or being LGBTQ+).

For example, a student shared: "There are clubs for women, for Filipinx people, for pre-law students, or for queer people. As a student who holds all of these identities, I am forced to choose which ones are the most important to devote my time to."

If the LGBTQ Center had a larger space, it might be easier for those intersections of identities to have their own dedicated rooms and feel seen. Having one physical space to honor QTBIPOC and QTBIPOC issues, and another space for trans folks and trans issues (for example) was a suggestion.

Another student shared the following: "It's best to have the person with the most privilege to advocate or soften the stakes, in situations where harm could be done." The role that white, cisgender or heterosexual allies play in supporting QTBIPOC students will be vital in reducing these burdens.

COVID-19

These interviews were conducted in April and May 2020, soon after UCLA announced that all instruction would occur remotely for the foreseeable future. An unintended benefit of these interviews was that we could check in with students and help them connect with online resources, such as remote one-on-one therapy sessions offered by Counselling and Psychological Services (CAPS). We could ask students if they currently had safe and reliable housing, and if they had other pressing needs that required guidance or support.

One concern with this study is that students hadn't yet acclimatizing to online learning, which is why the recommendations proposed in this study are largely based on student experiences in an in-person environment. In future iterations of this study, it would be beneficial to determine the changes in student engagement in remote settings, and how their needs have shifted.

POSITIVE FEEDBACK

- “My counselor [at the LGBTQ Center] would often try hard to acknowledge my sexual orientation, and the fact that I am an international student. So I think that's good. I felt affirmed while interacting with the counsellor.”
- *This is Bruin Life* is a welcome event that takes place at the start of each academic year. One play that students watched involved a trans student whose roommate was uncomfortable with their gender identity. This visibility established that transphobia is a problem, and was brought to everyone's attention regardless of their previous exposure to LGBTQ+ issues. It established that UCLA is an accepting place for trans students. The use of actors made it more convincing that actual humans are affected when you engage in prejudiced behavior. It's important to have a consistent narrative and image that normalizes trans folks, at and outside UCLA.
- “The pride flag outside the LGBTQ Center immediately helps people feel safer. It is nice to be among queer people, and not have to worry about being questioned about your identity.”
- “I'd say the resource that I've used the most is AAP (the Academic Advancement Program), because they have good counselors. I've applied for a scholarship through them, and they offer a lot of resources for students of color.” This is one quote, but multiple students voiced their appreciation for AAP.

In general, students value increased visibility and support from student centers.

RESOURCES FOR QTBIPOC STUDENTS AND ALLIES

- [COMING OUT: A Handbook for LGBTQ Young People](#) (Trevor Project)
- [Coming Out: Living Authentically as LGBTQ Asian and Pacific Islander Americans](#) (Human Rights Campaign). Also available in Chinese, Hindi, Korean, Japanese and Vietnamese.
- [Coming Out: Living Authentically as Black LGBTQ People](#) (Human Rights Campaign)
- [Coming Out: Living Authentically as LGBTQ Latinx Americans](#) (Human Rights Campaign)

- [Black and LGBTQ: Approaching Intersectional Conversations](#) (Trevor Project)
- [Negrx y LGBTQ: Sobre Conversaciones Interseccionales](#) (Trevor Project)
- [Supporting Black LGBTQ Youth Mental Health](#) (Trevor Project)
- [How to Support Bisexual Youth](#) (Trevor Project)
- [A Guide to Being an Ally to Transgender and Nonbinary Youth](#) (Trevor Project)
- [LGBT Dictionary](#) (Baruch's Gender, Love, and Sexuality Spectrum).
- [LGBTQ+ Inclusive Language](#) (Safe Zone Project)

NEXT STEPS IN THIS RESEARCH PROJECT

We intend to conduct more individual interviews and focus groups with QTBIPOC undergraduate and graduate students over the upcoming academic year. We are looking to interview Black and Native American students, trans women, trans men, first-generation students, students with disabilities, commuter students, non-traditional students, students with dependents, and more.

If you are interested in participating, please reach out to:

Smriti Nagarajan, Assessment and Engagement Intern

Email: nagarajan.smriti@gmail.com

Please look out for flyers and outreach materials in December 2020 and January 2021.

CONTACT THE UCLA LGBTQ CAMPUS RESOURCE CENTER:

The UCLA LGBTQ Center can be emailed at lgbt@lgbt.ucla.edu.

Instagram: [instagram.com/uclalgbtq](https://www.instagram.com/uclalgbtq)

Facebook: [facebook.com/UCLALGBTQ/](https://www.facebook.com/UCLALGBTQ/)

BruinPride Mailing List: lgbt.ucla.edu/Join-Our-Email-List

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A Land Acknowledgement is a formal statement that recognizes and respects Indigenous Peoples as traditional stewards of this land and the enduring relationship that exists between Indigenous Peoples and their traditional territories. It is important to understand the long-standing history that has brought us to reside or inhabit this land, and to seek to understand our place within that history. As a part of UCLA, a land grant institution, the LGBTQ Campus Resource Center acknowledges the Tongva and Serrano peoples as the traditional caretakers of this land. We pay our respects to the ancestors, elders, and relatives and relations past, present, and emerging.

OVERVIEW OF RECOMMENDATIONS

1. Accommodating students who are closeted or questioning.
2. Welcoming new students into each space.
3. Providing land acknowledgments and studying the history of the land we currently occupy.
4. Clarifying the circumstances in which student centers are required to call upon UCPD.

5. Vary the dates and times that events take place on, if possible.
6. Develop relaxed, informal spaces in which students can de-stress.
7. Ensure that events are recorded and remotely accessible where possible.
8. Ensure that greeters who can approach students and answer questions are present at each Center.
9. Provide intentional resources and events for transfer students and graduate students.
10. Develop innovative ways to advertise to new students.
11. Host events in “open” spaces, where possible.
12. Hire QTBIPOC employees.
13. Develop allyship training requirements and a reporting system to ensure that classrooms are safe spaces.

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