PROPOSAL TO ESTABLISH A LESBIAN, GAY, BISEXUAL, TRANSGENDER RESOURCE CENTER AT UCSD

**Submitted to
Chancellor Robert C. Dynes
September 10, 1998**

EXECUTIVE SUMMARY

After five years of coordinated consideration and analysis, a broad coalition has endorsed this proposal to establish an independent, staffed, funded LGBT center at UCSD as part of the campus's commitment to diversity. While the LGBT community has worked and continues to work closely with other elements of the broader campus, it is the widely-held opinion of all affected that this constituency shares unique—and potentially life-threatening—concerns that simply cannot be managed by non-specialists under a broader 'diversity' cloak.

Visibility, voice, resources, and emotional support are important considerations in making UCSD safe for LGBT students, staff, faculty, and alumni. An LGBT Resource Center will create bridges to LGBT families, friends, allies, and donors. The formation of a LGBT Resource Center at UCSD that is professionally staffed, has adequate administrative support and space and is centrally located will answer a critical need as identified by the campus and community at large. An LGBT Resource Center will efficiently gather and organize UCSD resources and become the focal point for LGBT programming, services, education and outreach.

LGBT students at UCSD bring unique characteristics and concerns that may affect their academic experience. These concerns are diverse in nature; while parallel to those seen in heterosexual students, they usually require additional consideration in light of societal oppression due to sexual orientation and gender identity. These concerns include but are not limited to: the coming out process, the development of an identity in a heterosexually biased and gender-stereotyped environment without appropriate role models. Once must consider the impact of oppression, social isolation and alienation that can occur and lead to higher rates of depression, substance abuse and suicide in LGBT's. Other difficulties can include negotiating living space as a member of the non-dominate culture within the framework of potential oppression potential isolation (or fear of isolation) from family and friends and the potential for hate crimes and violence toward LGBT individuals.

As an academic institution, the logical remedy for non-accepting and frequently hostile responses to LGBTs on campus and in society in general is through education. This education mission would be fulfilled by creating safe "drop-in" space; developing programming in support of visibility, education, and outreach; opening an LGBT library; providing advice, referral, and counseling; and maintaining stability and continuity in developed programs.

A LGBT Resource Center should be located in the University Center neighborhood. An overall floorspace of c. 3,000 sq. ft. should comprise conference rooms, offices, and library/computing resource space. Most important is that a steering committee be appointed without delay to recruit a director and faculty advisor, appoint an advisory board, and locate appropriate facilities and resources (see Chapter 5).

Relevant documents substantiating the assertions made in and history of this proposal are attached as appendices.

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1. INTRODUCTION: HISTORY AND PURPOSE

For many years UCSD has discussed ways in which lesbian, gay, bisexual and transgender issues affect the LGBT and general campus community. While the LGBT community has worked and continues to work closely with other elements of the broader campus, it is the widely-held opinion of all affected that this constituency shares unique—and potentially life-threatening—concerns that simply cannot be managed by non-specialists under a broader 'diversity' cloak (see Chapter 3).

Several faculty, staff and student organizations have addressed these issues over the years, and in 1994 an advisory committee to the Chancellor was formed to specifically assess and recommend solutions to the administration. In 1995 and 1997 the UCSD Chancellor's Advisory Committee on Lesbian, Gay, Bisexual, and Transgender Issues (CACLGBTI) produced Campus Climate Reports which described the campus climate as extremely uneven—supportive in some units, but in others equally intolerant, hostile, non-affirming, and potentially dangerous for LGBT people or those perceived to be such.[1] Most lesbians, gay men, bisexuals, and transgenders experience campus life at the whim of local departments, sometimes receiving help from individuals, but finding little *institutional* support in the face of harassment.

This finding is not unique to UCSD. A recent *San Francisco Examiner* article (Appendix M) reported that the results of a survey of almost 500 community college students presented to the August, 1998 annual American Psychological Association convention showed "a 'truly alarming number'—one in ten—admitted to [committing] violence or threats against people perceived to be gay. Another 24 percent admitted to anti-gay name-calling. . . .and the number were even higher for young men: eighteen percent said they had physically assaulted of threatened someone they thought was gay or lesbian, and another thirty-two percent said they were guilty of verbal harassment."[2]

At times, members of the UCSD LGBT community struggle to achieve academic and career success against the backdrop of both deeply set prejudices and lack of visibility.[3] These negative climate issues affect the learning and working environment, not just for LGBTs, but for the entire campus community. Homophobia is crippling for all concerned. Anger, fear, and ignorance directed at LGBTs divert energy and attention from constructive endeavor and achievement. Thus, to address these climate issues, the CACLGBTI recommended that UCSD establish a place where students, staff, and faculty can find support, safe space, services, and information in a supporting and affirming environment. In the 1995 and 1997 Climate Reports, and again in a March 28, 1997 letter to Chancellor Robert C. Dynes, the CACLGBTI recommended that the campus establish an appropriately staffed LGBT Center. The Chancellor met with members of the committee regarding this request, but deferred action at that time, and subsequently appointed a Diversity Commission to review campuswide diversity issues. In its 2 February 1998

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[1] Appendix B: *Campus Climate Report*, 1995, p. 2; Appendix C: *1997 Campus Climate Report*, p. 2.
[2] "Alarming rates of Violence—Community College Students Attest to Assaults and Threats," *San Francisco Examiner*, August 16, 1998
[3] Powerful anecdotal evidence of this are the number of faculty known within the LGBT community to be themselves lesbian or gay who, when approached privately for assistance with Campus Climate Reports and this proposal, declined to do so, citing fear of repercussions should they be 'outed' prior to tenure review.

report, the Commission recommended that UCSD appoint a steering committee to establish such a funded, staffed Center:

> *Finally, there are lacunae in Center Representation. There is no lesbian, gay, bisexual, and transgender center. This means that there is not LGBT drop-in "safe space" on campus. LGBT educational outreach and programming has thus far been handled by volunteers from the Chancellor's Advisory Committee, the latter supported by both the Women's and Cross Cultural Centers. CACLGBTI direct construction and promotion of programming and publication of educational materials cannot continue indefinitely. The programming functions should be handed off to a funded, staffed facility—but the Centers are already "bursting at the seams.". . . .Recommendation: Form a steering committee to begin the establishment of a LGBT Center. This steering committee would draft a proposal, mission statement. They would identify space and submit a budget for center operations. They would also identify staffing needs and conduct the search and hiring of center staff.[4]*

Continuing its 1997 work, during early 1998, the CACLGBTI established an *ad hoc* group to author a formal LGBT Resource Center Proposal, based on the earlier Climate Report findings, March 1997 letter to the chancellor, and Diversity Commission recommendations. This document represents its work. The *ad hoc* committee included not only CACLGBTI members, but also many interested students, staff and faculty. The committee also worked closely with the UCSD Women's Center and Cross Cultural Center Directors as it prepared this proposal.

The proposal to establish an LGBT Center at UCSD has been endorsed by the systemwide UCLGBT Association. UCLGBTA has recognized the need for LGBT Resource Centers at each UC campus for many years.[5] Locally the proposal has been endorsed by the Associated Students, the Staff Association, the Umbrella Group, and a long list of individual faculty, staff, undergraduate, and graduate students. In addition, the proposal is supported by Karen Marshall, MSW, Executive Director of the San Diego Lesbian and Gay Men's Community Center which serves San Diego County.

This document articulates in detail in Chapters 2 and 3 the basis for the CACLGBTI recommendation to establish an LGBT Resource Center. It examines parallel needs served by other centers, including LGBT Resource centers at UC Irvine, UC Los Angeles, UC Riverside, UC Davis and UC Santa Cruz. The proposal clearly identifies programmatic justification for an LGBT Resource Center, as well as space and staffing needs, in Chapters 4 and 5.

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[4] UCSD Diversity Commission report, February 2, 1998.
[5] Appendix G: 9 May 98 letter from UCLGBTA Steering Committee to Chancellor Robert C. Dynes.

2. VISION

The greatest danger to LGBT people on campus is a climate of real or perceived fear, prejudice, and ignorance that their very invisibility—that is, the fact that on first meeting most people automatically presume that they are *not* LGBT—inevitably breeds. This 'invisibility' leaves non LGBT free—wittingly or unwittingly—to crack jokes, make pejorative remarks, or simply presume heterosexuality in casual discussion of personal relationships. The resulting climate leaves many LGBT feeling isolated, at risk, or alienated from their peers (see Chapter 3).

Thus, the CACLGBTI and its broader *ad hoc* committee envision the UCSD LGBT Resource Center as a source of educational opportunity and hub of LGBT intellectual life. The University of California is an important academic and business leader, and it is logical that it should address LGBT issues by establishing a Center that is clearly visible and able to educate the entire campus community—not just its LGBT members and allies—by providing a safe place for all its members to explore these issues. The Resource Center would advocate for the LGBT community, provide information and referral services, initiate educational programming, and serve as a clearinghouse for lesbian, gay, bisexual, and transgender organizations at UCSD. It would work with other campus centers and departments to foster support for all members of the diverse UCSD community.

Thus, the Lesbian, Gay, Bisexual, and Transgender Resource Center would through high visibility stand as part of the institution's commitment to diversity. It would conduct educational and outreach programming; provide a library of materials to help to resolve controversy over LGBT issues through education; support advising, counseling, and mentoring for the campus community, but in particular for LGBT students, staff, and faculty; hire professional staff to provide stability and continuity in programming; and exist as an independent unit separate from the Cross Cultural and Women's Centers, but whose activities will be coordinated with these and other units whenever possible.

2.1 Why is a safe and nurturing environment needed?

The LGBT Center will be a place to gain a reprieve from attacks to self-esteem, to build social and intellectual connections and to gain and maintain a healthy sense of self-identity. It will provide a secure and easily identifiable place to consult resources about LGBT concerns, address questions to professionals, explore LGBT history and study.

2.2 Why is a separate, independent Center necessary?

Each Center's mission is unique, and although together they support campus diversity initiatives, their separateness strengthens the missions. While many activities and resources, such as joint educational and academic programming; computers and computer support; and administrative support such as fiscal management could and would be shared with the existing Women's and Cross Cultural Centers, the mere presence of a visible, independent Center supported by the University is essential to begin to address the stigmatized LGBT identity and fears many people have about LGBT issues.

Housing the LGBT Resource Center within the Cross Cultural Center might initially seem a good way to promote diversity, be supportive of LGBT people of color, and increase the interaction between these communities, but after careful consideration and consultation the *ad hoc* committee has concluded that this is not in fact the case. The presence of homophobia is not unique

to the majority white community. The detailed rationale provided at Chapter 3 points out that, unlike other (ethnic; religious) identity development, development of LGBT awareness is seldom begun in the home—it is a process of questioning that often first begins with campus life. Yet, as confirmed by the UC LGBT Resource Center Directors at Santa Cruz, Davis, and Riverside, questioning students of color who utilize the LGBT Resource Centers there *would not do so* if the centers were not separate and independent. The need for a safe space *requires* some physical separateness.

Furthermore, given the needs and services outlined in this proposal, it is unrealistic to expect the Cross Cultural and Women's Centers to appropriately address these issues. The point of establishing an LGBT center on campus is to see that UCSD provides access to education and resources in order to bring LGBT viewpoints to bear on problems both social and scientific. We can neither leave such an important function to chance, nor relegate it to overworked volunteers and staff from the other Centers.

2.3 How does LGBT visibility strengthen UCSD's commitment to diversity?

Diversity is not innocuous difference; if it were, the campus would have nothing to gain by it. Diversity, rather, is a proliferation of experience, cultural resources and perspectives. Just as we invite international texts, students and faculty into classrooms and onto campus because they enrich the greater university community, so too do we promote the inclusion of students, staff, faculty and texts of diverse cultures, whether national, ethnic, racial, class, sexual, or gender. Very few that are committed to the active pursuit of truth and understanding feel that we ought to exclude international viewpoints or the participation of international visitors from the social and academic life of campus; we have too much to learn from them.

Unfortunately, the situation is often different with the viewpoints of members of the diverse communities of the United States. The temptation to assimilate all members of the university community to a single, "mainstream" culture is great. The reason for this is two-fold. First, bringing to bear diverse viewpoints upon scholarly and scientific problems has transformative potential; it threatens the status quo. Second, there prevails in some quarters a fear that calling attention to difference will deepen pre-existing social divisions.

The very aim of an LGBT Resource Center is *not* to divide, rather to help institutionalize a climate of respect, dignity, and inclusion from a position of visibility within the broader community. Consistent with the UCSD Principles of Community, an LGBT Resource Center will foster the best possible working and learning environment and demonstrate UCSD's commitment to maintaining a climate of fairness, cooperation, and professionalism in order to enhance the overall excellence of the institution. To quote those Principles:

> *We acknowledge that our society carries historical and divisive biases based on race, ethnicity, gender, age, disability, sexual orientation, religion, and political beliefs. Therefore, we seek to foster understanding and tolerance among individuals and group, and we promote awareness through education and constructive strategies for resolving conflict.*

2.4 Why do existing programs not meet LGBT center needs?
• The current space used by the LGBT student association are inadequate
• LGBTs are harassed or afraid on campus.
• There is no centralized place where one can find out about LGBT events and resources.
• Programming is created by volunteers on an *ad hoc* basis.

• There is no continuity or "institutional memory" for programming efforts.

The current space used by the LGBT student association, for example, is grossly unsuited as a safe space for students. Student volunteers provide limited office hours and the LGBT office can comfortably accommodate only five people. While the room serves as a small lounge where students can relax or socialize in a supportive environment, the need for an adequate office to handle the business aspects of the organization still exists. Worse, the office is located above Soft Reserves, such that the individual who desires confidentiality may be intimidated by the nearby crowds of potential observers. Moreover, the current LGBT meeting space is not physically secure and theft of office equipment has occurred several times in that period.

For the weekly meetings, the LGBTA uses another office in the Student Center, the Graduate Student Association (GSA) Lounge, which has glass walls on two sides. At night, the well-lit room is completely exposed. For an individual who is "coming-out" or questioning, such exposure threatens the need for safety and confidentiality. In addition, there are often 30 to 50 people at these meetings, far exceeding the seating capacity of this space.

There is no adequate place on campus where the questioning individual can comfortably and safely seek resource information and support, in the form of fellow LGBT persons, allies and mentors.

Even when considering LGBT individuals, who have been "out" for a number of years, there is sometimes a need to be in a place where one feels safe and supported. There is currently no place for LGBT students, staff, and faculty to congregate where acceptance of LGBT status is guaranteed. For non-LGBT community members, there is also no place to ask questions about LGBT issues or concerns.

The feeling of isolation and vulnerability on the part of LGBT individuals which currently exists on this campus undermines performance, decreases productivity and threatens the free exchange of ideas. In the *Campus Climate Report* developed by CACLGBTI in 1995 and updated in 1997, there are many personal accounts of people, especially students, being harassed and feeling isolated due to the lack of a place to get information and support.

2.5 How will these needs be met by the proposed center?
See Chapter 4.

3. SEXUAL ORIENTATION AND IDENTITY DEVELOPMENT

3.1 Overview

LGBT students at UCSD bring unique characteristics and concerns that may affect their academic experience. These concerns are diverse in nature; while parallel to those seen in heterosexual students, they usually require additional consideration in light of societal oppression due to sexual orientation and gender identity. Specifically these concerns may include but are not limited to:
- the coming out process
- the development of an identity in a heterosexually biased and gender-stereotyped environment
- the development of an identity without appropriate role models,
- the impact of oppression through religious dogma
- social isolation and alienation
- high rates of depression, substance abuse, suicide
- intellectual alienation
- negotiating living space as a member of the non-dominate culture within the framework of potential oppression
- potential isolation (or fear of isolation) from family and friends
- fears of being discovered and ostracized by peers and mentors
- the potential for hate crimes and violence toward LGBT individuals

An important developmental factor that impacts the university student population is that of the continued development and solidification of an identity or a sense of self. Predominant questions include:
- Who am I?
- How do I fit into this world and the University community?
- What kind of contributions will I be able to make in the world/to my academic discipline?
- With whom will I have a relationship and can it happen in this environment?

3.2 Differences in heterosexual and LGBT experiences via development

While these are important questions for all individuals, there are differences between heterosexual and LGBT adolescents in the process of how these questions are approached and answered. This creates differences in the process of completing developmental tasks as one moves from adolescence to adulthood. The LGBT youth that is becoming aware of his or her sexual orientation as differing from the dominant culture of heterosexuality becomes aware that he or she is a member of a stigmatized group. This creates the realization that there is a potential for discrimination if sexual orientation is revealed. This realization may create the feeling that it is necessary to hide parts of the self, which often results in decreased self-respect and feelings of alienation and social and emotional isolation. Additional stress occurs for the individual who is engaged in the process of self-discovery in terms of same sex attraction. This realization, in light of societal discrimination, creates the need for accurate decision making around sharing these self-discoveries. Therefore, in addition to discovering aspects of the self, an LGBT individual must also learn to quickly identify with whom it is safe to share this information. The result of this stress may be self-inflicted violence leading to suicide, chemical dependency or social isolation, or withdrawal from family and friends, colleagues and co-workers. The LGBT

individual must also learn to develop social roles for both the heterosexual culture and the LGBT culture, and then be able to differentiate when to step into the very different roles. The determination of which it is safe to reveal one's sexual orientation to is another consideration for the LGBT individual. The fear of discovery is a potent factor facing the LGBT adolescent. This fear may prompt the individual to perceive the need to limit association with friends, activities, or expressions of his/her self thus creating social and emotional isolation.

3.3 LGBT identity development and community life

Developmentally, college life is a time of exploration and exposure to vast amounts of new information not only related to academic endeavors but also to personal growth. It is in this atmosphere of exposure to new ideas that the process of identity formation is constructed. The seemingly simple question of "Who am I?" becomes quite complex for the LGBT individual. Formulation of an LGBT identity is frequently executed in an environment where deviation from traditional gender roles and same-sex relationships are stigmatized. This stigma influences the development of one's identity as well as how that identity is expressed

When an individual recognizes membership of a stigmatized group social and emotional isolation may occur. Social isolation arises when the individual feels there is no one available to talk to about one's experiences, feeling alone in the majority of social situations including family and friends due to a lack of understanding and /or the process of experiencing conflicting values. For example, since heterosexuality is valued in this society, the individual who is LGBT must learn to find internal value in his/her own sense of self respect as a member of a stigmatized non-dominate culture while working through the emotional conflict of no longer belonging to the dominate group. Additional stress comes from the potential to be judged by others as a result of their prejudices, value system, and possible ignorance. Social isolation and the feeling of the inability to connect on deep levels with other individuals is often brought about by the fear of discovery of the stigmatized identity which could lead to potential loss of family, friends, social status, employment, community belonging, and self respect. *The fear of loss of family, friends and status are difficult to accurately convey to an individual who is a part of the dominant heterosexual culture because there is nothing to utilize as a reference point.*

This fear is a major part of every moment of any LGBT individual's life, and very real. Yet, it is also frequently discounted by heterosexuals whose perspective on life comes from their own seat of privilege, granted by virtue of being a part of the dominate sexual orientation. While this fear lessens as one moves through the coming out process and gains a sense of one's own identity competence, nevertheless, it is a fear that pervades the life of the LGBT individual with varying degrees of intensity throughout the life span. This occurs in part because the LGBT individual who has grown up immersed in heterosexual culture taught by a heterosexual family has a clear idea of the stereotypes and myths concerning homosexuality and may engage in denial and avoidance of feelings and fantasies which could lead to membership in an ostracized and stigmatized group. Then, dependent upon the beliefs and values taught in the family, the individual may also lose a sense of self-respect and value as a person and fear loss of the family as a social support system or in extreme cases may fear violence within the family. A sense of no longer belonging to an acceptable group is devastating to the young person who is in a developmental stage where peers and peer pressure are powerful in shaping the individual's behavior. The result of recognition of no longer belonging may induce depression and/or anxiety, acting out behaviors, and violence directed at self or the non-dominate group.

There are a variety of methods utilized by individuals to cope within the context of a stigmatized identity. One such method involves denial of feelings of attraction to persons of the

same sex. The level of denial may include actual sexual feelings or simply sexual fantasies. This denial may lead the individual to then avoid any activities that may have sexual overtones or any individuals they perceive as being LGBT. The degree of denial leading to avoidance may move the individual to heavily pursue relationships with members of the opposite sex sometimes even leading to marriage as a means of eradicating the feelings of sexual or affectional attraction. When denial is very intense the individual may engage in behaviors that are homophobic by verbally ridiculing any person, activity, or ideology that has to do with the LGBT community. In an extreme form, which is unfortunately statistically high, these individuals may at times move to physically attacking individuals or groups perceived as LGBT.

LGBT individuals begin to engage in the process of sexual orientation and identity development at a later point in their lives than the exploration of characteristics such as race and ethnicity that are modeled in the family. Most LGBT individuals grow up in households that are predominately heterosexual and devoid of LGBT role models. Strategies for negotiating in the world as a member of the non-dominate culture are not taught to LGBT individuals, as families are often unaware that a member may be struggling with questions around sexual orientation. Or, the belief and moral value that heterosexuality is the only "normal" and appropriate expression of sexuality may inhibit recognition of another's struggle with a non-dominate sexual orientation.

In this culture, a family is usually the foundation from which an individual learns his/her basic values and world view. Males and females are typically ascribed a standard heterosexually defined identity from birth. This is expressed in phenomenon such as blue for boys and pink for girls. In the socialization process there is a basic assumption that people are heterosexual. Therefore concepts of family gender roles, relationship skills, and relationship values are taught from a heterosexual bias. In essence, children are usually encouraged to grow up, marry a person of the opposite sex, and participate in the many legal and socially sanctioned rituals that follow these traditions. Since families may not be aware that a member may be struggling with issues around sexual orientation, the valuing of heterosexuality may create an atmosphere where coming out may feel dangerous to the individual who fears losing membership in the family and support.

Therefore, when an individual does begin the process of coming out and then revealing his or her sexual orientation to others it is not unusual for the entire family as well as the individual who is coming out to go into crisis. This occurs in part because we often categorize individuals based on specific attributes, then make a variety of assumptions about the individual based on those attributes. When an individual begins to reveal their sexual orientation to others both the personal attributes and assumptions may change. At times the crisis precipitated may be perceived as a loss equal to the death of the individual and in some ways it is like a death of the old perceived way of thinking that is not longer relevant. In addition to a sense of loss, family and friends may experience fear and concern about whether they will like or be able to accept the new perception of the individual. Dependent upon whether the family is open or closed system there are varying degrees of acceptance for the changes. Closed family systems are less tolerant of change than open family systems. Often within the family, all the negative beliefs and stereotypes around sexuality, sexual behavior and homosexuality will be triggered and projected into the individual coming out creating tension, emotional distance, and impaired communication. The phrase "I don't know who you are anymore" is not an uncommon phrase to hear directed toward the individual who has newly revealed their sexual orientation to a family member or friend. Additionally, families and friends may reject the individual's new process of identity development and refuse to accept new friends and activities thus creating social isolation and emotional pain. Education, emotional support, understanding and openness is necessary on

everyone's part to work through the period of crisis that revelation of one's sexual orientation often creates.

3.4 LGBT Identity: Coming Out

LGBT identity development involves two separate yet interrelated factors:
* coming out to one's self, (an internal factor), and
* coming out to others, (an external factor).

Internally, many LGBT individuals will describe their early experiences as feeling "different" from others. There is often realization of not fitting into their families or into society in the same manner as other people in their lives. Often there is a sense of social alienation and isolation that goes with the feeling of being different. Out of this difference, individuals often describe their interactions with others as disjointed, incomplete or even artificial. The LGBT individual may split her/his attention between the individual with whom s/he is interacting and the part of the self that is being held back or hidden.

This experience often comes from trying to live in and negotiate two different worlds: the heterosexual and the LGBT world. One is the world where the individual takes on the role of being heterosexual and seeks to emulate these characteristics in order to be perceived as heterosexual. This is a coping strategy often utilized in order to fit into the less stigmatized dominate group due to fear of loss of friends, family and/or social status. The other world is being a part of the LGBT community and taking on the characteristics of that community. This provides an opportunity to seek to fulfill belonging needs and to develop friendships and gain a sense of social competency and self-efficacy. The cost of striving to live a double life, however is manifested in social and self-alienation, decreased self-esteem, and a sense of not really belonging anywhere.

Other feelings may include fear of ridicule, employment discrimination, and even harassment and violence. Such fears will often be manifested by the individual as diminished self-esteem, behavior problems, illness, depression, or anxiety. This in part is the cause of the high rate of suicide among LGBT teens. It is estimated that 30% of reported youth suicides are committed by gay or lesbian youth. [6] These experiences may also account for the amount of chemical dependency and substance abuse, which may be prevalent in the LGBT community.

Individuals typically begin exploring their sexual identities during adolescence when sexual feelings and desires begin to be experienced. For the individual who finds his or her self attracted to persons of the same sex this may be a confusing and difficult period. Growing up in a society that is predominately heterosexual, the individual will have taken in negative beliefs, images, and stereotypes around being gay or lesbian. The early questioning of identity takes place within an environment which is negatively emotionally charged in such a manner that the individual must ask the question of "Who am I as a sexual being?" while fighting against all of the negative beliefs and stereotypes learned while growing up.

Another experience commonly expressed in the coming out process is that of being the "only one" or being "unique." It stems in part from the prevalent societal assumption that everyone is heterosexual. Within the context of a stigmatized society LGBT sexual orientations are not

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[6] Report of the secretary of Health and Human Services" Task Force on Youth Suicide. [1989]. "Gay Male and Lesbian Youth Suicide." U.S. Department of Health and Human Services, Public Health Service, Alcohol, Drug Abuse, and Mental Health Administration.

recognized or allowed exploration in the family (or greater society). Thus, the potential LGBT individual suffers from the lack of role models to teach the complexities of coming out, to facilitate an understanding of the potential for developing a healthy sense of self. This in turn may lead to difficulties in building healthy, long lasting personal relationships and also participation within the LGBT community. The social stigmatization of, and prejudice against, LGBT individuals means that coming out to others also requires personal courage.

Understanding this type of mental "baggage" that closeted and coming-out LGBTs carry clearly illustrates the need for a safe space for them to meet and to be nurtured into well-developed and confident individuals.

3.5 LGBT Identity and Career Implications

Faculty, staff, and graduate students have many concerns related to their academic and professional careers that may be affected by their LGBT identity and willingness to be out. They may fear losing support from their peers or may be concerned that knowledge of their identity may have a negative impact on their recruitment, retention and promotion. Work productivity and job satisfaction are increased by a supportive work place environment—such as that envisioned by the UCSD Principles of Community.

3.6 Transgender identity

Transgender individuals are born biologically male or female; however, feel psychologically as if they are a member of the opposite sex, trapped in the incorrect biological body. Additionally, transgender individuals often feel that they fit into neither male nor female roles. This experience has been labeled gender dysphoria. Instead they embrace both gender roles of males and females and develop a composite identity that transcends the limitations of identified gender role boundaries. The transgender individual may hold any sexual orientation along the currently identified continuum, from heterosexual to bisexual to gay or lesbian. For example, an individual born male, may perceive his core self as female. He may be attracted to either males or females depending upon his sexual orientation.

While transgender individuals face a similar set of identity development issues as an LGB individual there are some factors that are different. The transgender experience is often incomprehensible to most people due to well-established gender roles and the assumption that gender role and biologic sex are always congruent. Gender roles as social expectations and standards are so embedded in society that they are often taken for granted and assumed to be the same for all member of the same biological sex. For the transgender individual to answer the seemingly simple question, "Who am I", s/he must recognize and begin to come to terms with the incongruence between his/her biologic sex and his/her gender identity. This often means challenging established gender roles and attitudes, thus going against societal expectations. This perceived violations of gender norms can provoke psychic disturbance among transgender individual. Among factors adding to the complexity of identity development for transgender individuals include coping with a lack of role models, considerable gender confusion, self-hatred, lack of societal comprehension or understanding, and oppressive expectations of gender role conformity.

Within society the presumption of heterosexuality and gender conformity add to the stigmatization of the transgender individual. As with the lesbian, gay, or bisexual individual, the transgender individual must work to establish a healthy sense of self while combating the assumptions of society that do not meet with their internal experience. When the transgender

individual breaches these assumptions this may incite harassment, discrimination, verbal and physical threats and at times actual violence toward the transgender individual.

3.7 Identity Development and Safe Space

Safe space is a physical location in which students, staff, and faculty may be comfortable regardless of their sexual orientation, cultural background, or ethnic heritage. The space must provide an adequate amount of meeting rooms, administrative office and support areas, resource room for computers and library materials, reception and lobby space. Private offices must be conducive to confidential counseling and advising. The space becomes the home base for the cultivation of role modeling and mentoring opportunities. It involves the interaction of staff/faculty with students in a positive and friendly environment. The physical space provides the opportunity to coordinate and deliver counseling and referral services, advising, networking and information sharing, and a reporting and referral center for victims of anti-lesbian/gay harassment or violence. The homebase is sensitive to individual and group comfort levels and respects the interests and privacy of its constituents.

Psychosocial factors discussed previously point to the necessity of an LGBT center that would provide both safe space and visibility for LGBT and heterosexual communities. Research has shown that when an individual feels able to be open and honest about his/her sexual orientation and can feel connected to and committed to his/her community there is greater psychological adjustment. It is clear that self esteem and self-efficacy is increased when the LGBT individual is integrated into the LGBT community. Thus an LGBT center would provide the space, resources and education to facilitate community integration, provide open, active LGBT role models, and allow for increased identity competence. A mentoring program offered through a center can assist the LGBT person in their self-actualization. The LGBT center will provide the space and programming to reduce social and emotional isolation, help individuals develop effective coping strategies to reduce the negative impact of a stigmatized identity, decrease the fears surrounding loss of family and friends as well as providing social, emotional and psychological support when crisis occurs due to some aspect of life related to sexual orientation.

The individual who identifies as heterosexual has the potential to benefit from an LGBT center in a variety of ways. One such way is the reduction of homophobia through education and personal interaction. Homophobia often stems from a lack of knowledge and understanding of another's identity and culture. The LGBT center will be a safe and visible environment for the individual who identifies as heterosexual to gain information about sexual orientation in general and LGBT identity specifically. The center will provide the opportunity for individuals of all sexual orientations to gain awareness, understanding and familiarity with similarities and difference inherent in all sexual orientations. Thus the center will serve to reduce fear, thus reducing discrimination and increasing openness and acceptance of diversity and fulfilling the purpose of the principles of community.

Heterosexual staff members at UCSD have solicited the advice of LGBT staff members on a regular basis for assistance on how best resolve issues involving their relatives or co-workers who have come out. In addition, heterosexual managers and faculty regularly request appearances by the LGBT Speakers Bureau to assist in educating their departments or classes.

Often individuals who identify as heterosexual may feel incompetent and insecure in talking with an individual who is LGBT. There is often fear of making mistakes or of offending by saying the wrong thing. An LGBT Center can provide information and training on how to be an ally to the LGBT community thus increasing multicultural competency and facilitating enhanced communication and interaction.

4. IMPLEMENTATION AND OPERATIONS

As an academic institution, the logical remedy for non-accepting and frequently hostile responses to LGBTs on campus and in society in general is through education. By offering safe discussion space, along with programs that help to educate the campus and the surrounding San Diego community about LGBT issues, it is hoped that individuals will have a better understanding of LGBTs and that the belief in stereotypes about LGBTs with its accompanying component of fear will be dispelled. To meet this educational need, the LGBT Resource Center should be a clearing-house for current information and support services and would compliment existing resources in the Geisel Library and programs offered through Staff Education and Development.

4.1 Implementing a Safe and Nurturing Environment

The Cross Cultural Center and the Women's Center serve in many ways as models for what a LGBT Resource Center. In fact, these two Centers have provided many of the resources that currently exist for the LGBT community at UCSD. However, these Centers while supportive cannot serve all the needs of the LGBT community and it allies. Attempting to have these Centers act as providers to the LGBT concerns for the entire UCSD community would be to compromise the important missions of the existing Cross Cultural and Women's Centers as well as underestimate the needs related to LGBT concerns. These Centers have been very supportive of LGBT issues but have never claimed to be substitutes for a LGBT Resource Center. Like these Centers, the LGBT Resource Center must have an identity of its own and be autonomous.

The LGBT Resource Center should serve as a "Safe Space" in which people of all sexual orientations and gender identities feel welcome and supported in exploring LGBT issues and utilizing its resources and programs. To fulfill this role, a thorough understanding of issues and concerns related to sexual orientation and gender identity must inform its planning and creation. An understanding of LGBT experience yields specific, critical ramifications to the implementation of any support space or services for individuals dealing with orientation or identity development issues. LGBT Resource Center must provide:

- Accessibility
- Campus recognition as a support provider and space
- Confidentiality
- Minimized personal exposure in visiting center
- Security and sense of safety

4.2 Programming in Support of Visibility, Education, and Outreach

The Resource Center will provide visible, educational, and outreach programs that would provide support for LGBTs on campus and an educational forum for the campus community to engage in dialogue. Examples of these might include:

4.2.1 Workshops, Forums, and Conferences, Training

- Plan and sponsor a conference similar to *Homosexuality and Public Life* on a biannual basis
- Establish an annual volunteer appreciation banquet at which the recipients of the Marshall/Marx scholarships would be announced

- Establish a lecture series on UC faculty research of interest to LGBT community
- Establish an annual retreat/leadership training weekend
- TA/RA/HA sensitivity training – Open Zone Program

4.2.2 Campus and Community Outreach

- Host an open house for incoming students in conjunction with orientation
- Coordinate National Coming Out Day activities
- Coordinate World AIDS Day outreach activities
- Sponsor Gay Awareness Week programs
- Promote visibility by participating in campus events such as the Sun God Festival, staff picnic and college celebrations
- Promote visibility in community events such as Martin Luther King, Jr. Day parade, Race for Literacy, Community Challenge Ride, AIDS Walk, and Pride Parade
- Develop connections with San Diego community organizations, e.g., The Center; Gay, Lesbian, and Straight Education Network (GLSEN); Parents and Friends of Lesbians and Gays (PFLAG); Professional Gay, Lesbian, and Bisexual Related Employee Support Summit [PROGRESS], Karibu (HIV/AIDS education and related support services to people of color), and the City of San Diego's Human Relations Commission.

4.2.3 Arts and Culture

- Establish a monthly film series; sponsor movies shown by the San Diego International Film Festival
- Work with La Jolla Playhouse and Theater and Dance Department to bring one major LGBT-themed production per year to campus.
- Sponsor with faculty and academic departments quarterly appearances of major authors
- Establish, in conjunction with Cross cultural Center and Women's Center, a series of readings by writers from underrepresented groups
- Establish a quarterly arts review or journal

4.2.4 Social

- In conjunction with LGBTA and the Umbrella Group, sponsor/organize trips, dinners, camp-outs, dances for LGBT community and friends
- Provide drop-in space for students, staff, faculty, and administration
- Host brown-bag lunches with presentations of interest to the community
- Develop informal academic networks [student-to-student and student-to-faculty]
- Offer leadership and professional development [networking]

4.3 An LGBT Resource Center Library—A Resource in Support of Students, Staff, and Faculty

The LGBT Center would house a library of printed materials, videos, CD-ROMs, multi-media, and other media that support LGBTs by helping to educate the entire campus community. This proposed library is intended to address the practical matters relevant to LGBT issues, such as:

- Discussing one's sexual orientation/gender identity with others
- Transgender

- Religion and Homosexuality
- Safer Sex
- Mental Health Referrals
- Role Models

Within the legal arena there are issues where LGBT people may need particular assistance:

- How can a member of a homosexual couple make his/her partner an heir and/or recipient of custody of children in the case of death?
- How can one insure that one's partner will have visiting rights in the case of hospitalization?
- How can one establish Durable Power of Attorney for one's partner?
- How can a couple establish a Will or Trust?
- How can a transgender person change his/her name, and what are the laws regarding transgender people with regard to employment, housing, incarceration, or military service?

The library should include resources that will help LGBT parents raise healthy children, as well as children's books especially written for LGBT families. It should include books for friends and family of LGBTs that will help them to understand and to resolve their concerns, fears and prejudices. Resources should be available for administrators and employers of LGBTs so they can help to make the workplace a healthy and productive environment.

Although the library in the Women's Center library has selected books of practical value to LGBTs, the collection will remain insufficient for several reasons. First, since its primary mission is to serve women, its relevance to LGBTs must be focused on lesbians and bisexual women. Second, the library has neither the space nor the resources to sufficiently address issues of transgenderism.

4.4 Advising, Counseling, and Mentoring

One of the most crucial functions that a LGBT Resource Center can provide is its ability to respond to a crisis in a prepared, non-threatening, non-judgmental manner. Examples of crises include, but are not limited to the following:

- An individual who is harassed or threatened in the workplace, classroom or residence hall for being LGBT.
- An individual who is "outed" by someone.
- An individual who is suddenly forced out of a living situation because roommates have found out about the individual's sexual or gender orientation and are non-supportive.
- A "closeted" individual who is experiencing the breakup of a loving relationship and does not have someone to talk to. This support from friends and family is something that many non-LGBTs take for granted.
- An individual who may be suicidal because he or she has just tested HIV Positive.

There is no way to measure how many lives may have been saved by the LGBT Centers across the country. It is a fact that the suicide rate for LGBT youth is higher than for their straight counterparts. The lack of societal support, the lack of role models, outward harassment, and substance abuse are all factors that contribute to this increased rate of suicide. (See Paul Harris' letter of support in the Appendix.) A non-supportive environment on campus can also lead to

lower academic achievement, less productive employees, and reduced retention of members of the campus community. This may not lead to self-destructive behavior but it is still very important to the individuals involved and the climate as a whole.

Currently there exist many excellent resources at UCSD to provide assistance in a crisis situation—Psychological Counseling Services (LGBT Peer Counseling Program), Faculty Staff Assistance Program, Student Safety Awareness program, and the Police Department. While there are LGBT-friendly staff persons within all these entities, many campus members will not partake of these services for several reasons:

- The client may have to wait to make an appointment to see a service provider (there is no "drop-in" service).
- The person may be concerned about confidentiality.
- Services or personnel may not be available at the time of crisis.
- The client is concerned that personnel are not supportive or understanding of LGBT issues.

In terms of referrals, the value of a LGBT Resource Center cannot be overemphasized in terms of creating a diverse, productive, and safe campus community. In emergency situations, the LGBT Resource Center should serve as an immediate connection to the support systems on campus and in the greater San Diego community. As a preventive effort, the LGBT Resource Center will support existing programs, such as the residential Open Zone program, peer counseling, and RA/HA .

In addition to the above support services, an LGBT Resource Center would establish a mentoring program that could lend assistance to people in difficult situations or could provide guidance to individuals in the coming-out or questioning stages.

4.5 Stability and continuity in programming

Existing LGBT campus programs and events, such as conferences, guest lecturers, and film presentations are organized by several volunteer groups: CACLGBTI, LGBTA, UCSD Medical Center BLG Network, and The Umbrella Group. In addition, the Thurgood Marshall College Hewlett Unity and Diversity Fund, the Cross Cultural Center and the Women's Center have been supportive of issues related the LGBT community and have provided space and funding for events. While existing programs meet some of the needs of the LGBT community, their continuation is often hampered by a lack of central planning and by other responsibilities of these programs.

As part of the LGBT Resource Center's operational plan to provide educational resources to the campus community, it is recommended that many of the responsibilities currently held by volunteers would be shifted to the LGBT Resource Center. For example:
- The current events planning functions, e.g., conferences, guest lecturers, of CACLGBTI would be shifted to the Resource Center.
- Development and distribution of educational brochures would be assumed by the Resource Center.
- The responsibility of the Speaker's Bureau including recruiting, training, and scheduling of speakers, would be shifted from CACLGBTI to the Resource Center.
- The Resource Center would work closely with the LGBTA student group to promote on-going social and cultural events programming such as Gay Awareness Week.

4.6 Structures

See Chapter 5.

5. RESOURCE REQUIREMENTS

5.1 Space and Facilities Requirements

- Located in the University Center neighborhood
- Ground level space with easy accessibility
- Security System
- Air conditioning, or if operable windows, then ceiling fans and transoms
- Landscaping, hardscaping and signage
- Connection to UCSD telecommunication/data backbone, including fiber optics
- Sound reduction, partitions to ceiling with adequate insulation to protect confidentiality
- Natural light

5.1.1 Space Requirements

	No.	Assignable Square Feet	Stations	Total Assignable Square Feet
Large Conference Room 1	500	25	500	
Large Conference Room Service 1	120	N/A	120	
Small Conference/Study Room	1	240	12	240
Director's Office	1	150	1	150
Assistant Director's Office	1	120	1	120
Counselor/Visitor's Office	1	120	1	120
Open Stack/Library/Archives	1	300	1	300
Reception/Lobby	1	1000	1	1000
Office Support/Files	1	150	N/A	150
Open Access Computer Lab	1	300	8	300
Total	10	3000	50	3000

Outside Gross Square Feet should include toilet facilities including storage for supplies, telecommunications/data closet, and janitor closet.

5.1.2 Facilities Requirements

Conference rooms should have:
- Natural light, with ability to darken rooms for audio/visual presentations.
- Sufficient electric and data/telecommunications outlets for modern A/V and computer equipment should be provided.

The large conference room should have:
- Dimmable lighting.
- A small kitchen area with sink, and connections for refrigerator, microwave and toaster-oven. This room will support programming and fundraising events.
- Built-in cabinets for serving area.
- White-board, bulletin boards, and projection screen.

- Built-in lockable cabinets for A/V equipment.

The Open Access Computer Lab should have:
- Eight or more personal computers.
- Two printers.
- Storage for computer manuals and supplies.

Other spaces:
- Accessible restrooms must be provided
- A sink with hot/cold water in small kitchen/conference service.
- Office furniture should include workstations (desks), desk chairs, side chairs, worktables, bookcases, bulletin boards, lateral or vertical files, oversized lobby furniture, library stacks (built-in), and computer work stations with chairs (see below).

New office equipment should include:
- Four personal computers and two printers for staff [in addition to eight personal computers and two printers for student computer lab]
- Fax machine
- Photocopy machine
- Telephones
- Slide projector
- Overhead projector
- Television and Video Cassette Recorder for large conference room, with connectivity to campus LAN and support for lap top computer for presentations.

Other considerations:
- Duplex receptacles for general use, CRTs, and printers will be needed throughout the Center.
- Complete finishes including carpeting, painting, and window coverings.
- Careful consideration should be given to noise reduction, such as the extension of interior walls to structure.
- Lockable doors on private offices.
- Name identifications on each room.
- General fluorescent lighting should be provided with multiple level controls.
- Air conditioning and heating. If air conditioning is not provided, then windows should be operable with adequate heat and light protection.
- Ceiling fans should be installed in the lobby and large conference room areas.
- Transoms should be installed above private office doors, with attention to sound protection.
- All moveable cabinets and shelving should be tied down for seismic safety.
- Shelving should include seismic lips to prevent injury.

Security:
It is expected that the facility will be used 14 hours each day Monday-Friday, and eight hours a day during the weekend; therefore,
- A security system must be provided with connection to the UCSD Police Department.
- Operable windows must be lockable.

5.2 Staffing

5.2.1 Advisory Board

A multi-purpose board of directors drawn from UCSD community of staff, students, faculty, and alumni would advise the Director on broad policy issues, strategic planning and fund raising / outreach efforts. The advisory board would build alliances on and off campus provide greater visibility for the Resource Center. It is expected that the board would participate in the selection and performance review process of the Center Director.

5.2.2 Faculty Advisor

Students use and appreciate the resources that currently exist on campus such as courses offered in the Social Sciences and Arts and Humanities. Nonetheless, UCSD does not provide an LGBT curriculum. Creation of a staff and faculty mentor program would provide a mechanism for continuity of programs and formal means of mentoring students. At present, interested and willing faculty and staff mentors have no point person to contact in order to broadcast their availability as a resource for students. Staff and faculty alike are left with informal contact lists that they have developed themselves and are often outdated or incomplete. This can further a student's sense of academic isolation.

Participation of volunteer faculty could greatly enhance career planning and career confidence. Both undergraduate and graduate students have consistently asked for greater faculty leadership related to LGBT curricula and advising. Additionally, the LGBT Resource Center could provide the opportunity for students and faculty to collaborate on joint research projects and curriculum development. A part-time faculty advisor would coordinate such curricular integration.

5.2.3 Graduate Research Assistant

A part-time research assistant would assist the faculty advisor with curricular integration programming.

5.2.4 LGBT Resource Director

We cannot over-emphasize the importance that should be placed on professionalism and expert knowledge of LGBT history, programs and services when hiring for the position of Director. While other administrative series (e.g. analyst) might be considered, the Student Affairs Officer series seems most appropriate.

FTE Career Student Affairs Officer IV   [Essential from beginning]

Under the general direction of Management (Provost, Associate Vice Chancellor – Academic Affairs, or Assistant Chancellor), the Director has full functional responsibility for planning, directing, controlling, and evaluating LGBT programs, services, budget, staffing, and facilities. The Director conceptualizes, implements, and assumes overall responsibility for a wide range of program offerings intended to maximize use of the LGBT Resource Center by the campus community. The Director has thorough knowledge of the educational process and its relationship to student affairs programs; and will supervise the work of other professional and clerical personnel.

Responsibilities include:
• Daily operation of the Center, including budget, staffing, and facilities

- Preparing annual operating budget
- Long range planning
- Campus and community outreach including development/fund raising activities, including planned giving and benefit events
- Seeking and developing appropriates grant proposals to public and private agencies for LGBT projects
- Development and administrative support for Resource Center Board of Directors or Steering Committee
- Liaison to Student Health and Counseling and Psychological Services, including provision of space and administrative assistance counselors and support groups
- Crises intervention, evaluation, and referral to appropriate service
- Liaison to faculty regarding mentorship, academic programming, research opportunities, conferences and colloquia
- Raising campus awareness regarding LGBT issues including homophobia and heterosexism
- Thorough knowledge of University policies and procedures
- Serving as campus resource on policy and procedures which concern the LGBT community
- Supervising professional and clerical staff, student workers/interns, and volunteers
- Recruiting, selecting, and training Resource Center staff and volunteers
- Performing performance appraisals and assists with career development for Resource Center staff
- Conducting biannual climate survey, evaluating data, and preparing action plans
- Advising students, staff, and faculty regarding LGBT issues and compiling data on utilization of programs, services, and facilities
- Developing consulting relationships with administrative departments regarding institutional response to LGBT concerns (i.e. Housing and Dining Services, Police and campus safety, Sexual Harassment Office, Equal Opportunity/Affirmative Action Offices, student activities/student government, Student Affairs, Career Services, International Center, Women's Center, and Cross Cultural Center)
- Compiling data on hate crimes specific to sexual orientation
- Liaison to campus administration, UCOP, LGBT community, and community at large, serves on committees that address LGBT issues, representing the University off campus as required for LGBT issues
- Providing support, training and guidance to student and staff organizations
- Available to assist faculty with curriculum research and development
- Communicating with Human Resources regarding best practices and issues of diversity in the work place
- Managing the process used to design information systems including databases and web page.

5.2.5 LGBT Resource Center Assistant Director
FTE Career Program Representative II (12 months)

Under the general direction of the Director:
- Develops and implements seminars, programs, and workshops for students, faculty, and staff
- Provides direction to key faculty/staff advisory committees in the development of program concepts

- Researches availability of grants and contracts, assist in preparation of grant proposals
- Researches and obtains community support or corporate support including funding, staffing, facilities and endorsements
- Assists in compiling evaluation data and writing reports to reviewers/agencies;
- Develops Speakers Bureau
- Prepares outreach and educational resources, including brochures, program publications, literature, and fact sheets
- Oversees management of resource library/archives
- Provides in-service training and presentations to campus departments/units
- Insures that LGBT programs are effectively advertised and promoted
- Develops and maintains volunteer program
- Coordinates activities with University Events Office, Public Information Office, and off campus community calendars

5.2.6 FTE Career Administrative Assistant II [Essential from beginning]

Provides administrative and secretarial assistance to the Director and Assistant Director. Duties would include:
- Managing payroll
- Monitoring the department budget to ensure proper expenditure of funds and prepares year end accounting reports
- Liaison to Human Resources Department for new employee orientation, benefits, compensation and classification, employee relations, staff education
- Assisting in preparation of budget by analyzing current and previous years budgets forecasting new office needs, and preparing salary projections
- Utilizing department database, extracts information and prepares reports
- Serving as receptionist and managing in coming communications (visitors, correspondence, electronic mail)
- Establishing policies for facility uses and develops meeting reservations system, schedules facility for use
- Working with a large variety of campus support offices such as: Physical Plant Services, Telecommunication Services, Catering, Campus Publications, Purchasing, and Parking
- Providing office support/clerical assistance, including electronic word processing, spreadsheets, mail, calendar and the Internet
- Managing all office equipment, including computers, photocopiers, fax machines, and telephones
- Ensuring that purchase orders and requisitions are processed in accordance with policy;
- Editing or composing routine correspondence for the Director
- Interpreting University policies and makes decisions based on established policies;
- Suggesting, researches or drafts changes in department policies
- Maintaining LGBT web page and e-mail distribution lists
- Developing department office procedure manual in conjunction with the Director
- Accepts information and makes referrals

5.2.7 Undergraduate Student Interns

Paid student interns would be selected to augment the functions and expertise of the staff. Emphasis would be placed on providing leadership skills, training, and opportunities for the

student interns, as well as job placement opportunities off campus for credit and career development. Areas of specialization would include:

- peer outreach and education
- programming
- information technology in including web page development
- maintaining current information and community resource lists
- leadership skills development
- participation in UCSD Academic Internship Program and independent/group studies (198 and 199 courses)
- work with Career Services to identify/explore LGBT related careers/positions
- general administrative support for projects and initiatives.

Essential positions include the Director [SAO IV] and Administrative Assistant II in year one of operation.

5.3 Proposed Budget - Under Discussion

CONCLUSION

Of nine University of California campuses, only UCSB and UCSD lack LGBT resource centers. This is not due to unique circumstances at UCSD. Nor are the centers at other campuses merely a legacy of some past era. The national trend of backlash against the LGBT community has sharply focussed at university campuses nationwide the same constellation of conditions that necessitated the original founding of even the oldest of these.

Throughout the UC system, over the past several years new centers have opened; new directors recruited; and older LGBT programs revamped, expanded, and re-funded to cope with the growing needs articulated by a new generation of students, faculty, and staff who require visible, safe institutional support to perform at their competitive best.

Therefore, after five years of coordinated consideration and analysis, a broad coalition has endorsed this proposal to establish an independent, staffed, funded LGBT center at UCSD as part of the campus's commitment to diversity.

We recommend that without delay a steering committee be formed to recruit a director and faculty advisor, appoint an advisory board, and locate appropriate facilities and resources.