UCLA **LGBTQ Campus Resource Center**

Queer and/or Transgender Black, Indigenous, People of Color (QTBIPOC) Student Experiences Project at UCLA 20   -21

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LGBTQ Campus Resource Center

LGBTQ Campus Resource Center

Land Acknowledgement

As 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.

Assessment & Engagement Team

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- UCLA Bruin Resource Center
- UCLA Community Programs Office
- UCLA Graduate Student Resource Center
- UCLA LGBTQ CRC

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Presentation Overview

- Research Design

- Participant Demographics

- Student Centers and Services Accessed

- Findings & Recommendations

- Q&A

QTBIPOC Student Experience Study

Literature Review

- Focused almost exclusively on white LGBTQ+ College students
- Extensive research on cisgender, heterosexual college students of color
- Gaps in Literature on QTBIPOC college students and unique needs

QTBIPOC Student Experience Study (Cont.)

Research Questions:

1. What are the unique needs of LGBTQ students of color at UCLA?

2. How do the many intersecting identities of LGBTQ students at UCLA impact the unique needs of the population?
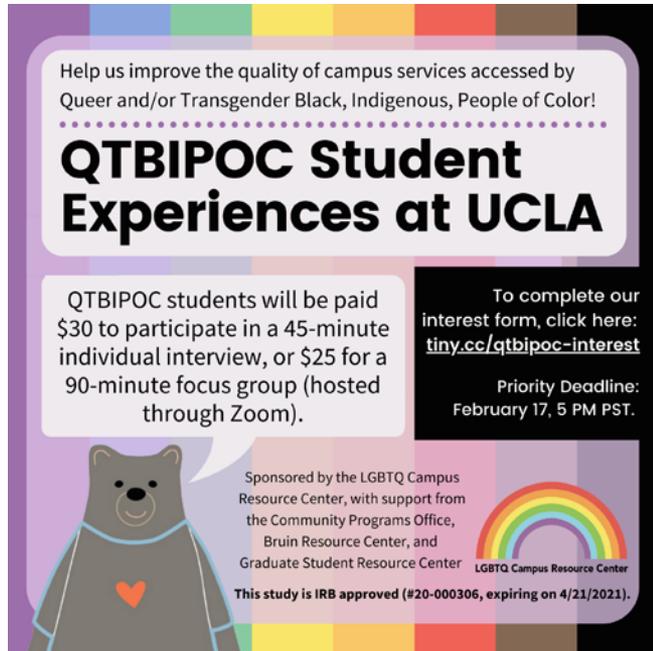
Asset Based Framework

- Students of color struggle while navigating campus environments **due to deficits in our institutions,** instead of inherent issues in the students (Yosso, 2005).

- All cultural wealth - as held by students of color, women and non-binary people, people of low socioeconomic status, LGBTQ+ students and more - is considered legitimate (Delgado Bernal & Villalpando, 2002).

- **QTBIPOC students that were interviewed for this study are considered the "experts of their own experiences."**

Aims of the Study

- Use a **peer-driven approach** to conduct interviews and focus groups aimed at capturing the range of experiences of QTBIPOC students at UCLA specifically.
- Conduct a **systematic analysis of the needs** of QTBIPOC students to enhance the services currently made available through the LGBTQ Campus Resource Center and other campus partners.
- Learn what other safe and affirming campus **community spaces and services are accessed** by this population.

UCLA

Recruitment & Participation

- **Conducted interviews & focus groups** — semi-structured, aimed at capturing the range of experiences of current QTBIPOC students at UCLA.
    - 2019-2020, interviewed 22 students
    - 2020-2021, interviewed 29 students

- We completed **23 individual interviews** and **2 Focus Groups** (Transfer Student Group & First-Generation College Student Group)

- Students were compensated via Bruincard for their time

Year 2,

Participant Demographics 2020-2021

Participant Demographics 2020 -2021: Student Type

Student Type	Total
Undergraduate (UG)	17 out of 22
Graduate (GRAD)	5 out of 22
Transfers	6 out of 17 undergraduates are transfers ***All transfers are undergraduates.***

Student Type

23%

77%

■ UG ■ GRAD

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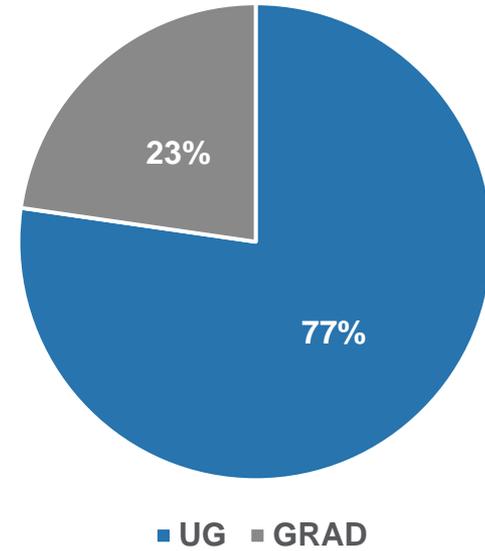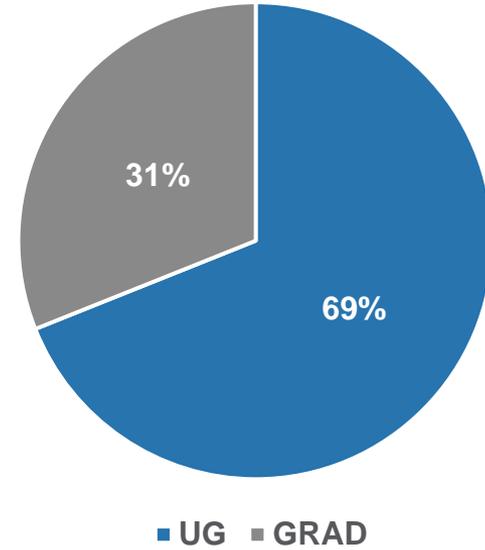
Participant Demographics   2020-2021: Student Type

Student Type	Total
Undergraduate (UG)	20 out of 29 (69%)
Graduate (GRAD)	9 out of 29 (31%)
Transfer	7 out of 20 (35%) undergraduates are transfers ***All transfers are undergraduates.***

Student Type

31%

69%

■ UG   ■ GRAD

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Participant Demographics 2020   -2021: Race/Ethnicity

Racial/Ethnicity Categories	Totals
Asian/Asian-American (A)	(6) 27%
Black/African-American (B)	(1) 5%
Multiracial (MULTI)	(7) 32%
Latinx/Chicanx/Hispanic (L)	(7) 32%
Indigenous/Native American (I/NA)	(1) 5%
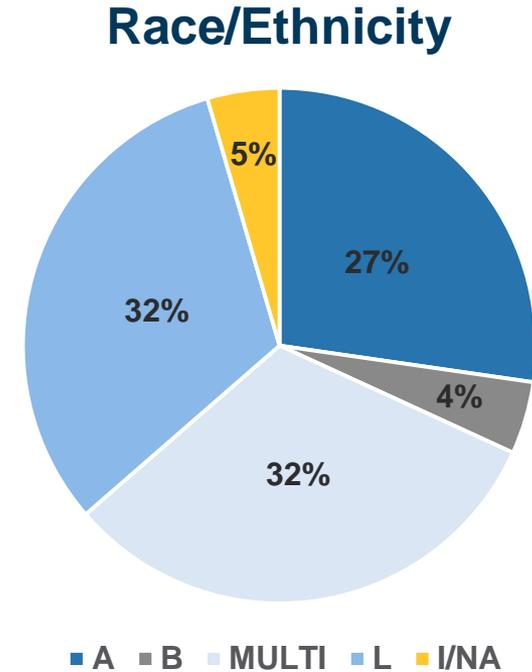
Race/Ethnicity

■ A ■ B ■ MULTI ■ L ■ I/NA

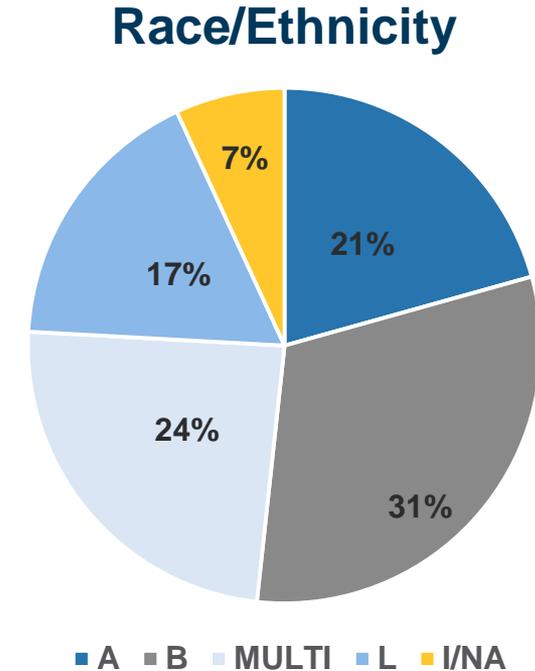# Participant Demographics 2020 -2021: Race/Ethnicity

Racial/Ethnicity Categories	Totals
Asian/Asian-American (A)	(6) 21%
Black/African-American (B)	(9) 31%
Multiracial (MULTI)	(7) 24%
Latinx/Chicanx/Hispanic (L)	(5) 17%
Indigenous/Native American (I/NA)	(2) 7%

Race/Ethnicity

■ A ■ B ■ MULTI ■ L ■ I/NA

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Participant Demographics 2020 -2021: Gender Identity

Gender Identity Categories	Total
Cisgender Woman (CW)	(12) 54%
Cisgender Man (CM)	(3) 14%
Gender Fluid (GF)	(2) 9%
Genderqueer (GQ)	(3) 14%
Nonbinary (NON)	(2) 9%

Gender Identity

■ CW ■ CM ■ GF ■ GQ ■ NON

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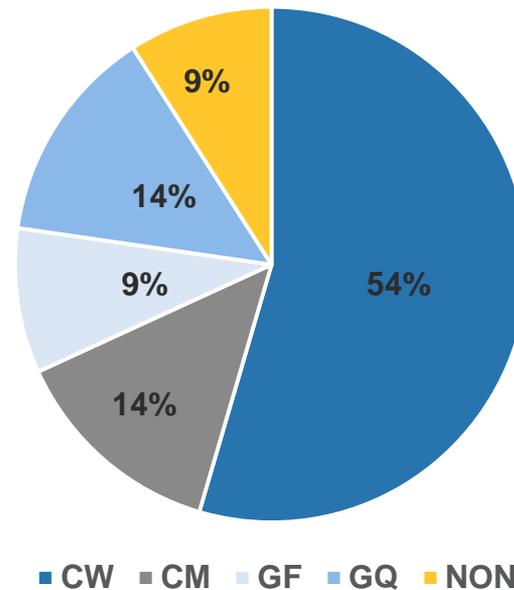
Participant Demographics 2020 -2021: Gender Identity

Gender Identity Categories	Total
Agender (AG)	(1) 3%
Cisgender Woman (CW)	(9) 31%
Cisgender Man (CM)	(6) 21%
Genderfluid (GF)	(1) 3%
Genderqueer (GQ)	(1) 3%
Nonbinary (NON)	(10) 35%
Nonbinary, Trans, Transqueer (NON/T/TQ)	(1) 3%

Gender Identity

- AG
- CW
- CM
- GF
- GQ
- NON
- NON/T/TQ

18
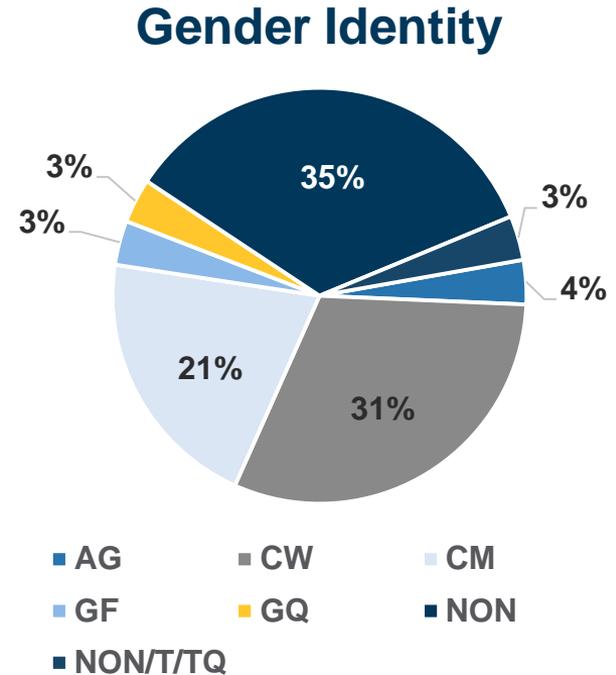
Participant Demographics 2020   -2021: Sexuality

Sexuality Identity Category	Total
Lesbian (L)	(4) 18%
Bisexual (BI)	(9) 41%
Gay	(4) 18%
Homosexual/Biromantic (H/BI)	(1) 5%
Pansexual (PAN)	(4) 18%

Sexual Orientation

■ L ■ BI ■ GAY ■ H/BI ■ PAN

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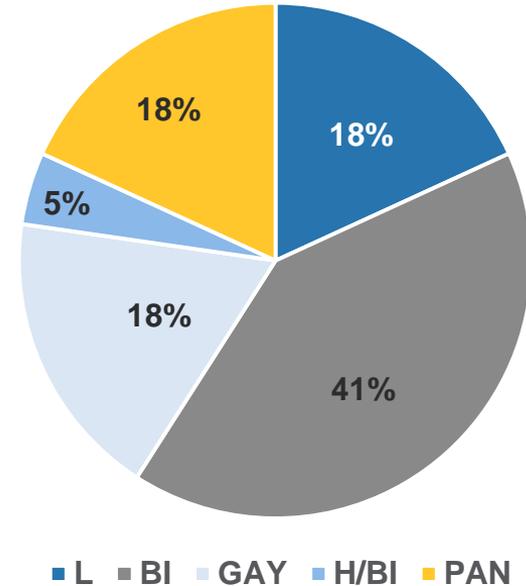
Participant Demographics 2020 -2021: Sexuality

Sexuality Identity Category	Total
Aromantic, Asexual (AR/AS)	(1) 3%
Bisexual (BI)	(7) 24%
Gay	(4) 14%
Lesbian (L)	(3) 10%
Pansexual (PAN)	(6) 21%
Queer	(8) 28%

Sexual Orientation

28%
3%
24%
14%
10%
21%

■ AR/AS ■ BI ■ GAY ■ L ■ PAN ■ QUEER

20
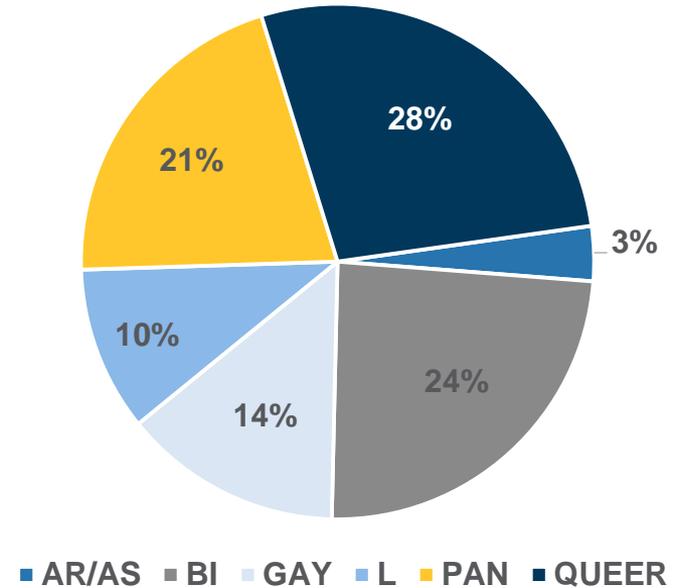
Participant Demographics 2020 -2021: Disability Status

Disability Identity Category	Total
Has a Disability (DIS)	(14) 48%
Does not have a Disability (N/DIS)	(15) 52%

Disability Status

52%   48%

■ DIS   ■ N/DIS
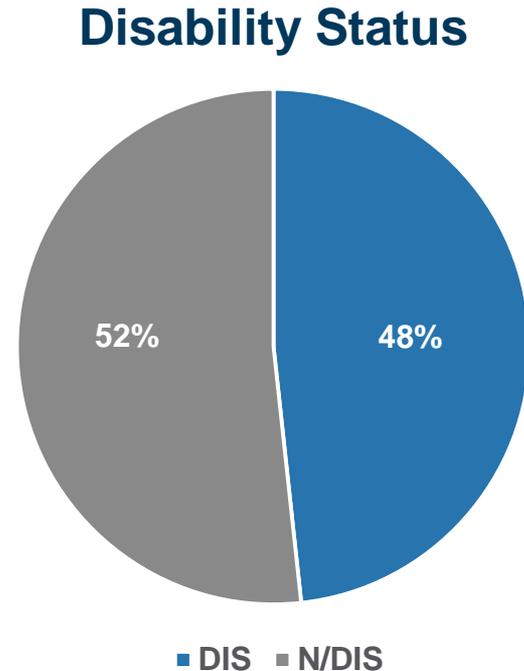
Year 2,
Student Centers and Services Accessed 2020-2021

Student Centers and Services 2020 -2021

- **4 out of 29** students visited the **Bruin Resource Center**

- **Spaces, Programs, and Services Accessed:**
  - BRC:
    - Student lounge space
  - Undocumented Student Resources:
    - Legal Services,
    - Textbook Bank

Student Centers and Services 2020 -2021

- **10 out of 29** students visited the **Community Programs Office**

- **Spaces, Programs, and Services Accessed:**
  - Grocery Boxes,
  - Grocery Gift Card Program,
  - Thanksgiving/Winter food baskets,
  - Food Closet,
  - Study Lounge Space,
  - Incentivized Workshops,
  - Writing/Math Success Program

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Student Centers and Services 2020 -2021

- **7 out of 29** students visited the **Counseling and Psychological Services**

- **Spaces, Programs, and Services Accessed:**
  - Therapy,
  - Referrals,
  - Group Therapy

Student Centers and Services 2020 -2021

- **4 out of 9 graduate students** have visited the **Graduate Student Resource Center**

- **Spaces, Programs, and Services Accessed:**
  - Printing,
  - Writing Tutor,
  - Workshops Offered,
  - Accessed Online via Email

Student Centers and Services 2020 -2021

- **19 out of 29** students visited the **LGBTQ Campus Resource Center**

- **Spaces, Programs, and Services Accessed:**
  - Study Lounge Spaces,
  - We Write the Rainbow (*when it was in the Library*)
  - Virtual Programs and Events (not specified)

LGBTQ Campus Resource Center

Student Centers and Services 2020   -2021

- **4 out of 7 transfer students** have visited the **Transfer Student Center**

- **Spaces, Programs, and Services Accessed:**
  - no specific programming or services mentioned

UCLA TRANSFER STUDENT CENTER

Other Student Centers and Services

- **2 out of 20** accessed **Academic Advancement Program**
- **2 out of 29** accessed **ASHE**
- **2 out of 29** accessed **Center for Accessible Education**
- **1 out of 29** accessed **Center for Community College Partnerships**
- **1 out of 29** accessed the **Dashew Center**
- **1 out of 29** accessed the **Dean of Students (DoS)**
- **1 out of 29** accessed **Good Clothes, Good People**
- **1 out of 29** interacted with **Greek Life**
- **1 out of 7** interacted with **Pilipino Transfer**
- **1 out of 29** accessed **Program for the Education & Enrichment of Relational Skills**
- **1 out of 29** interacted with **Santa Monica Rape & Sexual Assault Center**
- **1 out of 29** interacted with **Residential Life**
- **1 out of 29** accessed the **Veteran's Affairs Office**

Year 2,
Findings & Recommendations 2020-2021

QTBIPOC Student Experiences at UCLA

REPORT: A Peer-Driven Assessment of the QTBIPOC Student Experiences at UCLA

- Largely aimed at Student Resource Centers but can be extrapolated to academic environments and student organizations (requires additional studies).

- Feedback and Recommendations are data-driven meaning they are anchored in our data.

Findings from QTBIPOC Study 20 -21

Levels of Outness/ Coming Out

"I didn't want to move back home because my mom doesn't know. And I'm living at home and it's fine right now, but it's definitely conflicting living here. It makes me question myself a lot. So it's not that it's unsafe, but it's uncomfortable at the minimum."

- QTBIPOC students forced to move back "home" – not always safe to do so because it entails hiding identities

Findings from QTBIPOC Study 20 -21

Levels of Outness/ Coming Out

"I feel like being up front with my identities is pretty helpful and creating community, but also if somebody that passes, it's a double-edged sword because some people are not interested in engaging with people who pass, which I get. I don't understand where that's coming from, but it's okay. If that's an invitation for you to question my identity, this is obviously not going to go anywhere. But in the case of someone in my cohort, they're like, "Oh, I see you." You know what I mean? "Let's keep talking." […] I feel it's another funny thing about starting school with Zoom is that you oftentimes do put your pronouns next to your name. And so just being really like, "Yeah I do use gender-neutral pronouns as much as you feel using no for me. You know what I mean?"

- Virtually Building Community and Pronouns

Findings from QTBIPOC Study 20 -21

Levels of Outness/ Coming Out

"I used to spend a lot of time at the LGBT center because I had a lot of friends who worked there. I kind of stopped going as often for a while, and then I started going back.

Obviously, now we don't have that space anymore because we're not in-person. But I'm still, fortunately, able to communicate with my friends. I never really went to the spaces there, no. So I'm not really losing events because I would just go to study and then if I was at a weekly thing, it was pretty much coincidence because they would just be holding it while I was already there to study. And they're like, "Do want to come?" And I would just go, "Sure [laughter]." So I don't feel like I've really lost that community."

- Utilizing resources and spaces that QTBIPOC would not otherwise utilize because of friendships/peers

Literature Findings

Levels of Outness/ Coming Out

- QTBIPOC less likely to disclose their sexuality publicly, adopt normative labels, or describe themselves as part of the queer community (Duran & Perez, 2017)

- Adoption of sexual identity labels – complex and ongoing journey, many different questions and considerations tied to this process (Tillman-Kelly, 2015)

- Coming out as a selective process - feeling pressure from family and cultural values (Patton, 2011)

Recommendations

1. Hire more QTBIPOC students, staff, and faculty

"So as an instructor, I tell my students, this is the closest all-gender restroom, right, and then I tell those students, "If it takes you a little longer to get back because you've got to walk three miles to the closest bathroom and get yourself back that's fine." So I just tell my trans students to let me know. But I think, the question would be, how do you even get that consciousness into the mind of a cis professor who has no idea what you're talking about?"

"I wasn't comfortable with my identities for a really long time, I didn't seek it out. I didn't want to identify myself in that way because if I did people would start seeing me differently or I would-- it would entail that I would have to come out [...] our RA was-- he was gay and he was super about making sure that space was safe for queer people."

Recommendations

2. Increase education on QTBIPOC student's coming out process and identities

"It's like you're in the place where people are supposed to understand you and they don't, so I think I gave up. I just stopped trying, and I think I just decided to cultivate friendships outside of the university because it was much more-- well, when it was possible, they were just that much more willing to be real in ways that people that were in the university weren't."

Findings from QTBIPOC Study 20 -21

Finding Support

"I haven't really found any sort of community, mostly because it's virtual. I've met people here and there. But as I said, here and there isn't really the same as a community. It's some acquaintances. [...] Too detached."

- Pandemic made it difficult to build and find community

Findings from QTBIPOC Study 20 -21

Finding Support

"The good thing about UCLA is that because it's so big, you can also find people who have a common interest as you, so like building a community on social justice. There's a lot of social justice clubs-- organizations at UCLA […] I think organizations who have similar interests I had career wise were really helpful, so a lot of clubs that are interested in public health or homelessness or pre-med stuff, was how I found community essentially."

- Common Interest Student Organizations helped build community/support network for QTBIPOC students

Findings from QTBIPOC Study 20 -21

Finding Support

"I feel whenever I interact with queer people on campus or in classes, it feels nice. I don't know, it feels kind of safe, but that shared bond, that shared identity it's like, 'Oh, okay. Cool.'

You probably have seen some similar things or experienced similar things, but I feel like I have to seek that out. It's not a given. And I'm not saying that everyone is queer, but we definitely exist […] But I guess I've just-- that just entails a safer campus where you feel comfortable just disclosing that or not even having to disclose that in the first place. It's just inherently safe in the beginning, but I don't know if I could say that's true right now."

- Importance of meeting and befriending other QTBIPOC peers in class or on campus

Literature Findings

Finding Support

- Sense of Belonging for QTBIPOC Students – "betwixt and between" (Strayhorn, 2013)

- Relationships with QTBIPOC Staff and Faculty very important for QTBIPOC student success (Wall & Washington, 1991)

- Co-curricular spaces have an impact on identity development and meaning-making for students – QTBIPOC student organizations/clubs (Vaccaro & Mena, 2011) and nonidentity-based involvement (Russell, 2012)

Recommendations

3. Increased Visibility of QTBIPOC Staff and Faculty

"Particularly as a PhD student in a department that doesn't necessarily know how to manage or hold my research or me as a person, specifically as a black-bodied person, as a queer person, as a transfem nonbinary person, that finding spaces outside of my department has, I think, been helpful in terms of community, and I think that those spaces emerge from other folks also feeling like they're not getting all that they might desire, or seeing that there are students that aren't getting all that they need from their home departments."

Recommendations

4. Increased opportunities for QTBIPOC students to meet (in and out of classroom)

"Honestly, I feel kind of disconnected, especially because of the pandemic. It's just really hard to meet people. And there are different meetings that I've tried to go to, I think, the TransUP meetings, but they're always at the time of a class for me. And it's been kind of hard to meet people, meet QTBIPOC people. And luckily, there are quite a few QTBIPOC people in my program. But I still don't feel like I have a community, here, at UCLA."

Recommendations

5. Using social media to create "Walk with Me to XYZ Program/Event/Center" to help student navigate campus

"I'll be honest, I think that I haven't actively engaged with campus life that much, only because I didn't know where they were. There would be Black events, for instance, right and they would be at this strange location. I don't know where that is. And I would try and engage the best that I could. But yeah. Finding out where things were was kind of difficult."

Findings from QTBIPOC Study 20 -21

Campus Climate

"I guess in general, I tend to feel safest when I'm alone... I like to have places where I can just sit by myself for a while. That's really important to me. I guess to some degree, I feel safer if I have a supportive person nearby, but it's honestly not as good as being completely alone."

• Being able to be "full" self in isolated spaces on campus

Findings from QTBIPOC Study 20 -21

Campus Climate

"You have to navigate the space, not only just as an incoming student, but as a black student and then as a black woman and then as a black bisexual woman. And it's sometimes difficult because misogyny is alive and well. Misogyny or homophobia, transphobia. And kind of figuring out like, okay, within the black community, where do I feel safe and where can I be accepted and welcomed?"

- Challenges navigating campus as QTBIPOC person

Findings from QTBIPOC Study 20 -21

Campus Climate

"I don't want to use any of the resources that we are entitled to use as students at the university because that interrogation is so humiliating, that incessant questioning and having to prove who you are, and then explain to some random stranger your entire gender and sexual identity because you need to in order to check out, for instance, a library book, that happens so many times that at one point you just give up. It's not worth it. I don't need to deal with that."

- Campus climate hostile to Trans, gender nonconforming, and non-binary students

Literature Findings

Campus Climate

- At Historically White Serving Institutions (often referred as PWIs) – QTBIPOC students' race is hypervisible (Blockett, 2017)

- In comparison to their white peers, QTBIPOC experience intensive marginalization based on their racial identity and their sexuality (Harris, 2003)

- QTBIPOC students experience racism in queer spaces, as well as heterosexism and cissexism in communities of color (Goode-Cross & Good, 2008; Patton & Simmons, 2008)

Recommendations

6. Creating a more respectful and inclusive environment for Trans, gender conforming, and non -binary students

"My immediate response is, I don't really feel safe anywhere, so the campus is not any different. I think I've kind of accepted that safety is not something that I will experience, at least to the full extent of the term"

Recommendations

7. Increased visible markers on campus to designate safe spaces for QTBIPOC students

"...but it helps to see rainbow stickers in people's classrooms and certain pins. If I went to the Ashe Center-- the hospital on campus, and I go and see the doctors with the little rainbow pins with the U on it, that really helps me to feel safe and accepted and included."

Recommendations

8. Addressing concerns of hyper surveillance of QT Black students through collective and extensive implicit bias training

"I've never actually experienced more violent place. I know that it's really sad to say, but I remember having this moment where-- I wouldn't know if it's just medical school or not. But I remember this moment, where I was having some difficulty and I'm really feeling-- like I am Black. I know I am Black. But that's always been like a positive thing. It's always been, "Oh, that's awesome." And I felt for the first time in academia, like it was bad thing in the real world. It's a bad thing. But it's always been-- yeah, I just had never kind of experienced it ever. I'm like, "What the hell." I guess I've just been really lucky to have a lot of mentors, and great people along the way and support and great friends getting through college, like excel in college. […] But there's so many things where I just felt I just wasn't wanted.

Recommendations

9. Increase in Basic Needs and Financial Resource for QTBIPOC Students

"The biggest one also is the [Food] closet. I'm not ashamed to say that I've utilized it so many times. It's helped so many times where I forgot a lunch or I couldn't bring a lunch this time. I was able to get something here. Get a few snacks for myself after. And there was so much, and I didn't feel like I needed to hoard and take everything. That's bad. I felt like I was able to get whatever I needed a little bit, and then I can come back because there's always a restocking, and a lot of people-- it helped so much people... And recently, since we're not on campus, I think the next thing that they just started doing was the gift cards, and I was lucky to be have been chosen, and that greatly benefited me and my family just because these times are tough and especially for an undocumented family. We're not able to access the governmental assistance. So basically, everything has been from savings, random jobs we're able to find. No, we can't get any of the stimulus. We can't get any of the unemployment, and stuff like that, so that really sucks. But programs like the UCLA program, and also food banks around school or around, greatly have saved us."

QTBIPOC

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Findings from QTBIPOC Study 20 -21

Navigating Single Identity Spaces

"I haven't found a safe space, it means I don't feel I don't have a community […] unless there's a space specific for queer black women, I don't believe it will be a safe space for me. For places that I use, when I choose to go to-- if I would join women's group, I wouldn't join it if there are white women there because that's not safe for me because I've dealt enough microaggressions that at work. And similarly, I've been in queer spaces where there's white queers, who've also been racist. So that's not a safe space for me. Then been in black spaces where black people are queer phobic or sexist and [inaudible] free but those aren't safe spaces. […] More like community spaces, but not safe."

- Navigating multiple identities

Literature Findings

Navigating Single Identity Spaces

- Lack of resources and representation on college campuses, especially those that cater to QPOC students (Harris, 2003)

  - Offices/Departments fail to regularly create events that examine intersections of race/ethnicity and sexuality

  - Minimal to no campus resources for QTBIPOC student specific development (Patton & Simmons, 2008)

  - LGBTQ Centers tend to be white-centered spaces (Mitchell & Menas, 2014)

Recommendations

10. Increased programs and services that cater to intersections of race/ethnicity and sexuality.

"Very quickly, though, I kind of realized that the thing that I needed from the LGBT Center was just the thing that they couldn't do. It was largely race based and kind of like racial identity and ethnically based that I was looking for. And I think I ran into a problem that a lot of people at UCLA do because our resources are kind of split up is that I was getting split between the LGBT Center and AAP. So it wouldn't be until my third year really that I was working with people from AAP, working at it and being around lots of people of color. And then the problem was once I started working over there, I really didn't get to interact much with the LGBT Center because they have duplicate advising resources and scholarships. So I could kind of get everything I needed from one or the other, but with really only one perspective. So AAP was really not accounting for gender and sexuality in the same way that the LGBT Center was, but the LGBT Center was not really accounting for race in the way that I needed."

Queer and/or Transgender Black, Indigenous, People of Color (QTBIPOC) Student Experiences Project at UCLA

Q&A

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