

LGBTQ Mentor Program at RCC

Overview:

Riverside City College (RCC) created an LGBTQ+ Mentoring Program pilot project whereby faculty, staff, and administrators representing a broad swathe of divisions, hierarchical positions, and demographics have the opportunity to strengthen the social-emotional and academic development support available to LGBTQ+ students. For at-risk students, having a mentor can provide much needed support navigating on- and off-campus systems, getting access to services, and encouraging academic engagement. The program is built on a strengths-based model, emphasizing the resilience and diversity of LGBTQ+ students. The mentorship model— particularly the diverse representation among mentors—is intentionally designed to create 2 organizational culture change and stimulate future institutional investment in new and sustained initiatives to support the LGBTQ community (students and employees) at RCC.

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RCC Contacts:

Riverside City College

<https://www.rcc.edu>

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Updated December 2021

LGBTQ Mentor Program at RCC

Riverside City College (RCC) has a population of approximately 1,400 LGBTQ students—approximately 5% of the student body (Institutional Research, FY 18). Of those, nearly 70% are students of color, which is comparable to national averages (Goldrick-Rab, Baker-Smith, Coca, & Looker, 2009). We believe there are many more LGBTQ students on our campus who may not yet be “out” and/or feel comfortable disclosing in their application.

Students who are gender non-conforming or whose sexual orientation is not heterosexual face many challenges and mistreatment which dissuades them from disclosure. According to the Trevor Project (2019), 71% of LGBTQ youth age 13-24 reported discrimination due to either their sexual orientation or gender identity. Among LGBTQ college age students (18-24), 31% have seriously considered suicide and 11% have attempted in the past twelve months, with the rates 2.5x higher among LGBTQ youth who experienced discrimination. Suicide ideation among non-binary and transgender youth occurs for a staggering 54%. At RCC, anecdotal evidence from our Sexuality and Gender Acceptance (SAGA) student club indicates that our LGBTQ+ students encounter similar experiences of marginalization and psychological trauma.

Program Model. The proposed pilot project will implement a mentorship program whereby faculty, staff, and administrators representing a broad swathe of divisions, hierarchical positions, and demographics will have the opportunity to strengthen the social-emotional and academic development support available to LGBTQ+ students. For at-risk students, having a mentor can provide much needed support navigating on- and off-campus systems, getting access to services, and encouraging academic engagement. Our program is built on a strengths-based model, emphasizing the resilience and diversity of LGBTQ+ students. The mentorship model—particularly the diverse representation among mentors—is intentionally designed to create

organizational culture change and stimulate future institutional investment in new and sustained initiatives to support the LGBTQ community (students and employees) at RCC.

Mentor Recruitment. We have already begun recruitment of employee mentors. To date, we have more than 20 individuals representing the range of leadership and staff positions, and including both LGBTQIA and straight individuals who have volunteered to be mentors. These mentors have all completed our 4-hour Ally Training which provided knowledge about current students' needs and best practices for support. Further, 70% of our mentors are people of color. Mentoring relationships are often more successful when the mentor and mentee share similar marginalized identities (Graham, 2019). This is crucial as we work toward racial equity.

Student Recruitment. To recruit students, we will outreach via campus-wide emails and flyers. We will have targeted outreach to our centers serving Black and Latinx students and current and former foster youth, as well as to formerly incarcerated students and undocumented students to ensure we have equitable participation among those most marginalized.

Mentor-Mentee Interaction. Our mentees will select their mentor (mentors may work with numerous students), and the pairs will be expected to meet periodically to talk confidentially about academic or personal matters, as well as participate in our planned events. To increase awareness of the program and incentivize participation, shirts will be provided to both mentors and mentees. Participants will be encouraged to wear the shirts on specific days to promote the program and bring about a sense of community.

Given that 50% of California Community College students are food insecure, with statistics even higher for LGBTQ students (Goldrick-Rab, Baker-Smith, Coca, & Looker, 2009) we will use grant funds to provide refreshments or meals at all planned events (e.g., kick-off, summit, end-of-program). Additionally, the costs (within a set limit) for light refreshments

during the mentor-mentee meetings held at the campus cafeteria or local eatery will be covered.

We will encourage all mentors and mentees to complete anonymous surveys after each of their individual conversations and following every planned event they attend to assess their perceptions of campus climate, the value of the project, topics discussed, etc. This information will help guide future programming and inform campus constituencies about need for services.

We will plan and facilitate a one-day Mentor/Mentee Summit consisting of workshops and resource fair to provide our program participants additional support. Mentees willing to share testimonials of how the Mentor Program helped them with (BrckaLorenza, 2018) feelings of belongingness and improved their academic engagement will have the opportunity to be part of a mini film project. Partnering with our Instructional Media Center and Film Department, this video with aid in marketing the project when replicated and expanded in future years. Finally, an end-of-year gathering will celebrate program successes and thank the mentors for their support and student mentees for their suggestions of safe space concepts.

Program Impact. Through increased exposure to and learning about LGBTQ students' needs, we have an opportunity for a true culture shift as it relates to LGBTQ student support at RCC. Our hope is that mentees will seek out and utilize academic support services suggested by the mentors as we introduce mentees to social circles on campus they may not have known existed. Mentees will informally educate the mentors about challenges that students have faced, as well as strategies that worked to increase their sense of belongingness and their intrinsic motivation. Given that our mentors include those in high-level administrative positions with decision-making power, this program can have a significant impact not only on individual student support in a safe and confidential manner, but on institutional capacity building by identifying the types of services we should advocate for, create, and implement at RCC.

References

- BrckaLorenza, A. (2018). *The Intersections of Race and Sexuality in LGBTQ+ College Students' Belongingness, Institutional Commitment, and Outness*. Indiana State University, Ohio State University: Association for the Study of Higher Education.
- Colleges, C. C. (2018, October 23). <https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics>. Retrieved from Cal Pass Plus:
<https://www.calpassplus.org/LaunchBoard/Home.aspx>
- Goldrick-Rab, S., Baker-Smith, C., Coca, V., & Looker, E. (2009, March). California Community Colleges #RealCollege Survey. The Hope Center, hopesrvy@temple.edu, California, Statewide.
- Graham, Brooke Erin; *Queerly Unequal: LGBT+ Students and Mentoring in Higher Education* Department of Sociology and Anthropology, North Carolina State University, Raleigh, NC 27607, USA; begraham@ncsu.edu, June 2019
- The Trevor Project, A. P. (2019). *National Survey on Youth Mental Health*. Retrieved from The Trevor Project: <https://www.thetrevorproject.org/>

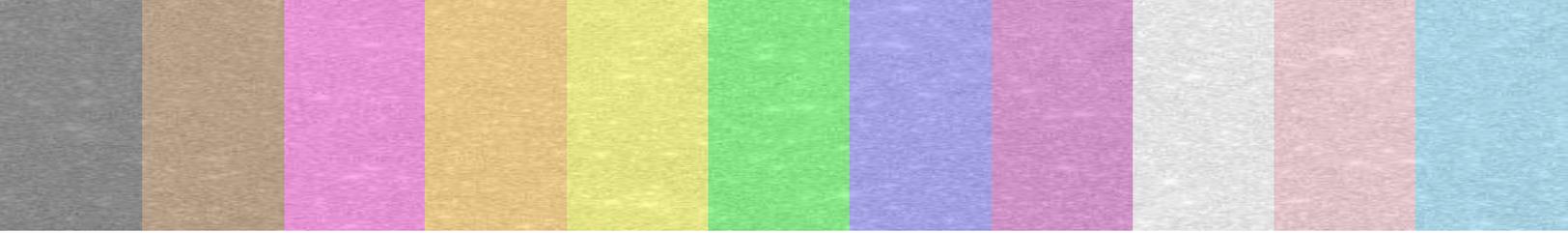
To: CTA LGBTQ+ Safety in Schools Grant
 Program in Honor of Guy DeRosa, Human Rights Department
 Attn: Annette Barroso, 1705 Munchison Drive, Burlingame CA 94010

From: Debbie Whitaker-Meneses
 Associate Professor, School of Education
 ALLY Co-Coordinator
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 4800 Magnolia Avenue
 Riverside CA, 92504
 Debbie.whitaker@rcc.edu; debbiemeneses1993@gmail.com
 CTA Chapter: Riverside CCD FA

Date: Friday, January 10, 2020

The Ask:		Unit/Item Cost	Number of Items	Cost
1	Printing (Marketing materials, Training materials, Survey materials, End of Year Certificates of Appreciation)	50		\$ 50
2	Greet and Meet Pilot Mentor Program Roll Out event for interested students and willing Faculty and Staff Mentors.	275	13.75	20 \$ 275
3	End of year gathering to highlight project successes and thank the mentors for their support and student mentees for their suggestions of safe space concepts.	350	17.5	20 \$ 350
4	IMC or Film Department student to create a video for marketing the project further for 2020-21, and highlighting the successes of Spring 2020. Student Film Project if IMC is not available.	100		\$ 100
5	Data collection on the types of topics that Mentor and Mentees talked about. Mentees feedback on how valuable the meeting was for them. The surveys will be completed in paper or an electronic feedback template as part of each Mentor/Mentee session. We would like to collect narratives within the survey design with fill-in fields on the electronic survey.	100		\$ 100
6	One Day Mentor/Mentee Summit consisting of workshops and resource fair (training materials, supplies, refreshments)	520		\$ 520
7	Gift Cards for Campus Cafeteria or Local Coffee Shop Mentoring Session (4 to 5 sessions per year)	600	10	60 \$ 600
8	Shirts for Mentors and Mentees	Logo Set Up (waived if over \$300)	25.25	20 \$ 505

Total Grant Request from CTA \$ 2,500



Looking to provide academic and personal support to an LGBTQIA2+ student?

Join the LGBTQ+ Association for Student Success and Equity (LASSE) for the 2021-2022:

LASSE MENTOR PROGRAM

Applicants must be RCC employees who completed the LGBTQIA2+ Ally Training and can commit to mentoring one (1) student for the entire 2021-2022 academic year.

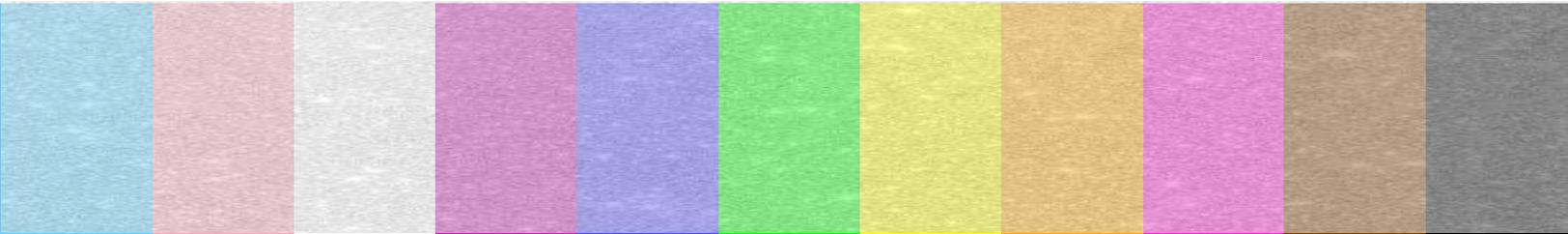
Mentors of all genders and sexualities welcome!

**APPLY BY SEPTEMBER 6TH:
tinyurl.com/LASSEmentor**

Program limited to 10 mentors.

For more information, contact Sharice.Fox@rcc.edu

Riverside Community College District is committed to providing access and reasonable accommodation to all District programs and activities. Accommodations for persons with disabilities may be requested by contacting Sharice Fox, program/event organizer, at sharice.fox@rcc.edu no later than three days before the event. Requests received after this date will be honored whenever possible.





LGBTQ+ Association for Student Success & Equity

LGBTQ+ (LASSE) Mentor Program Goals, Requirements & Expectations

Mentor Program Goals:

1. Maintain and/or increase the retention rate for our students who participate in the program
2. To help students who are in the program to graduate with AA, AS, and/or Certificate and/or transfer to a four-year university
3. To increase the overall well-being of the student focusing on the emotional, mental, physical, financial, and educational well-being.

Mentor Candidate Eligibility:

- Mentor candidate must be a staff, faculty, or administrator with RCC who has previously completed the RCCD LGBTQ Ally Training.
- Mentor candidate must complete an online questionnaire as well as attend orientation/training.
- Mentor candidate must be willing and able to devote a minimum of 2 hours per month to contact mentee.
- Mentor candidate must make at least a one-year (Fall/Spring) commitment to the program.

Mentor Requirements:

- Must make a minimum of 2 contacts with your mentee per month during the fall and spring semesters. At least one contact should be active/live (face-to-face meeting) with mentee per month. During COVID-19 mentors should at least schedule one virtual face-to-face meeting, either through google chat, Zoom, skype, FaceTime, or any other virtual face chatting apps. The second contact can be a passive contact (email, phone call, etc.) with mentee, but could also be active if need be. Additional contacts can be mentor- or mentee- initiated, as needed.
 - Winter/Summer contacts are not required, but are encouraged based on mentor/mentee availability and desire.

- Schedule appointments with the mentee, and call to cancel meetings only if emergencies arise.
- Provide guidance and support to the student by creating an atmosphere of openness, caring, and concern where meaningful communication and trust can exist.
- Maintain privacy for your mentee. Let them know that communication between you and your mentee is built on trust, and while most information shared with you will stay with you, you are not a confidential source. Thus, their information will need to be shared outside of the program in the event of disclosure of sexual assault, child/elder/adult dependent abuse, or serious threat of suicide or harm to self or others.
- Keep accurate records of each contact with mentee. Submit monthly "Contact Reports" to the LGBTQ+ Mentor Program Coordinator. Do not keep copies of student records.
- Follow through with appropriate action, if any, after meeting with your mentee. Contact the Mentor Program Coordinator to arrange for additional student support, if necessary.
- Encourage students to meet with their professors early in the semester to identify any potential weaknesses in their academic performance, and to keep you informed about their academic progress.
- Encourage students to take advantage of other support services within the college (i.e. student government, EOPS, TRiO, La Casa, Umoja, student clubs, and/or etc.) as well as resources in the community to address housing insecurity, food insecurity, mental and emotional health, volunteer or work opportunities, and/or etc.
- Participate in most meetings, programs, and activities sponsored by the LGBTQ+ Mentoring Program as schedules allow.

Note: Mentees and mentors have an option to opt-out of a mentoring relationship by contacting the LGBTQ+ Mentor Program Coordinator, and pending review, they will receive a new assignment as soon as possible.



LGBTQ+ Association for Student Success and Equity

LASSE Mentor Program Interest Form

Date: _____

The primary goal of the LASSE Mentor Program is to provide mentorship and support for the personal growth and identity development of our mentees, who hold various LGBTQI+ identities, are questioning and/or allies.

Mentor Information

Preferred Name: _____ Pronouns: _____
Last First M.I.

Phone: _____ RCC Faculty/Staff Email _____

RCC Affiliation: Staff Faculty Administrator

Department/Position Title? _____

A. Why do you want to be a mentor? *

B. What previous experience with mentoring and/or working with LGBTQIA people do you have?*

C. Some mentees might desire a mentor who shares similar identities or experiences as them. Are there any aspects of your identity (such as sexual orientation, gender identity, racial or ethnic identity, class background, religious affiliation, disability, immigration/citizenship status, academic department/career path, etc.) that you would like us to consider in matching you with a mentee? *Please note, this information will stay only with the Mentor Program Coordinator and LGBTQ Association for Student Success and Equity Co-Chairs for the purposes of the mentor program.

D. Please use the space below for anything else that you would like to share regarding your participation as a mentor in the LGBTQ+ Mentor Program.

Demographics

These questions are all optional. Please answer any or all that you feel comfortable sharing and leave any blank as desired. This information will stay only with the Mentor Program Coordinator and LGBTQ Association for Student Success and Equity Co-Chairs for the purposes of the mentor program.

1. What is your sexual orientation? _____

2. How out are you to your family, friends, colleagues, students, community regarding your sexual orientation?

	Not Out at All	Somewhat Out	Mostly Out	Completely Out
Family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classmates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. What is your gender? _____

4. How out are you to your family, friends, colleagues, students, community regarding your gender?

	Not Out at All	Somewhat Out	Mostly Out	Completely Out
Family	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classmates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. What is your race/ethnicity? _____ What is your age? _____

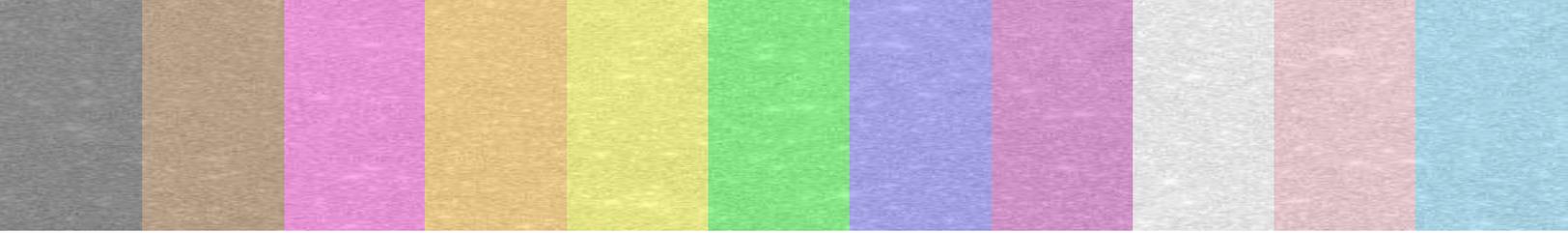
6. Have you ever served in the military? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Prefer not to say
7. Do you have disability(ies)? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Prefer not to say
8. Do you need any accommodations to participate fully in the LGBTQ Mentor Program?
9. Are you a current or former foster youth? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Prefer not to say
10. Have you been incarcerated, or system impacted? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Prefer not to say
11. Are you, have you been, or is anyone in your close family, undocumented? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Prefer not to say
12. Are there any other identities that you would like to share? Feel free to list as many as are important to you.

Disclaimer and Signature

I certify that my answers are true and complete to the best of my knowledge.

By signing this form, you are agreeing to allow the Program Coordinator and its affiliates to pair you with a mentee and you are agreeing to follow the program and its entire entity.

Signature: _____ Date: _____



**Looking for additional academic and personal support by
trained faculty and staff?**

**Join the LGBTQ+ Association for Student Success and
Equity (LASSE) for the 2021-2022:**

LASSE MENTOR PROGRAM

**Applicants must be an RCC student who plans to enroll in
at least one class for fall and spring semesters.**

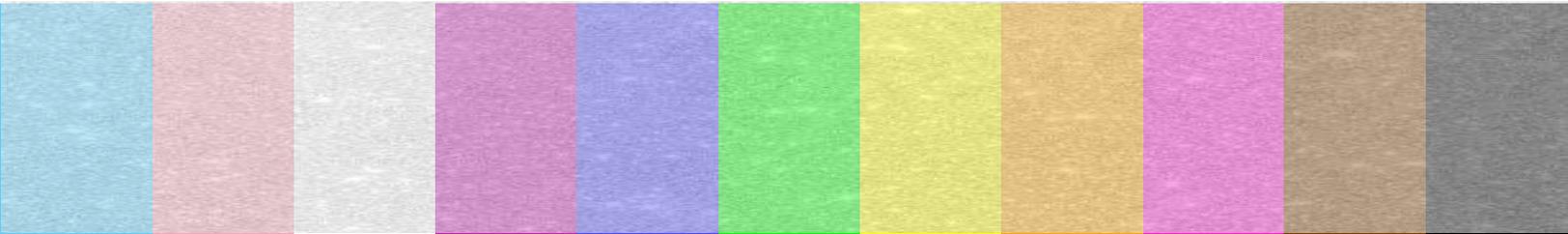
Students of all genders and sexualities welcome!

**APPLY BY SEPTEMBER 6TH:
tiny.cc/LASSEmentee**

Program limited to 10 students.

For more information, contact Sharice.Fox@rcc.edu

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LGBTQ+ Association for Student Success & Equity

Riverside City College LGBTQ+ (LASSE) Mentor Program -

Mentee Requirements & Expectations

Mentor Program Goals:

1. Maintain and/or increase the retention rate for our students who participate in the program
2. To help students who are in the program to graduate with AA, AS, and/or Certificate and/or transfer to a four-year university
3. To increase the overall well-being of the student focusing on the emotional, mental, physical, financial, and educational well-being.

Mentor Program Benefits:

- Personal and professional development
- Make connections with others in program
- Increase confidence
- Develop new life perspectives
- Accelerate learning and development
- Real life advice
- Accountability
- Interpersonal connection
- Improved communication
- Workshop and activities
- Program resources



Mentee Eligibility Requirements

- RCC student enrolled in at least 1 unit for the fall and spring semester.
- Must commit to the LGBTQ+ Mentor Program through the end of the spring semester in the academic year in which they participate. If mentees plan to graduate in fall or winter, they must contact the LGBTQ+ Mentor Program Coordinator.
- Must attend a 1-hour orientation about the program.
- Must be able to commit to a minimum of 2 contacts with your mentor per month during the fall and spring semesters. At least one contact should be active/live (face-to-face meeting) with mentee per month. During COVID-19 mentors should at least schedule one virtual face-to-face meeting, either through google chat, Zoom, skype, FaceTime, or any other virtual face chatting apps. The second contact can be a passive contact (email, phone call, etc.) with mentee, but could also be active if need be. Additional contacts can be mentor- or mentee- initiated, as needed.
 - Winter/Summer contacts are not required, but are encouraged based on mentor/mentee availability and desire.
- Participate in additional meetings, programs and activities sponsored by the LGBTQ+ Mentoring Program as schedules allow.
- If any questions or concerns arise throughout the year, contact the LGBTQ Mentor Program Coordinator.

Note: Mentees and mentors have an option to opt-out of a mentoring relationship by contacting the LGBTQ Mentor Program Coordinator, and pending review, they will receive a new assignment as soon as possible.



LGBTQ+ Association for Student Success and Equity

LASSE Mentor Program Interest Form

Date: _____

Please answer the following questions as honestly as possible, as we will use your response to match you with your mentor. Your responses will be read only by the Mentor Coordinator or other members of the LGBTQ+ Association for Student Success and Equity (LASSE)

Mentee Information

Preferred Name: _____ Pronouns: _____
Last First M.I.

Phone: _____ RCCD Student Email _____

Student ID #: _____ Major/Program of Study: _____

Are you a first year or continuing student? _____

Expected Graduation Date: _____ Current GPA: _____

What is your academic goal at RCC? Select all that apply?

- Graduate with an associate degree for work.
- Graduate with an associate degree to transfer for continued education/advance degrees.
- To transfer to a 4-year university.
- Graduate with a certificate.
- Solely professional development to advance my career.
- I am a lifelong learner who is taking classes out of interest in the subject(s).

How did you hear about LASSE Mentor Program? Select all that apply?

- Email
- Flyer
- Word of mouth from faculty
- Word of mouth from staff
- Word of mouth from other students

A. What brings you to the LGBTQ+ Mentor Program and what would you like to get out of the program?

B. What are your interests, skills, values, and/or career aspiration?

C. Mentors are a diverse group of LGBTQ faculty and staff as well as allies. Are there any aspects of your identity (such as sexual orientation, gender identity, racial or ethnic identity, class background, religious affiliation, disability, immigration/citizenship status, academic department/career path, etc.) that you would like us to consider in pairing you with a mentor? *This information will stay only with the Mentor Program Coordinator and LGBTQ Association for Student Success and Equity Co-Chairs for the purposes of the mentor program.

D. Please use the space below for anything else that you would like to share with us to help pair you with a great mentor!

Disclaimer and Signature

I certify that my answers are true and complete to the best of my knowledge.

By signing this form, you are agreeing to allow the Program Coordinator and it's affiliates to pair you with a mentor and you are agreeing to follow the program and it's entire entity.

Signature: _____ Date: _____