

Proposal to Establish an LGBTQA Resource Center at DePaul University¹

History and Purpose

DePaul University, like many universities across the country, has been faced with the challenge of addressing the needs, concerns, and issues of lesbian, gay, bisexual and transgender (LGBT) students, staff, and faculty since the 1970s. Like other social movements of the 1960s and 1970s, the lesbian and gay civil rights and liberation movements mandated public recognition of lesbian and gay, and eventually bisexual and transgender, identities, experiences, and histories. This recognition has been multifaceted. It has included the extension of anti-discrimination policies to include sexual orientation as a category of equal protection, the creation of support and academic resources to address the needs of lesbian, gay, bisexual, and transgender students, staff, and faculty, the development of diversity and anti-oppression training specifically focused on individual and institutionalized homophobia and heterosexism, and the building of interdisciplinary and academic theories and research to create visibility, understanding, and knowledge related to LGBT identities and communities.

Each effort toward visibility, recognition, equality, and justice is connected to the particular institutional context, and as such DePaul's efforts have been and must be connected to its Catholic, Vincentian, and Urban Mission. The Mission Statement of DePaul University is very clear about the importance of recognizing and valuing the dignity of every human being. It says,

Motivated by the example of St. Vincent, who instilled a love of God by leading his contemporaries in serving urgent human needs, the DePaul community is above all characterized by ennobling the God-given dignity of each person. This religious personalism is manifested by the members of the DePaul community in a sensitivity to and care for the needs of each other and of those served, with a special concern for the deprived members of society.

(DePaul University Mission Statement)

The support for the dignity of the individual comes out of the Catholic faith tradition and, as recently recognized by the United States Conference of Catholic Bishops, includes support and pastoral care for homosexual [LGBT] individuals. In their statement, "Always Our Children: A Pastoral Message to Parents of Homosexual Children and Suggestions for Pastoral Ministers," the Conference of Catholic Bishops write, "For the Christian believer, an acceptance of self and of one's homosexual child must take place within the larger context of accepting divinely revealed truth about the dignity and destiny of human persons. It is the Church's responsibility to believe and teach this truth, presenting it as a comprehensive moral vision and applying this vision in particular situations through its pastoral ministries" (Always Our Children). In this regard, it is important to note that their emphasis, much like the mission statement of DePaul, is placed on the inherent dignity of every individual because all people are created in God's image. According to the Bishop's statement, "Respect for the God-given dignity of all persons means the recognition of human rights and responsibilities. The teachings of the

¹ Lesbian, Gay, Bisexual, Transgender, Questioning, and Allies

Church make it clear that the fundamental human rights of homosexual persons must be defended and that all of us must strive to eliminate any forms of injustice, oppression, or violence against them” (Always Our Children). Thus, “It is not sufficient only to avoid unjust discrimination. Homosexual persons must be accepted with respect, compassion and sensitivity” (Catechism of the Catholic Church, no. 2358).

DePaul University has a stated and ongoing commitment to multiculturalism and service to a diverse student body. A commitment to diversity has been a hallmark of the DePaul University mission for much of its history. A truly diverse university community includes women and men who have widely differing class, ethnic, racial, religious, and sexual orientations that bring the riches of their cultural experiences into the learning environment (Winfeld, 7). As Fr. Udovic explains in “About Saint Vincent de Paul and DePaul University’s Vincentian, Catholic, and Urban Identity,” St. Vincent de Paul had a commitment to diversity, “He was always concerned about including those who found themselves to be excluded by society, by the economy, by the church, or by any human system.” While the issue of sexual orientation has been contentious within the Catholic community, according to Fr. Udovic, St. Vincent de Paul was also a risk-taker; he writes, “Since he felt that so much was at stake, he was always willing to take calculated risks to promote the greater good.”

It is within this context of a Catholic and Vincentian University that DePaul students, staff, and faculty have sought to address LGBT issues and concerns. At the level of policy, the University recognizes sexual orientation as a category in its Equal Employment Opportunity statement, and in its nondiscrimination statement in the Admission Guidelines. And yet, there has been no consistent nor institutionalized mechanism to address the issues.

In the fall of 2003, an Ad Hoc Committee of students, staff, faculty and alumni formed to evaluate and assess the needs of DePaul’s LGBT student population and the existing resources and services addressing the needs of this group. The committee has held regular monthly meetings since then and has engaged in active dialogue concerning issues of LGBT student safety, visibility, and access to resources on campus.

The Ad Hoc Committee for an LGBTQ Resource Center found that DePaul University’s responses to the needs, issues, and concerns of LGBT students, staff, and faculty in terms of support services, resources, programming, and curriculum has been inconsistent at best, and sorely lacking at worst. Over the past six years, there has been increasing, though inconsistent, awareness and visibility of LGBT issues at DePaul. There have been a number of student groups that have come and gone, including Pride (1999-2003), T-Global (2002-2003); and Spectrum (2003-2004). The Counseling Center has provided support groups off and on; the University Ministry once organized a GLBT Twilight Retreat a few years ago and has had training for peer ministers on LGBT issues and concerns. The Career Center is currently developing a project oriented toward LGBT students. The Office of Multicultural Student Affairs has had ad hoc forms of support to LGBT students including workshops and awareness training. The Cultural Center included a workshop that specifically addressed LGBT issues in their Human Rights Series winter quarter 2004. The Office of Multicultural Student Affairs (OMSA) staff offices have a rainbow ribbon on their doors to indicate openness to LGBT students and

their concerns. LGBT Courses began to be offered at DePaul on a more consistent basis in the mid-late 1990s, and a group of faculty members are currently developing a proposal for a minor in LGBT Studies. While this listing is not comprehensive, it provides evidence that the efforts have been ad hoc, not sustained over time, and often isolated from each other. Moreover, there continues to be a context of invisibility of and/or hostility toward lesbian, gay, bisexual and transgender identities and issues.

In an effort to assess the needs and issues at DePaul, the Committee developed and distributed an LGBT Resource Center Survey. The survey demonstrated: a general lack of knowledge about LGBT issues, a relative ignorance about LGBT needs and concerns, and a significant number of people who indicated anger and hostility toward LGBT identities, issues, and concerns. Those students who identified as LGBT, however, communicated a strong need and interest in the development of support systems, resources, and programming around LGBT issues.

Given the need for a more comprehensive approach to supporting LGBT students on campus and the need for education and awareness about LGBT issues, the committee proposes the establishment of a Resource Center. DePaul University would greatly benefit from an LGBTQA Resource Center because it would make available a number of much needed services for the LGBT community as well as help to educate the entire DePaul community about LGBT issues in an effort to create a better climate for LGBT members of the community. A Center would allow the university to continue its evolution and become a more progressive, diverse and supportive community.

Mission of the LGBTQA Center

The mission of the LGBTQA² Resource Center is to create visibility, support, resources, education and awareness around LGBT issues and concerns. Specific aims of the Resource Center include the following:

- a) To provide a safe environment for LGBTQ students to gain support, understanding, and acceptance through referral to the availability of multicultural

² For the sake of consistency, the acronym LGBT is employed throughout the proposal. This acronym is consistent with the data presented in national studies and with the data collected from the LGBT Resource Center Surveys. As presented in this section, however, the mission and function of the Resource Center are aimed at providing services and resources to the entire LGBTQA campus population (lesbian, gay, bisexual, transgender, questioning, and allies). This decision was arrived at through discussions with students, faculty, staff, and alumni from across the university. We believe that it is vitally important to include questioning students and allies in the name of the Resource Center. There are more than likely a significant number of students who do not identify as LGBT because they are unsure about their own identity or fear this identification because of the context of homophobia and heterosexism. We feel that it is important to acknowledge this internal process and offer support for this group of students. We added “allies” to the list because we want to emphasize the important role of allies in creating an affirmative campus climate environment for LGBTQ students.

- resources at DePaul and in Chicago and to an LGBTQ student mentoring program,
- b) To educate the broader DePaul community through programming that explores LGBTQ issues, histories, cultures, and identities in an effort to address homophobia, heterosexism, and transphobia and their inter-relatedness to race, ethnicity, religion, and culture,
 - c) To provide resources and referrals to address the very specific and unique needs of LGBTQ students, staff, and faculty and that recognize their racial, ethnic, and cultural backgrounds, and
 - d) To represent and advocate around LGBTQ concerns to university offices, committees, programs, and departments. The center would sustain and develop visibility, a sense of community, and knowledge of diverse LGBTQA identities and communities.

Functions of the Center

1. To create a safe and nurturing environment with referrals and information to social and psychological support services. A center would be designated a “safe space” for students to enter to address their concerns around coming out, experiences of homophobia, heterosexism, and transphobia in addition to other forms of discrimination including related to race, gender, religion, and/or culture, and difficulties within their families and/or in relationships because of their sexual identity, concerns about their career choices and interests and the connection to their sexual identity and broader context of inequality.
2. To offer programs in support of visibility, education, and outreach
 - a. Workshops, Forums, Training could be offered on LGBTQ specific issues, particularly ones that would help the broader community to understand the underlying system issues of homophobia, heterosexism, and transphobia and their connection to racism, sexism, xenophobia, anti-semitism, to explore individual and systemic bias, and to create strategies to support LGBTQ individuals and to build a more respectful and welcoming environment to everyone.
 - b. Campus and Community Outreach could be initiated to make LGBTQ issues and resources more visible to LGBTQ-identified students, staff, and faculty. Resources would include academic, professional, and community resources in the area that would address the multiple needs and concerns of LGBTQ individuals recognizing that they come from a variety of racial, ethnic, cultural, and religious backgrounds.
 - c. Arts and Culture programming that would feature the contributions and work of LGBTQ-identified artists and cultural workers, and that would make visible the wide breadth of expressions, identities, and experiences of LGBTQ people across cultures, races, ages, genders, classes, and nations.
3. To act as a referral service to Advising, Counseling (individual and group), and Mentoring (faculty and staff as well as alumni) designed to address the needs, concerns, and questions of a diverse group of LGBTQ students on DePaul’s campus.

4. To provide stability and continuity in programming and foundation for student organizations and programs.

Campus Climate for LGBT Students

School climate for LGBT students across the country has negative effects on their emotional and intellectual development. As described in a report from the Human Rights Watch, LGBT students often face a school climate (both in high school and at the college level) filled with harassment and victimization that causes them to experience extreme emotional stress (Human Rights Watch 2001). For example, at school, LGBT students are more likely than others to experience harassment by peers and be a victim of violence. In addition to this harassment and violence, the climate of most schools is either hostile or unwelcoming of any discussion centered around LGBT issues. In this regard, it is important to acknowledge that many LGBT students who enter college are coming from very homophobic and intolerant environments, often in addition to environments that are racist and sexist. Students thus learn from an early age that who they are is not accepted by society, that their sexuality is associated with shame, and that discrimination against them will be tolerated and encouraged by those around them (Human Rights Watch 2001).

The hostile climate that is present in schools, in homes, and in the broader society has a very direct and detrimental impact on the development of their identities and lives. It has been well documented in national studies that LGBT youth and young adults are subjected to higher rates of bullying, harassment and physical abuse in multiple settings including their neighborhood, home, and school—violence which is perpetrated by peers, parents and teachers—as compared to their heterosexual counterparts (Gay, Lesbian, Straight Education Network 2001). Factors such as a decreased sense of physical safety, social isolation, lowered academic performance, greater absenteeism, and increased emotional stress often carry over from their high school to their college years. A report from the United States Students Association indicates that LGBT students faced multiple barriers to getting an education. These barriers come in the form of financial instability, unsafe living conditions, homophobic classmates and professors, institutionalized heterosexism, and an overall lack of university support. The lack of resources for LGBT student organizations, the ways that repeated instances of harassment and violence against LGBT students are ignored, and the insufficient training of residence hall staff and key administrators limit LGBT students' access to higher education and threaten their ability to earn a degree (United States Student Association 2002). As will be discussed in detail below, many of these problems exist at DePaul University.

In an attempt to evaluate the campus climate among students at DePaul University in terms of its tolerance and acceptance of their LGBT student population, an LGBT Resource Center Survey was distributed to approximately 2000 students during the winter quarter, 2004, 995 of which were completed and returned. The surveys were administered to a number of classes including ISP 200, Focal Point Seminars, and Women's and Gender Studies courses. It was designed specifically to measure the level of support felt at DePaul for the LGBT community and the level of awareness of support services, resources, and information that DePaul provides to its LGBT population and to the broader community about LGBT issues. (See LGBT Survey Report)

Consistent with the national studies mentioned above, results of the survey indicate the need for the establishment of an LGBTQA Resource Center. A significant portion of student written responses express direct negative and hostile commentary in regard to issues of LGBT education and safety. Such responses include: “Please do not form a center for this type of thing. It is perfectly fine to be homosexual just quit bringing this shit into the community,” “There is not room for queers in this school. Thank you for wasting 5 minutes of my life!,” and “Please, anyone who is gay or lesbian go to see a doctor, they will be cured and have a family with children.” In addition, since they have entered DePaul, 29.2% of students report witnessing instances of hate crimes/homophobia, 10.9% report experiencing instances of hate crimes/homophobia, and 6.6% reported perpetuating hate crimes/homophobia against LGBT students, faculty, or staff. (See LGBT Survey Report) The results of the LGBT Resource Center Survey reveal that DePaul’s campus climate is extremely uneven and inconsistent in terms of providing adequate support and resources to LGBT students, and in its response to instances of harassment against the LGBT student population. In addition, it is important to note that the survey responses reveal a sense of fear on campus and a lack of perceived safety at DePaul for the LGBT student population. As will be explained below, this sense of perceived threat and of being unwelcome negatively impacts LGBT students in terms of both personal development and reaching their full academic potential.

Impact of Negative Campus Climate and Invisibility on LGBT Students

As explained above, the lesbian, gay, bisexual, transgender, and questioning youth/student population continues to face extreme discrimination and is among one of the greatest “high risk” groups of our nation (Stevenson and Cogan 2003). Rejected, mocked and misunderstood by their parents, educators, and peers, a number of LGBT youths and students are reared in a society that not only condemns them but devalues their identity as well. Thus, their experiences of isolation and the emotional pain that accompanies their feelings of hopelessness, alienation, and despair oftentimes only further contributes to a sense of lowered self-esteem and conflicts with identity development. Quite typically, LGBT youth/students are ostracized in such a way that diminishes their sexuality and gender identity as nothing more than a phase that they are going through (Stevenson and Cogan 2003).

Psychologists, physicians, and social workers who specialize in adolescent development have suggested that in addition to the developmental challenges that all adolescents and young adults must endure, LGBT youth must also manage a “stigmatized identity” as exploration of their sexuality and/or gender identity involves participation in behaviors that are not generally accepted by the larger society (Proposal to Establish an LGBT Resource Center at UCSD 1998). As some LGBT adolescents and young adults struggle to accept their sexual and/or gender identity, they may experience negative social, psychological, and behavioral outcomes that can have drastic physical and mental health consequences. These include decreased self-esteem, social functioning, and general psychological health, as well as increased social isolation, family conflict, school problems, and participation in a range of risk behaviors including substance use, sexual risk behaviors, running away, delinquent activity, and suicidal thoughts and actions

(Garofalo and Harper 2003). Students who are struggling with such challenges will not be able to realize their true academic potential in the University setting without the appropriate support and guidance.

With the discrimination, harassment, rejection and violence that many LGBT students and youths face, the healthy development of their identity ultimately depends on available sources of support. Given the lack of these support and mentoring services in schools throughout the nation and the prevalence of homophobia, heterosexism, and transphobia in campus climate environments, a number of LGBT students resort to other maladaptive coping strategies. For example, many students discuss feelings of self-denial, of trying to hide their identities or of even trying to change who they are. As a result, many also report turning to drugs, self-mutilation and attempted suicide, and developing a variety of other mental health problems.

Despite the increased risk of negative outcomes for LGBT students, University sponsored support services can help to improve the health and well-being of these young people. In fact, several empirical studies have provided evidence that LGBT-specific supportive resources and organizations can serve to buffer some of the negative effects of stigmatization faced by LGBT adolescents and young adults, and lead to improved mental and physical health and lower rates of participation in risk behaviors (Blake, Ledsky, Lehman, Goodenow, Sawyer, and Hack 2001; Rosario, Hunter, Maguen, Gwadz, and Smith 2001; Waldo, McFarland, Katz MacKellar and Valleroy 2000; Ridge, Plummer and Minichiello 1994).

Need for Resources

In the survey responses, students report an overall lack of awareness of LGBT issues among the student population and a lack of knowledge of resources and referral services for LGBT issues. For example, 83.4% of students report being unsure of any designated “safe space” for LGBT students to go on campus, and 54.3% are unsure as to whether or not DePaul’s non-discrimination policy includes sexual orientation. In addition, the survey responses indicate that a significant number of students do not understand how Vincentian values and DePaul’s mission would embrace lesbian, gay, bisexual, transgender, and questioning people in the community. The following are examples of such comments: “The Bible says that LGBT is wrong and this being a “Christian” university should not support it in this way! If a student is LGBT that’s fine but the university should not support it,” “Please do not spend other tuition payer’s money on a program such as this. It is wrong and goes against the Vincentian values,” “As a religious school those personal life styles should not be drawn up in school. In the real world your personal life should be kept at home and should not effect others,” and “I think that since DePaul is a Catholic university it is outrageous that a center like this should be opened on campus. If there is a need for such a place it should be located off campus and not affiliated with DePaul.” (See LGBT Survey Report)

Overall, DePaul was found to be supportive in some regards, but equally intolerant, hostile, non-affirming, and potentially dangerous for LGBT people or those perceived to be such. A number of LGBT students surveyed report experiencing campus life at the whim of local departments, sometimes receiving help from individuals but finding little

institutional support in the face of harassment (Proposal to Establish an LGBT Resource Center at UCSD 1998). As one student reports, “I don’t really think there is a place to go at DePaul regarding these issues. Individual professors can be extremely supportive/helpful...but there is so much fear sometimes in coming out...it isn’t enough. A resource center would have made my life 100,000 times easier.”

A report by the United States Student Association addresses why it is important to assess the climate of a university in regard to the perceived safety of LGBT students. The study discusses that the climate on college campuses not only effects the creation of knowledge, but also has a significant impact on members of the academic community (who in turn create the campus environment). The study also concluded with a list of recommendations for the university in order to better protect and serve their LGBT students: funding, space, and staff for LGBT Retention Center, the creation of a diversity requirement for mandatory classes which includes subjects of sexual orientation and gender identity, LGBT-sensitive training programs for faculty and staff, designation of accessible restrooms and housing for transgender students, and the creation of a committee committed to reviewing the campus climate for LGBT students. These recommendations to the university are extremely important in that they stress accountability, commitment, education, and access to resources and support (United States Student Association 2002).

Why Existing Programs/Resources Do Not Meet the Needs of LGBT Students

Historically, the programs at DePaul that seek to address LGBT issues have been isolated, inadequately sustained, and inconsistent throughout the years. This reveals an overall lack of full university accountability and commitment to meeting the needs of its LGBT student population. Moreover, existing programs do not have the knowledge and expertise necessary to fully address the needs of LGBT students. For instance, without full knowledge and understanding of the identity issues involved in the coming out process, individual resident hall advisors may inadvertently diminish a student’s internal conflicts around the issues. The training that now exists among resident advisors and/or peer mentoring staff is limited and current staff members are not adequately trained to address or respond to many of the very unique issues that LGBT students face.

Why LGBTQ-Specific Center/Office Needed at DePaul

As indicated above, the LGBT student constituency shares unique concerns that simply cannot be managed by non-specialists under a broader “diversity” cloak. These concerns are very diverse in nature; while they may be parallel to those seen in heterosexual students, they usually require additional consideration in light of the societal oppression that LGBT students experience. Such concerns include, but are not limited to, the following: the coming out process and the development of an identity in a heterosexist and gender-stereotyped environment without appropriate role models. When attempting to address the needs of LGBT students, one must consider the impact of oppression, social isolation and alienation that can occur and lead to higher rates of depression, substance abuse and suicide. Other possible difficulties can include negotiating living space, fear of isolation from family and friends, and the increased potential for hate crimes and violence.

Furthermore, given the needs and services outlined in this proposal, it is unrealistic to expect other centers/offices- such as the Office of Multicultural Student Affairs or the Women's Center- to appropriately address these issues. As one student reports in the survey, if they had questions about LGBT issues they would go "to a friend/professor in the Women's Studies Dept; however, these are not adequate or sufficient." Similarly, another student indicates that, "There needs to be more of an awareness of LGBT students and acknowledgement of their presence at DePaul." (See LGBT Survey Report) The point of establishing an LGBTQA Resource Center at DePaul is to see that the university establishes a permanent space to provide access to education and resources for LGBT issues.

The accessibility of both adult role models and LGBT-related services and resources provided in an LGBTQA Resource Center would seek directly to lower the very "high risk" status of these LGBT youths and students. The services offered by an LGBTQA Resource Center would, among many things, provide students with a place where they can finally break their silence, explore the specific concerns central to the development of their identity, obtain support, referral services, and information. An LGBTQA Resource Center would also provide students with a place where they can safely report instances of harassment and discrimination. In this regard, the services provided by an LGBTQA Resource Center are extremely significant in that they strive to arm LGBT students with the necessary tools to make sense of their feelings within a world of homophobia, heterosexism, and transphobia. The aim of this Resource Center would be to help combat and cope with instances of harassment and discrimination, and with feelings of depression, isolation, alienation and self-denial that plague many LGBT students by providing them with access to adequate support, resources and the guidance of an adult figure.

Impact of Availability of Resources and Services on LGBT Students

The accessibility of LGBT adult mentors to provide guidance and support for LGBT youths and students has proven to have a very positive impact on their development. LGBT youths who have managed to find adult mentors describe their support as offering solace and guidance to counteract negative reactions and antigay messages that they continually received (Meers, 2002). The adult role models provide these youths with an outlet, a space where they can be safe, and a place to discuss the many difficult issues that they may face. In this regard, it is important to acknowledge that students end up developing a healthier identity and an increase in self-esteem and confidence largely as a result of having access to both resources and adult role models.

In an interview with KJ Hardy, a prior residential hall director at DePaul and a social service provider to LGBT youths/students at Horizons Community Health Center, she emphasized how LGBT youths/students greatly benefit from access to supportive resources and services. She says, "I've worked as a therapist and as a residential hall director at DePaul. Our students need this type of resource. It can save lives, raise the quality of life for many, and also help non-LGBT folks thrive in this great world of diversity" (Interview, 2 May 2004). She went on to say, "I cannot stress enough that the benefit these youth receive far surpass any other support most of them have. The youth I

worked with did not have their parent’s support for the coming out process nor did they have the support of their teacher’s or school system as a whole. That made them feel more isolated, more different, less valued; this often resulted in suicidal ideations... These services help them meet their basic needs. They then can work on the bigger issues, like self esteem, identity development, and continuing to be contributing, thriving members of our society.” (Interview, 2 May 2004). Ultimately, the accessibility of adult role models and LGBT-related services and resources provided in an LGBTQA Resource Center would seek directly to lower the “high risk” status of LGBT students.

Structure and Governance

1. The Center would be an office within Student Affairs.³
2. The long-term plan is for the Center to be staffed by a full-time director/coordinator, a graduate assistant, and a part-time student worker. However, given current budget climate, we propose below a short-term staffing plan with one full-time coordinator.
3. The Resource Center would have an Advisory Board made up of students, staff, and faculty from across the University (including members who would represent University Counseling, LGBT Studies Minor Program, University Ministry, and Residence Life among others). The following is a list of identified allies and supporters of the prospective LGBTQA Resource Center who could potentially be a part of the Advisory Board: Thomas Drexler, Mission and Values; Fr. Udovic, Executive Offices; Elizabeth Ortiz, Office of Diversity; Greg MacVarish, Student Affairs; KJ Hardy, Alumni Relations and Networks; Ana Vazquez, Office of Multicultural Student Affairs; Elsa Saeta, Women’s Center; and Harvette Grey, Cultural Center.

Resource Requirements/Budget

Below is a summary of the LGBTQA Center staff and programming needs. We will be submitting this proposal to multiple funding sources to maximize resources.

Long-Term Budget

Salary Line to include:

1 Full-Time Coordinator	\$30,000 + \$12,250 (benefits)
1 Graduate Assistant	\$12,000 with tuition waver
1 Student Worker	\$4000

Operational Expenses

Programming Needs	\$10,000
Postage	\$3000
Computer Lease	\$2000
Telephone Line	\$1000
Total:	\$74,250

³ A total of 56 colleges and universities were surveyed in regard to the structure of their LGBT centers/offices. The greatest number of centers/offices (22) are freestanding units, most often within a Division of Student Affairs/Student Services. A significant number are also housed under a Dean of Students Office (13) or an Office of Multicultural Affairs or a Multicultural Center (10). Three are situated within a Women’s Center. Most centers/offices (22) report to an administrator at the Vice Provost, Vice Chancellor, or Vice President for Student Affairs/Student Services/Multicultural Affairs level (21) or the Dean of Students level (16) (Beemyn 2002).

Short-Term Budget

Salary Line to include:

1 Full-Time Coordinator \$30,000 + \$12,250 (benefits)

Operational Expenses

Programming Needs \$10,000

Postage \$3000

Computer Lease \$2000

Telephone Line \$1000

Total: \$58,250

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