

Application for Faculty Staff Diversity Mini-Grant, January 18, 2019

LGBTQ+ Resource Center Resource Library

Team members

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Team Leader

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Program

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Project Summary

Investing in materials for an LGBTQ+ Resource Center resource library will be invaluable for the Ferris State University and greater Big Rapids community. Investing a significant amount of funding into the library at once a year after the founding of the LGBTQ+ Resource Center ensures that the Resource Center can acquire an immediately wide variety of resources that serve: LGBTQ people of color, working class LGBTQ people, people of diverse religious communities and traditions wrestling with gender and sexuality issues, people who are questioning gender and sexuality, people whose children or grandchildren are questioning gender and sexuality, Disabled LGBTQ people, rural LGBTQ people, LGBTQ parents and children of LGBTQ parents, and children and youth growing up in contexts that would otherwise be lacking in representation of gender and sexuality diversity, and more.

Materials in a resource library enable the staff and community members to provide educational programming, to build connections with members of the local greater Big Rapids community, and to educate the Ferris State University community about the broad diversity of experiences, identities, issues, and lives of LGBTQ+ people throughout history and across cultures, beyond who and what FSU community members may otherwise meet in their day to day lives in Big Rapids. Materials for the library will enable students' personal identity exploration, expose LGBTQ+ people who did not learn histories of LGBTQ+ people in their families to the cultural legacies and survival strategies of LGBTQ+ communities, and support the cultural competency development of members of the FSU community who work with and serve LGBTQ+ students, and may have LGBTQ+ friends and family. A resource library also provides a low-barrier way to engage with issues of gender and sexuality for people who are unwilling or unable to talk with Resource Center staff. Much learning and growth around LGBTQ acceptance happens internally; both for people who come to understand themselves as LGBTQ, and for people who come to understand their friends,

colleagues, family members, and neighbors who are LGBTQ, the opportunity to engage with information about gender and sexuality at their own pace is invaluable.

The LGBTQ+ Resource Center currently has two dozen donated and purchased books, a few videos, and a handful of pamphlets and periodicals, to offer visitors; they are useful, but do not reflect the diversity of the LGBTQ+ community, nor do they currently meet the diverse needs of the greater FSU and Big Rapids communities. A resource library will be a centerpiece for the Resource Center, both a draw for prospective students and community members, and a driver of current student, faculty, and staff foot traffic into the Center. This grant proposal is aptly timed because of the need for increased awareness of the racial and cultural diversity of LGBTQ+ people at Ferris and the demonstrated need for concrete steps to support LGBTQ+ students, faculty, and staff at FSU as per the 2015 diversity audit and Ferris State University Diversity Plan for 2016-2021.

Narrative

Need for an expanded LGBTQ+ Resource Center Resource Library

The LGBTQ+ community is diverse, but a defining feature across most identities and communities, given the widespread cultural bias against sexuality and gender diverse peoples and the culturally heterosexist and cissexist assumptions in many cultures that all children will grow up to be heterosexual and cisgender, is that people who are LGBTQ and asexual have to go through an internal process of identifying and naming, to themselves, that they are not straight, or cisgender, or sexual at all, and will have a different life path than their straight, cisgender, or sexual peers¹. In cultures that have repressive attitudes about gender and sexuality, people going through this process of coming out to themselves have to struggle for language to define their experiences and sense of self, and do not learn the histories or cultural legacies of people who share some aspect of their sexuality or gender identity². For many young people, especially those going through identity development processes and social identification development processes, encountering representation of other LGBTQ+ people can be life-changing, and having access to information about people who have come before can help LGBTQ+ people tap into a larger and more deeply rooted sense of place and purpose and imagine futures for themselves³⁴. Diverse LGBTQ+ representation can also help their friends and families understand the nature and specificity of the struggles

¹ Survey of LGBT Americans, Pew Research Center, 2013, Chapter 3: "The Coming Out Experience," retrieved from <http://www.pewsocialtrends.org/2013/06/13/chapter-3-the-coming-out-experience/> on 1/17/19

² McLean, Lindsey (2011). ALMS 2011: Preserving the Collective History of the LGBT Community. Retrieved from <https://escholarship.org/uc/item/8h88g87x> on 1/17/19.

³ Oltmann, Shannon (2016). "They kind of rely on the library': School librarians serving LGBT students." University of Kentucky UKnowledge, Information Science Faculty Publications. Retrieved from https://uknowledge.uky.edu/cgi/viewcontent.cgi?referer=https://scholar.google.com/&httpsredir=1&article=1034&context=slis_facpub on 1/17/19.

⁴ GLAAD (2018) "Where we are on TV Report-2018." <https://www.glaad.org/whereweareontv18> retrieved 1/10/19. See also Gurevich, Jason (2018) "why media representation matters to lgbtq youth struggling with eating disorders," <https://www.glaad.org/amp/lgbtq-media-representation-and-eating-disorders> retrieved 1/17/19.

of diverse LGBTQ+ people, and imagine possibilities for their loved ones and for themselves as well. Libraries and special collections are a longstanding strategy of the LGBTQ community to collect the intellectual and cultural production of gender and sexuality diverse people⁵, to leave evidence⁶ of vibrant LGBTQ lives for future generations of LGBTQ people, and to collect resources particular to a small and stigmatized community⁷ that might not be collected in mainstream libraries, might be challenged in mainstream libraries—it is notable that many of the books banned in schools contain LGBTQ content⁸—or might not circulate enough in a county funded library system to stay on the shelves, but which might be life-changing if encountered by a person among the populations who are most marginalized within the LGBTQ+ community, such as LGBTQ+ Black and Indigenous people and people of color, poor and working class people, disabled people, and youth.

In 2015 Ferris State University underwent a diversity audit, and the results showed that there was a widespread perception that FSU is unfriendly to LGBTQ+ students, faculty, and staff, and that there are significant gaps in services for LGBTQ+ members of the FSU community as well as a lack of knowledge, understanding, cultural competency, and willingness to serve LGBTQ+ people in all areas of campus. The perception of Ferris State as a place hostile to LGBTQ and especially transgender people was especially marked for people of color and for faculty and staff with a longer view of

⁵ See, for example, the One Archives at the USC Libraries; the Cornell University Human Sexuality Collection; the Lesbian Herstory Archive; the Houston Transgender Archive; and many others.

⁶ “We must leave evidence. Evidence that we were here, that we existed, that we survived and loved and ached. Evidence of the wholeness we never felt and the immense sense of fullness we gave to each other. Evidence of who we were, who we thought we were, who we never should have been. Evidence for each other that there are other ways to live—past survival; past isolation.” Mia Mingus, a queer physically disabled Korean transracial and transnational adoptee raised in the Caribbean, and one of the foremost thinkers and organizers on intersectional queer and disabled and people of color issues including Transformative Justice and Disability Justice. <https://leavingevidence.wordpress.com/about-2/> retrieved 1/10/19.

⁷ Cooper, Danielle (2016). Personal touches, public legacies: an ethnography of LGBT libraries and archives (dissertation, Graduate Program in Gender, Feminist, and Women’s Studies, York University, Toronto, Ontario). Retrieved from <https://yorkspace.library.yorku.ca/xmlui/handle/10315/33440> on 1/15/19.

⁸ See American Library Association yearly reports, for example: <http://www.ala.org/advocacy/bbooks/frequentlychallengedbooks/top10> (retrieved 1/15/19)

the university than the students surveyed. Additionally, Ferris State University participated in the Campus Pride Index, and FSU currently scores a 3.5 out of 5 in friendliness to LGBTQ+ people; there are significant gaps in policies and practices to support the wholeness and wellness of LGBTQ+ students, faculty, and staff, from residence life to staff and faculty support, and a lack of regular programming around “intersectional identities” or, more accurately, the specificity and diversity of LGBTQ+ identities and experiences, is listed as a major gap for FSU⁹.

The LGBTQ+ Resource Center was established as a staffed space at Ferris State University in January 2018. In the time since its establishment the Resource Center has had two part-time coordinators and two student staff. The first Coordinator received eight books and one magazine subscription as donations for the Resource Center, and produced three educational pamphlets about three diverse sexual identities, as well as several social and educational programs. The current Coordinator has acquired through the department’s budget and faculty donations an additional 16 books and four pieces of other media, as well as printing single copies of pamphlets and booklets by, for, and about transgender youth, LGBTQ people in religious communities, parents and families of LGBTQ people including booklets in English and Spanish and booklets produced specifically for Latinx communities, and genderqueer adults accessing travel and health care. The current Coordinator has also organized educational and social programming and LGBTQ cultural competency trainings and documents for students, staff, and faculty.

The Resource Center has a collection of donated furniture from the University Center, decorations produced by students and donated by the Center for Latin@ Studies, and the small collection of books on the three-shelf bookcase, so it is not entirely bare, but currently mostly functions as a raw hangout space for students rather than a central hub of resources for the entire community. Other than the physical space for people to gather, the biggest strength of the Resource Center is the expertise of the part-time Coordinator and developing expertise of the student staff, so the five-month

⁹ See <https://www.campusprideindex.org/campuses/details/8476?campus=ferris-state-university#index-factors>

gap between the departure of the first Coordinator and the hire of the current Coordinator was a setback in the development of resources and programming in the LGBTQ+ Resource Center in the twelve months that the Resource Center has been operational.

The books and pamphlets in the LGBTQ+ Resource Center are somewhat haphazard, a collection of academic books and fiction acquired more through opportunity and luck and emergent issues than focused intentional collection of materials to strategically meet the FSU/Big Rapids community's needs, especially around supporting multiple overlapping and intersectional identities and community memberships. ; a haphazard collection of books takes up half a shelf, and half of the displayed brochures are from other campus departments, like CLACS, Academic Advising, and OMSS. The drawers to the left are empty and the rest of the LGBTQ+ Resource Center consists of a whiteboard wall, paintings by students and a framed poster from the Center from Latin@ Studies, a selection of benches and chairs, a wall mounted smart tv that is not yet fully functional, a coat rack, a handful of tables, and a storage closet with donated wire shelving holding two student groups' materials, leftover event and promotional material, and dishes and shelf-stable snacks for social programming. There are no computers. Upon entering the LGBTQ+ Resource Center the overall impression one gets of the space is that it is cheerful and welcoming, but somewhat empty.



Figure 1 The LGBTQ+ Resource Center upon opening in Feb. 2018



Figure 2 The view of the LGBTQ+ Resource Center from the CLACS lobby, Nov. 2018

The establishment of a more significant resource library collection will help bridge the gap between staff availability and community need for resources to explore gender and sexuality, and help the LGBTQ+ Resource Center live up to the aspirations of the Diversity and Inclusion plan, and the promise of Woodbridge Ferris to educate every person in Michigan.

Description of the project components

The establishment of a resource library requires identifying appropriate library materials to meet diverse needs, and prioritizing purchases according to the needs of Ferris State University. That process will be led by Team Leader Sarah Doherty, who will work with colleagues in other LGBTQ higher education and community center locations and with current FSU students, faculty, and staff, and will draw on her experience and knowledge of diverse library materials for diverse LGBTQ people and other people interested in gender and sexuality, to provide lists of books, films, and other materials on gender and sexuality by mid-March, 2019. Dr. Matthew Chaney, Director of the Office of Multicultural Student Services, will provide his expertise and experience strengthening the academic resources in OMSS to help finalize a list of 2018-19 purchases for the library, and will, as Sarah Doherty's immediate supervisor, also discuss purchasing decisions and approve or deny every individual purchase.

The establishment of a resource library also requires purchasing appropriate materials to process and loan out materials in ways that meet the needs of the community. Ms. Doherty will order a bookcase, pamphlet display racks, book display items, and organizational materials in February and March 2019, and work with student staff to establish procedures to add resource library materials to a database internal to the LGBTQ+ Resource Center, as well as a public-facing list of items. The staff of the LGBTQ+ Resource Center will establish a system to allow all visitors to the Resource Center to borrow materials without requiring them to have or use Ferris ID cards, the use of which can be a barrier for transgender students, or have a record of their use of the materials that can be viewed by parents or guardians, as in the case of library fines or charges to student accounts. The system will rely on the internal J drive and/or will be solely on paper, and once a borrower returns a library item the record of borrowing will

be deleted or destroyed. These or similar practices are used in other campus LGBTQ libraries, to preserve, to the best of the institution's ability, the privacy of visitors to the center who might otherwise face stigma, loss of family support, loss of job, or even violence if seen to be accessing LGBTQ services, and to remove barriers to accessing educational materials on gender and sexuality particular to all community members. The LGBTQ+ Center will internally track which library resources are used and the number of students, staff, faculty, and community members using the resource, without tracking names or ID numbers, to assess the efficacy of the center at meeting community needs and to plan further resource library acquisitions and programming.

Ms. Doherty and Dr. Chaney have already identified and Dr. Chaney has approved the purchase of nearly 2 dozen books for diverse children and youth from the LGBTQ+ Resource Center budget, from the small independent transgender press Flamingo Rampant. These books feature gender diverse children of color, queer and transgender parents, Muslim children, physically and psychiatrically disabled children and adults, and other forms of diversity. In early February 2019 they will purchase these materials. In 2018, Ms. Doherty and Dr. Kitomary met and discussed collaborating on a project for Dr. Kitomary's education students to give them an opportunity to work on a children's reading project; they have begun to collaborate with Karen GreenBay, the Director of Ferris State University's Students with Children Program, on a reading program in March, April, and June/July, engaging School of Education students, LGBTQ students, and families using the Students with Children Program's services in a series of reading events using diverse books by LGBTQ people of color, for LGBTQ people of color and other diverse children. Ms. Doherty and Dr. Kitomary will meet with Ms. GreenBay by mid-February to finalize plans for these events, and publicize them in the months before each event with social media, university announcements, and printed posters. This program is emblematic of the kind of programming that is possible with focused, specific resource library materials.

In addition to traditional library materials, the resource library will also incorporate educational pamphlets on gender and sexuality issues and take-home literature that promotes the acceptance of LGBTQ+ people. In February 2019 Sarah Doherty will

place an order for a variety of accessible, tested, basic informational brochures on topics such as coming out, accepting transgender loved ones, being a straight ally to LGBTQ people, supporting LGBTQ+ persons in faith communities, and three Spanish language culturally specific booklets on the same topics, as well as a booklet specifically about creating safe schools aimed at educators, from PFLAG's online store. In March she will begin the approval process to order the wall-mounted pamphlet display for outside the LGBTQ+ Resource Center. From February to April, the LGBTQ+ Resource Center student staff will design no less than two original informational pamphlets about gender or sexuality issues, to expand on the three such pamphlets produced by student staff during the tenure of the first LGBTQ+ Resource Center Coordinator. These LGBTQ+ RC-produced pamphlets will be printed in April.

The target audience is both broad and defined. The audience includes all of Ferris State University and the greater Big Rapids area. Specifically, the resources in the library should serve:

Lesbian, gay, bisexual, transgender, genderqueer, nonbinary, pansexual, Two Spirit, same gender loving, Latinx and Chicanx, queer, intersex, asexual and demisexual, agender and demigender, hijra, stud, butch, and femme people, as well as any other sexuality and gender minorities and their allies, parents, grandparents, children, and friends.

Even more specifically, the resource library will have a focus on collecting materials by, about, and especially for LGBTQ+ Black and Indigenous people and people of color, LGBTQ+ Disabled, Mad, and Deaf people, LGBTQ+ people in religious communities and traditions as well as people working with LGBTQ+ people in those contexts, rural and Midwestern people, poor and working class LGBTQ+ people, LGBTQ+ people in higher education or the academy as well as in the workplace, LGBTQ+ parents and children of LGBTQ+ parents, parents and families of LGBTQ+ children, and other groups with specific needs and/or groups who have been historically marginalized by traditional LGBTQ resource centers and social services.

The resource library will target each of these populations and will furthermore be advertised broadly as a resource for all students with academic projects or interest in learning more, for faculty members considering assigning projects on diverse populations and for faculty and staff interested in developing their cultural competencies and knowledge, and it will be advertised as a resource to people in the greater Big Rapids community; there are parents of high school students who participate in the Big Rapids high schools' Gay Straight Alliances, alumni of Ferris and their friends and families in Big Rapids who may find the library useful, and prospective students considering Ferris as a home, especially prospective students with some experience in or interest in participating in diverse gender and sexuality groups as high school or community college students.

Additionally, the childhood literacy project in the works with Dr. Kitomary and Ms. GreenBay is targeted for students with families and the students making use of services at the Students With Children department, and is targeted for students in the Education program considering or planning for careers in education. And this aspect of the project also has FSU/Big Rapids children themselves as a targeted population; in a children's literature landscape that has a dearth of materials by, for, and about LGBTQ children and children in LGBTQ families, especially children of color and disabled children, encountering representation of people like them in children's books is transformational, and it is transformational for children from two parent majority families and children who will grow up to be the cisgender and heterosexual friends, families, and community members of the kids who will grow up to be LGBTQ.

We can expect a minimum of 30 people to make some use of the resource library if it is expanded in the spring 2019 semester, which use the staff of the LGBTQ+ Resource Center can track internally. We can expect anywhere from 10 to 30 children to participate in each reading program, and a similar number of Education students. Additionally, beyond the grant program, we can expect a growing number of people to make use of the lending library as the new Coordinator expands programming and incorporates library materials into a campus outreach plan. We can expect a snowball effect after the first few years; long-term, we can expect a minimum of 100 people per

semester to make some use of the resource library, usage rates growing with word of mouth and with the library's specificity and utility to increasing numbers of populations.

Diversity and Inclusion Plan and Measurable Outcomes

The Ferris State University Diversity and Inclusion Plan Goal 1 is to “Create a University that is respectful of differences and civil toward people who are different.” The establishment of a resource library within the LGBTQ+ Resource Center that includes a robust selection of pamphlets and books aimed at helping coworkers, colleagues, families, and friends of LGBTQ+ people, as well as people with limited or no exposure to LGBTQ+ peoples to understand and respect LGBTQ+ people will help achieve Goal 1. Basic pamphlets from organizations like PFLAG, which is a longstanding organization originally called “Parents, Families, and Friends of Lesbians and Gays” which was founded and continues to be focused on helping the people in the lives of LGBTQ+ people learn to accept and support LGBTQ+ people, and from national organization HRC's coming out projects that include the establishment of October 11 as National Coming Out Day and the establishment of culturally specific Spanish language materials to aid with the coming out processes and family and community support of LGBTQ+ Latinx people, are helpful for people in the early stages of learning about and coming to accept and respect LGBTQ+ people. Additionally, the children's Reading program will support children of FSU and Big Rapids community members in learning early that LGBTQ+ people exist, are diverse, and are valuable members of the community, which is fundamental to achieving the goal of shaping an FSU that respects difference.

A measurable outcome tied to Goal 1 is the use of the LGBTQ+ Resource Center resource library by at least 100 people in the remainder of the 2019 spring semester, either by the provision of brochures at trainings and outreach events, or the checking out of library materials by community members, or participation in the children's reading events. This will be measured by internal tracking procedures of the LGBTQ+ Resource Center and by counting the number of people who take literature at scheduled Safe Zone trainings and tabling events.

Another outcome is engagement with the Big Rapids community through the children's literacy program developed in partnership with Dr. Kitomary and Ms. GreenBay; Goal 6 of the Diversity and Inclusion Plan is "Build upon existing partnerships and create new partnerships that enhance the University's commitment to and work with diverse populations." Specifically, we expect to engage no fewer than 20 community members including adults and children through the reading programs, and may engage with upwards of 50-60 participants, which we will measure through registration and during-event headcounts at the children's reading events. We will measure FSU student involvement the same way.

FSU's Diversity and Inclusion Plan Goal 2 is "Build and maintain an infrastructure that supports diversity and promotes inclusion," and establishing an LGBTQ+ Resource Center is named explicitly as Goal 2's subgoal F. The space has been allocated and the Resource Center has part-time staffing and has begun to hold regular programming; the establishment of a more robust Resource Library is the next step in the establishment of a functional Resource Center, ensuring that there are always resources for all members of the FSU community regardless of staffing, and that the resources meet the needs of the full diversity of the FSU community.

A measurable outcome tied to Goal 2 is an increase in foot traffic into the LGBTQ+ Resource Center and exposure to the resources and sense of welcome and inclusion available therein. While the current Coordinator has been at FSU, student staff and Coordinator observation of foot traffic estimates between 5 and 15 new visitors per month following the orientation event run by OMSS staff Michael Wade and two LGBTQ+ Resource Center student staff which brought in 67 visitors in the first week of the fall semester. A typical month has 30-40 repeat visitors, of which about 75% are FSU students, 20% faculty and staff, and 5% community members or family of students, faculty, or staff, and of which 75% repeat visits at least twice in the course of the month. We understand novel visitors to be a result of outreach, new programming, and the ongoing need for resources; we understand repeat visitors to repeat their foot traffic to mean that students are building community with each other, the LGBTQ+ Resource Center staff are building relationships with the FSU and Big Rapids community in ways that are helpful or provide a sense of safety and welcome, and a sense of ownership

over the space for LGBTQ+ students cultivated through the use of the Resource Center as a regular meeting space for the two gender and sexuality community/issues focused registered student organizations DSAGA and AEGIS. With the establishment of the library, we predict a minimum increase of 10 novel visitors per month, with a snowballing effect over time; we will measure that through LGBTQ+ Resource Center visitor tracking procedures.

Furthermore, we expect that this project will increase the engagement of both LGBTQ+ and cisgender/heterosexual students of color with the LGBTQ+ Resource Center, and the engagement of white LGBTQ+ community members with LGBTQ+ people of color cultures and issues. As the establishment of a resource library will enable the rapid acquisition of materials concerning and representing an incredibly broad range of diverse peoples and cultures, the library will, per Goal 1, create “more opportunities for interaction among people from different identity groups.” The project will include social media or other outreach activities featuring library materials by/for/about disabled LGBTQ people, LGBTQ people of color, and LGBTQ issues in diverse religions at least three times in the spring semester, and a measurable outcome of this will be LGBTQ+ Resource Center staff engagement of at least 15 students of color and at least 10 disabled students in the spring semester; we will measure that through LGBTQ+ Resource Center visitor tracking procedures and tracking online and telephone communications.

Another measurable outcome of this project will be the engagement of faculty with the available library resources. While it may be overambitious to expect that faculty will update their syllabi as early as summer term or fall semester, we can expect a measurable outcome of engagement with at least five FSU Big Rapids or satellite campus faculty about the availability of resources for student papers, faculty research, or personal/professional development in spring 2019; long-term, beyond the end date of this project, we do expect an increase of faculty who incorporate the LGBTQ+ Resource Center library resources into their class design. We also expect the resource library to become a resource to the Faculty Center for Teaching and Learning, and the incorporation of both information from the library and the availability of the library and LGBTQ+ Resource Center staff to become part of the fabric of faculty development

offerings at FCTL. This supports the Diversity and Inclusion Plan's Goal 5, "Improve inclusivity by incorporating diversity and inclusion in significant ways in teaching, learning, and research."

The resource center library expansion will be promoted in the following ways:

- Writeups of the project and ongoing biweekly updates about new or featured materials in the library in University Wide Notices, LGBTQ+ Resource Center email list emails, and social media posts
- New LGBTQ+ Resource Center brochures featuring photos of stocked library shelves and a blurb about the library designed and printed by summer 2019
- A minimum of bimonthly tabling for the LGBTQ+ Resource Center in the University Center and other areas of campus with the capacity with resource materials, Resource Center brochures, and a selection of books from the resource library on display
- Posters, UWNs, university calendar listings, and social media to promote the Reading events
- Word of mouth and announcements in Education classes, among the LGBTQ student groups DSAGA and AEGIS, and postings through the FSU Volunteer Center about opportunities to be readers in the Reading event
- Specific outreach activities by the LGBTQ+ Resource Center student staff tasked with outreach to the transgender community and to LGBTQ Black and Indigenous people and people of color
- A link to the library inventory through the LGBTQ+ Resource Center library
- Printed swag promoting the LGBTQ+ Resource Center for distribution at LGBTQ+ Resource Center events, children's literacy events, and outreach activities.

Timeline of the Establishment of an expanded intersectional LGBTQ+ Resource Center Resource Library and the planned Reading Program:

- January 28-February 1: Sarah Doherty places order for children's books from Flamingo Rampant press
- February 4-15: Sarah Doherty orders bookcase, circulation materials, pamphlet display rack.
- February 4-15: Sarah Doherty and Matt Chaney place order for pamphlets from HRC's Latinx community-specific catalog, PFLAG's coming out materials, PFLAG's transgender, religious community, and Latinx community materials, and
- February 4-15: Sarah Doherty, Dr. Kitomary, Ms. GreenBay finalize reading programs plan
- February 15-March 31: Publicity for collaborative reading programs and solicitation of participants from Dr. Kitomary's students and members of DSAGA and AEGIS, the two RSOs focused on LGBTQ+ issues.
- February 4-21; ongoing: Sarah Doherty solicits suggestions for library materials from multiple stakeholders
- February 21-March 1: Sarah Doherty and Dr. Matt Chaney finalize initial (\$2k) resource materials purchasing plan
- February 21-March 31: Sarah Doherty and LGBTQ+ student staff design procedures to process new library materials, advertise new materials through community outreach and social media, and library materials borrowing procedures
- February-April: LGBTQ+ Resource Center student staff develop drafts of, and Coordinator Sarah Doherty finalizes, two additional educational pamphlets on gender or sexuality issues/concepts
- April: Printing of two LGBTQ+ Resource Center produced educational pamphlets

- March 1-March 15: Sarah Doherty and Dr. Chaney place orders for resource materials
- March -July 31, 2019: two to three reading programs with the School of Education and Students With Children Program
- March-July 2019: Ongoing assessment of resource library use and ongoing discussion of community resource needs
- April-June 2019: Final library resource materials purchases with diversity mini-grant funding
- June-July 31, 2019: New LGBTQ+ Resource Center brochures highlighting the library designed and printed
- October 31, 2019: Final report due.

Budget

Budget Overview			
	Requested Grant Funds	Funding from other sources	TOTAL BUDGET
STIPEND			
HONORARIA			
TRAVEL			
FOOD			
RENTALS			
PRINTING & DUPLICATING	500	250	750
PROMOTION	500	500	1000
SUPPLIES & POSTAGE	1000	500	1500
RESOURCE MATERIALS	3000	1000	4000
ASSESSMENT TOOLS			
OTHER			
TOTAL	\$5000	\$2250	\$7250

Itemized list of expenses with a brief explanation of each:

Supplies and Postage: \$1500

Supplies to manage library inventory in the LGBTQ+ Resource Center:

- 5-shelf metal bookcase (2): \$700
- Labor to secure bookcases to walls: \$50
- 500 due date cards for library materials: \$18
- 500 due date card pockets for library materials: \$40
- Acid-free inkjet/laser printer compatible library book spine labels, package of 1300: \$22
- Stainless steel rubber bottom bookends, 12 assorted (rainbow) colors, \$9.50 each: \$114

Supplies to display featured books in the LGBTQ+ Resource Center and at outreach/tabling events:

- 3-tier wire tabletop book display: \$44
- Assorted size wire book display easels for single books, \$2 each: \$20
- Portable short shelf: \$60

Supplies to manage and display pamphlets in and outside of the LGBTQ+ Resource Center:

- 12 pamphlet/6 magazine clear plastic wall-mounted literature display: \$380
- Labor to install wall-mounted literature display: \$50

Promotion: \$1000

- Printing costs for updated LGBTQ+ Resource Center brochures featuring the library: \$500
- Printing costs for LGBTQ+ Resource Center resource library swag (e.g. printed pens, printed stress toys, bookmarks): \$250
- Printing costs for posters to promote Reading events: \$250

Printing: \$750

- Printing costs for single copies of major LGBTQ+ research reports, coming out guides available from legacy LGBTQ+ organizations available to print at cost: \$200

- Printing costs for newly developed brochures on additional sexuality and gender identity concepts: \$300

Resource Materials:

- PFLAG pamphlet order, 25 copies of each of 10 guides to allies and community and culturally specific materials, 25 copies of a printed guide to safe schools for educators, \$2.50 each: \$687
- Flamingo Rampant order of 16 diverse children's books for use in the children's literacy/reading programs, total \$251, includes:
 - Flamingo Rampant 2015 series: \$95
 - M IS FOR MUSTACHE, written by Catherine Hernandez, illustrated by Marisa Firebaugh: It's Pride Day, and this big loving chosen family is ready to celebrate! See what they do to make their Pride Day special and so much fun—one letter at a time!
 - IS THAT FOR A BOY OR A GIRL?, written by S. Bear Bergman, illustrated by Rachel Dougherty: Meet some awesome kids who have gotten pretty tired of being told that certain things are for girls and others just for boys. See how they mix and match everything they like to get what suits them best!
 - ZERO DADS CLUB, written by Angel Adeyoha, illustrated by Aubrey Williams: It's Father's Day craft time in Akilah and Kai's class, but they don't have dads! So, they hatch a plan to create a special club. It's for all the kids in their grade who don't have a dad, but want to celebrate other family members instead. See what they make in The Zero Dads Club!
 - LOVE IS IN THE HAIR, written and illustrated by Syrus Marcus Ware: Carter's up in the middle of the night, too excited to sleep: her baby sister is being born! She asks her Uncle Marcus to tell her stories about the beautiful things in his dreadlocks so she can relax and rest.
 - A PRINCESS OF GREAT DARING, written by Tobi Hill-Meyer, illustrated by Elenore Toczynski: When Jamie is ready to tell people that she's really a girl inside, she becomes a princess of great daring in a game she plays with her best friends to gather her courage. She's pleased (but not surprised) that her questing friends turn out to be just as loyal and true as any princess could want.
 - NEWSPAPER PIRATES, written by j. wallace skelton, illustrated by Ketch Wehr: When Anthony Bartholomew hears his dads grumble that Newspaper Pirates must be stealing their paper, he decides to solve the problem himself. Watching carefully, hunting for clues and laying traps, Anthony Bartholomew keeps at it until the mystery is solved and the newspaper secured.
 - Flamingo Rampant 2017 series: \$100
 - MOONDRAGON IN THE MOSQUE GARDEN, written by El-Farouk Khaki and Troy Jackson, illustrated by Katie Commodore: Tajalli,

Mujtaba, and Aasiya just want a break from adult conversations. They go to check out the old garden in their new mosque building, and end up making a new friend and learning an important lesson about caring for the earth.

- **THE LAST PLACE YOU LOOK**, written by J Wallace Skelton, illustrated by Justin Alves: At Passover, Bubbie Rose and Bubbie Ida Flora's tiny apartment overflows with children, grandchildren, and beloved friends. When it's time for the afikoman, they look and look, but no one can find it. Everybody searches, and they find a great many other things, but where has it gone?
- **47,000 BEADS**, written by Kojá Adeyoha and Angel Adeyoha, illustrated by Holly McGillis: Peyton loves to dance, and especially at pow wow, but her Auntie notices that she's been dancing less and less. When Peyton shares that she just can't be comfortable wearing a dress anymore, Auntie Eyota asks some friends for help to get Peyton what she needs.
- **SUPER POWER BABY SHOWER!** written by Tobi Hill-Meyer and Fay Onyx, illustrated by Janine Carrington: Roark flies, Nova can make fire, and Victoria can talk with her mind. Now, they're also having a baby! At the baby shower, an urgent call comes in to Granny Awesome for help at the wolf sanctuary. The guests fly off to give their assistance and return to a wonderful surprise.
- **RACHEL'S CHRISTMAS BOAT**, written and illustrated by Sophie Labelle: When Lulu's Dad tells her that she's going to change her name to Rachel and be a lady now, Lulu has a major worry: what if Santa doesn't find out in time to fix all the tags on Rachel's Christmas presents? Lulu decides to take matters into her own hands and make sure that her Dad gets the lovely Christmas she deserves for being a most wonderful person.
- **BELL'S KNOCK KNOCK BIRTHDAY**, written by George Parker, illustrated by Sam Orchard: Bell is having a birthday, and all their friends and family are coming to celebrate! A simple counting book with lots of noises to make alone or together as the guests arrive with gifts and treats for the birthday Bell.
- Flamingo Rampant Spanish language/English language two book set: \$28
 - *¿Es de chica o de chico?* escrito por S. Bear Bergman, ilustrado por Rachel Dougherty: Conoce a algunos niños impresionantes que se han cansado bastante de ser dicho que ciertas cosas son para las niñas y otros sólo para los niños. ¡Vea cómo se mezclan y combinan todo lo que les gusta para conseguir lo que más les conviene!
 - *Is That For a Boy or a Girl?* written by S. Bear Bergman, illustrated by Rachel Dougherty: Meet some awesome kids who have gotten pretty tired of being told that certain things are for girls and others just for boys. See how they mix and match everything they like to get what suits them best!
- Flamingo Rampant French language/English language two book set: \$28
 - *Rachel et son Bateau de Noël* écrit et illustré par Sophie Labelle: Quand le père de Lulu lui qu'elle changerait son nom pour Rachel et qu'elle serait maintenant une femme, Lulu a soudainement tres peur: qu'arriverait-il si

le Père Noël ne l'apprenait que trop tard pour changer le nom sur les cadeaux de Rachel? Lulu décide de prendre les choses en main et de s'assurer que son père vive le magnifique Noël qu'elle mérite pour être un si bon parent.

- *Rachel's Christmas Boat* written and illustrated by Sophie Labelle: When Lulu's Dad tells her that she's going to change her name to Rachel and be a lady now, Lulu has a major worry: what if Santa doesn't find out in time to fix all the tags on Rachel's Christmas presents? Lulu decides to take matters into her own hands and make sure that her Dad gets the lovely Christmas she deserves for being a most wonderful person.
- Video and other multimedia library materials, no less than \$700, including but not limited to:
 - Tres Gotas de Agua (DVD)—a short documentary wherein three Latina immigrant mothers talk about their children's coming out processes. \$25.
<https://squareup.com/store/somos-familia/item/tres-gotas-de-agua-dvd>
 - El Canto Del Colibri (digital download)—a short documentary with Latino immigrant fathers talking about the impact of their children's coming out as LGBTQ. \$14.99
 - Major!, a documentary about a Black transgender woman elder and founder of the LGBTQ rights movement, \$500 for unlimited educational institution free screenings rights
- Periodicals to remain in the LGBTQ+ Resource Center for visitors, no less than \$400, including but not limited to:
 - Bitch Magazine, which has feminist analyses of pop culture and consistently has content by, for, and about issues of concern to LGBTQ+ people, 3 year subscription \$79.95:
<https://www.bitchmedia.org/subscribe/new>
 - Out and The Advocate Magazines, LGBTQ lifestyle/culture/politics magazines. A three year subscription to both is \$58 in the package here:
<https://service.qfie.com/HERE/clsOUTNewOrdForm.asp?PubCode=OUT&TrackCode=IPA2013&strAspReason=210>
 - Curve Magazine, a lesbian and bisexual women focused glossy magazine. 2 year print-only subscription \$65. <https://subscribe.curvemag.com/>
 - Back issues of Original Plumbing Magazine (by/for/about trans men and transmasculine people). There are seven issues still available at \$5/apiece, and one available at \$20, so \$55 total. <https://originalplumbing.bigcartel.com/products>
- Books by, for, and about LGBTQ people, both fiction and nonfiction, drawing from people of color centered presses, LGBTQ disability culture lists, LGBTQ and feminist presses, and other sources of LGBTQ and especially intersectional LGBTQ materials: the remaining \$1,962.

Itemized list of funds anticipated from other sources

- \$1000 match from the Dean of Student Affairs
- \$1000 match from the LGBTQ+ Resource Center
- \$250 promotional costs for Children's Literacy programming provided by Education Department and Students With Children Program

Staff time to organize the literacy program will be provided primarily by the Education Program and Students With Children Program

The majority of the staff time and student staff time to order for, process, organize, track, and promote the resource library will be provided by the LGBTQ+ Resource Center with supervision and support from Dr. Chaney and the staff of the Office of Multicultural Affairs.

Amount requested from the Faculty and Staff Diversity Mini-Grant

\$5000