

**Psychological Services Report**



**STATUS REPORT**  
**ON THE RECOMMENDATIONS OF THE**  
**CHANCELLOR'S COMMITTEE**  
**ON GAY, LESBIAN, AND BISEXUAL ISSUES**  
**ON PSYCHOLOGICAL AND COUNSELING SERVICES**

**PREPARED BY**  
**SUB-COMMITTEE ON**  
**PSYCHOLOGICAL AND SUPORT SERVICES**

**UNIVERSITY OF CALIFORNIA, DAVIS**  
**JULY 1997**



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## HISTORY AND FRAMEWORK

In September 1992, the Chancellor's Committee on gay, lesbian and bisexual issues investigated the psychological and counseling services available to students, faculty and staff in regard to issues relevant to this segment of the population. Consequently, a report summarizing the findings and containing recommendations was distributed to the main campus service providers.

While some recommendations were made to specific organizational units, they were incorporated into five generic recommendations applicable to all units. These were:

- 1) Increase ongoing training, presentations, and workshops on GLB issues.
- 2) Provide specific referrals to identified GLB sensitive/affirmative staff.
- 3) Improve the evaluation and complaint process.
- 4) Increase communication about resources, training and referrals between all units on campus.
- 5) Increase assurance that the personnel providing initial contact with persons presenting GLB concerns will be accepting, compassionate, and knowledgeable about resources.

In December 1996, the Chancellor's Committee mandated a sub-committee to review the progress made toward enhancing the quality of psychological services offered to gay, lesbians, and bisexual individuals on campus. The sub-committee wrote a letter to the five organizational units identified as providing direct services to this population on the campus of UC Davis: the Counseling Center, the House (a unit of the Counseling Center), the Academic and Staff Assistance Program, the Sexual Harassment Education Program and the Health Education Program- Peer Counselors in Sexuality.

These five units were asked to report and comment on the following questions:

- 1) How has your service responded to the report's recommendations?
- 2) What are the factors that have facilitated or hindered the implementation of these recommendations?
- 3) How are GLB services integrated into the overall objectives of your services?
- 4) What needs have you identified, if any, as particular to this group and how have you attempted to respond to them?
- 5) How could members of the Chancellor's committee be helpful to you in your efforts?



## **Report Format**

Actions taken by the surveyed organizational units in response to the recommendations and specific follow ups recommended by the sub-committee are presented in a table format.

General recommendations applicable to all organizational units appear at the end of this document.

## **Summary of Achievements**

The Sub-committee acknowledges the sustained efforts of the units to reach out and service the GLB community on the UC Davis Campus. A number of important and innovative initiatives have been taken by individual units over the last few years, specifically in the area of training and sensitization of their staff to GLB issues.

Some of the 5 broad recommendations of the 1992 Report were not directly addressed by organizational units. It appears that most units focused on recommendations made to their specific services only. It should be noted that the format used to present the conclusions to the units might have been somewhat confusing and possibly contributed to restricting their focus. There remains nevertheless a need to reflect on how specific initiatives could benefit other units and apply to a broader segment of the GLB campus population.

## **Summary of the 1997 Report's recommendations**

### **The Sub-committee recommends that:**

1. All surveyed organizational units initiate a review of their services to the GLB community within the next 6 months.
2. All surveyed organizational units develop a plan of action to address their findings.
3. The Chancellor mandate a working group, composed of members of various units and members of his Committee on GLB issues, to develop a strategy for the implementation of this report's recommendations and, where applicable, those of the 1992 Report.
4. Issues pertaining to transgender individuals be also considered in developing responses to the recommendations of this report.

\* Additional details on these recommendations appear at the end of this document



## RESPONSES TO RECOMMENDATIONS

### RECOMMENDATION # 1:

Increase ongoing training, presentations, and workshops on GLB issues.

ORGANIZATIONAL  
UNIT

ACTION TAKEN

RECOMMENDED FOLLOW-UP

Counseling Center

➡ Since 1992/93 the Counseling Center has had three staff development presentations to enhance staff understanding and skills in providing services to GLB students. In 1992/93, the Center staff attended a workshop by Dr. Marny Hall, author of "The Lavender Couch". Her training program focused specifically on heterosexual therapists providing counseling services to GLB clients. In 1993/94, the GLB Speakers Bureau provided a panel presentation to the Center staff regarding the developmental challenges encountered by GLB students. This year the Center staff participated in a 3 hour workshop provided by Dr. Marty Rogers. The session, titled, "Gay and Lesbian identity Development and Treatment Implications" provided staff with the opportunity to consider and discuss various aspects of the identity development process and how professional counseling could facilitate psychosocial and psychosexual development. Additionally, pre-doctoral interns provided a presentation to peer counselors at the House on how students might use peer counseling services to deal with identity development issues and a presentation to Practicum Counselors on how to address various therapeutic issues with GLBs. The Counseling Center has noted that over the years, more time has been dedicated to this diversity issue than any other specific one.

➡ The Sub-committee recommends that all five organizational units continue to offer regular training sessions to their staff taking into account:

- 1) the need to ensure that all new staff possess or acquire the qualifications to address GLB issues
- 2) the need to keep abreast of new developments in the field of psychology and sociology, including the publication of new research,
- 3) the feedback received from the GLB campus community regarding staff's knowledge, attitudes or behavior.



**RECOMMENDATION # 1:**

**Increase ongoing training, presentations, and workshops on GLB issues**

**UNIT**

**ACTION TAKEN**

**RECOMMENDED FOLLOW-UP**

Counseling Center  
(Continued)

- Psychology interns in the Center's Internship Training Program attended a multi-session seminar in GLB issues. The purpose of the seminar, offered by a staff psychologist, is to prepare interns to provide services effectively to GLB students who seek counseling at the Center. As recommended by the interns and members of the training staff, the Center hopes to be able to have the seminar conducted by an identified GLB person next year.

The House

- The House educates its peer counselors regarding issues of lesbian, gay, and bisexual students by embedding training of GLB issues and sexual identity issues in the peer counselors' first quarter of training through an Issues session with a speaker on the topic with follow-up small group discussions and role-play training in small groups and in the Education 160A "Introduction to Peer Counseling" class.
- During Winter Quarter 1997, Diana Davis, a Counseling Center Psychology Intern, presented a very effective discussion on what it might be like for lesbian, gay and bisexual students to seek and use peer counseling services.

Academic and Staff  
Assistance Program

- ASAP has maintained its original level of expertise in GLB issues. GLB issues are incorporated to training activities.

- The sub-committee is concerned that ASAP's professional staff have not received additional training specific to GLB issues over a period of more than 4.5 years. It is recommended that licensed mental health professionals select GLB topics as part of their requirement for continuing education.



**RECOMMENDATION # 1:**

**Increase ongoing training, presentations, and workshops on GLB issues.**

**ORGANIZATIONAL  
UNIT**

Health Education  
Program - Peer  
Counselors in  
Sexuality

**ACTION TAKEN**

➡ For several years now, GLB issues and GLB speakers bureau panel have been incorporated into the academic course training schedule for new Peer Counselors in Sexuality trainees. In addition to this 3 hour session GLB issue role plays are incorporated into the peer counseling skills training throughout the quarter training program, and in the periodic peer counseling skills refresher sessions during the weekly staff development meetings for interns during the one-year internship commitment. In addition, PCS interns and GLB speakers bureau members have made in service presentations to our other peer educator groups (Substance Abuse Prevention and Athletics).

➡ A sexuality and religion panel presentation/discussion into the training of new PCS that uses resource people from the campus Interfaith Ministries organization (Catholic, Protestant and Jewish clergy) was organized.

➡ A small committee of students and staff are now in the process of developing a new PCS outreach presentation program (or possibly, series) on GLB issues. The presentation is expected to be piloted, refined and offered during the 97/98 academic year.

➡ This program is reviewing the possibility of incorporating into the pamphlets and information cards (due to be reprinted) a brief statement of openness and accessibility for students with GLB concerns or questions.

**RECOMMENDED FOLLOW-UP**

➡ It is recommended that the development of the initiatives proposed by the HEP-PCS be developed in consultation with mental health professionals and members of the Chancellor's committee who have knowledge of GLB issues.



**RECOMMENDATION # 1:**

**Increase ongoing training, presentations, and workshops on GLB issues.**

**ORGANIZATIONAL  
UNIT**

**Sexual Harassment  
Education Program**

**ACTION TAKEN**

➡ Of the eight regular annual training meetings for the Sexual Harassment Advisors, generally at least one is extremely specific to GLB issues. In June, 1996 Jon Davidson from Lambda Legal Defense conducted a 2-hour seminar on "Same-Sex Sexual Harassment". He also conducted a brownbag lunch session with members of the Chancellor's committee on additional LGB legal issues. Throughout the rest of the advisor meetings each year, however, LGB issues are regularly woven into discussions, case studies, exercises, etc.

**RECOMMENDED FOLLOW-UP**

➡ It is recommended that the staff of the SHEP attend in-service training sessions offered by other campus services, when appropriate and available. This training could be deemed part of the staff's professional development.



**RECOMMENDATION # 2:**

**Provide specific referrals to identified GLB sensitive/affirmative staff.**

**ORGANIZATIONAL  
UNIT**

**ACTION TAKEN**

**RECOMMENDED FOLLOW-UP**

Counseling Center

- 1993, Hiring of GLB affirmative counselor, Dr. April Fernando, coordinated the House; provided a few hours of individual counseling; facilitated a therapy group for women questioning their sexual identity; provided consultation to many GLB students on campus; trained peer counselors on sexual identity issues. Dr. Fernando's departure to accept a faculty position in June 1996 diminished the unit resources for GLB students. The Counseling Center recognizes that its primary need for GLB services is a GLB identified staff psychologist to provide clinical services, consultation to student groups and presentations to members of the campus community on psychological topics relevant to the GLB community.
- Consistent hiring of psychology interns who could address the needs of GLB community. Since 1992/93, the Center has hired 7 interns who are gay or lesbian identified.
- Since 1991\92, the Center has hired as a gay identified psychologist, Dr. Marty Rogers, to provide a counseling group for gay men. He has facilitated this group with a Center intern. Last year, the intern provided two additional groups for gay men in consultation with Dr. Rogers.

➤ The sub-committee encourages the Center to establish a continuous presence through the hiring of a gay-affirmative counselor. Recognizing that financial resources are limited, the sub-committee recommends that the University strengthen its commitment to GLB issues by providing the necessary funds to enable the Counseling Center to reach this goals.



**RECOMMENDATION # 2:**

**Provide specific referrals to identified GLB sensitive/affirmative staff.**

**UNIT**

**ACTION TAKEN**

**RECOMMENDED FOLLOW-UP**

The House

- ➔ In 1996-97, a gay identified intern was directly involved in the training of peer counselors.

- ➔ The Sub-committee recommends that the House continues to use gay affirmative identified resources for consultation and referral purposes.

Academic and Staff Assistance Program

- ➔ ASAP maintains a list of therapists who sensitive to GLB issues for referrals in 4 adjacent counties. It also maintains a list of resources (individuals and agencies) that are supportive of GLBs and can facilitate the integration of individuals into their community.

- ➔ The Sub-committee recommends that the ASAP continues to use gay affirmative identified resources for consultation and referral purposes.

Health Education Program - Peer Counselors in Sexuality

- ➔ Established liaison with the Counseling Center through a psychological intern each year. This contact is used as a referral resource for individuals with GLB concerns.
- ➔ The staff and student interns of this program have suggested that there is a need for gay men's support group that differs for the current two campus-related resources. Presently, students participate in a coming out support group offered by Delta Lambda Phi fraternity (viewed primarily as a social networking group by students), or in a closed support group offered by the Counseling Center. The formal intake process and closed support group structure may be a step that some students are not yet ready to take.

- ➔ It is recommended that the HEP-PCS's request be examined by the Counseling Center and this program to determine the type of group (e.g., support, therapy, coming-out) would respond to the need expressed by the staff and student interns.

Sexual Harassment Education Program

- ➔ Both of the paid staff members of the SHEP are members of the Chancellor's committee. There are two openly lesbian advisors on the campus list. SHEP work closely with Staff Affirmative Action & Diversity, Mediation Services, the WRRC, and other campus and UCDCMC units with identified GLB sensitive /affirmative staff and resources.

- ➔ The Sub-committee recommends that SHEP continues to use gay affirmative identified resources for consultation and referral purposes.



**RECOMMENDATION # 3:**

**Improve evaluation and complaint process**

**ORGANIZATIONAL UNIT                      ACTION TAKEN**

**RECOMMENDED FOLLOW-UP**

Counseling Center

➡ No information was provided in response to this recommendation. The Counseling Center has indicated an interest in consulting with representatives of the campus GLB community to determine the best way to proceed to implement this recommendation.

➡ It is recommended that the Counseling Center initiates the Consulting Process required for the implementation of this recommendation by all units.

The House

➡ No information was provided in response to this recommendation.

Academic and Staff Assistance Program

➡ The ASAP has instituted in the past year a complete self review including Client Satisfaction, Campus Awareness and a review by peers from other organizations.

➡ It is recommended that ASAP determine how this review process directly applies to the delivery of services to GLB clients and join the Counseling Center in its proposed consultation process to implement this recommendation.

Health Education Program - Peer Counselors in Sexuality

➡ This program has had two main evaluation mechanisms for more than 9 years. The first is feedback forms distributed to all outreach presentations by the peer educators and the second is a similar form given to all in-office peer counseling contacts. Completing and returning these forms is voluntary. These evaluation forms focus on "customer satisfaction", and do not provide insight into the program's or peer counseling sessions' effectiveness.

➡ Examine the factors that might explain this discrepancy in person contact for GLBs and join the Counseling Center in its proposed consultation process to implement this recommendation.

Contacts with students who have GLB concerns are estimated to take place over the phone rather than in person at least 90% of the time. The program has not been able to devise a satisfactory mechanism for providing useful feedback for these phone contacts that does not jeopardize confidentiality.



**RECOMMENDATION # 3:**

**Improve evaluation and complaint process**

ORGANIZATIONAL ACTION TAKEN  
UNIT

Sexual Harassment Education Program ➡ This service noted that recommendation # 3 is unclear.

**RECOMMENDED FOLLOW-UP**

➡ It is recommended that SHEP join the Counseling Center in its proposed consultation process to implement this recommendation.

**RECOMMENDATION # 4**

**Increase communication about resources, training and referrals between all units on campus.**

ORGANIZATIONAL ACTION TAKEN  
UNIT

Counseling Center ➡ No information was provided in response to this recommendation.

The House ➡ Established contact with the Counseling Center through a yearly appointed Psychological Intern. Used this resource for training and presentations.

Academic and Staff Assistance Program ➡ No information was provided in response to this recommendation.

Health Education Program - Peer Counselors in Sexuality ➡ Established contact with the Counseling Center through a yearly appointed Psychological Intern.

Sexual Harassment Education Program ➡ No information was provided in response to this recommendation.

**RECOMMENDED FOLLOW-UP**

➡ The Sub-committee is concerned that no information was provided in regard to this recommendation by three of the units.

It is recommended that each unit examine how its services to GLBs could be enhanced by increasing communication with other units. It is further recommended that each unit enter a dialogue with other services and, should a working group be established by the Chancellor, it participate in this working group.



**RECOMMENDATION # 5:**

**Increase assurance that the personnel providing initial contact with persons presenting GLB concerns will be accepting, compassionate, and knowledgeable about resources.**

**ORGANIZATIONAL  
UNIT**

**ACTION TAKEN**

**RECOMMENDED FOLLOW-UP**

Counseling Center

➡ The Counseling Center has provided information on training initiatives for its professional staff under recommendation # 1. There is no indication that training was offered for administrative staff who often provide initial contact to clients.

➡ The sub-committee recommends that the personnel who act as initial contact (including receptionists) in all surveyed units receive sensitization training.

The House

See response provided for recommendation # 1.

Academic and Staff  
Assistance Program

➡ The Program has increased our number of professionals by dividing positions, offering a wider choice of professionals and times for all our clients. As part of the interview process, GLB services, are integrated into the questions and expertise in this area is required of all clinicians.

Health Education  
Program - Peer  
Counselors in  
Sexuality

➡ This program has set up a number of ways to sensitize the Peer Counselors to initial contacts with GLBs. (See response to recommendation # 1)

Sexual Harassment  
Education Program

See response provided for recommendation # 1.



## REPORT SUMMARY

The following recommendations are made recognizing that in spite of the efforts and individual achievements of the campus units:

- 1) Some of the 1992 Report's recommendations were not implemented.
- 2) Limited financial and human resources have been identified as an impediment to the implementation of new initiatives.
- 3) Increased consultation with members of the Chancellor's Committee on GLB issues was identified as a concrete way to facilitate the implementation of the recommendations.
- 4) There is no campus-wide strategy to the delivery of psychological/support services to the GLB community.

### Recommendations

It is recommended that:

- 1) Each surveyed organizational unit utilize this report as a working document to initiate a review of its services to the GLB community within the next 6 months.
- 2) Each surveyed organizational unit develop a plan of action to implement initiatives specific to their services in an effort to address the recommendations made in this report.
- 3) The Chancellor mandate a working group composed of representatives of the surveyed organizational units and his Committee on GLB issues to determine concrete means to respond to the recommendations that have not been addressed.
  - It is further recommended that the working group report directly to the Chancellor or a named delegated senior manager and that it be mandated to establish a timetable for the implementation of their recommendations.
  - It is also recommended that representatives of other campus services who offer support services to the GLB community (such as the Women's Resource Center and the Cowell Health Student Center) be invited to join the working group.



### Recommendations (Continued)

The Working group would be responsible to determine the best approaches to respond to the 5 recommendations of the 1992 Report and the follow-up recommended actions presented in this status report.

The creation of such a working group would consolidate efforts made by all organizational units, avoid duplication of resources, and increase communication between them. It would contribute to establishing a stronger network that would support the recognition of a GLB presence on campus consistent with the University's Principles of Community.

- 4) Issues and concerns of transgendered individuals be incorporated to the efforts of the University Services to address GLB issues. The inclusion of transgendered individuals would be consistent with the Committee's recent decision to formally include transgender individuals in the GLB community and to rename the Committee as the Chancellor's Committee on Gay, Lesbian, Bisexual and Transgender issues.
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**AIDS Subcommittee Report**



## AIDS Subcommittee

The 1996-97 AIDS Subcommittee, spent much of the year researching the goals of the currently inactive Chancellor's AIDS Technical Advisory Committee (CATAC). Our purpose was to assess how to better disperse AIDS/HIV education through the implementation of various programs outlined by CATAC and how to rejuvenate such a committee to carry out its original purpose.

Currently, Peer Counselors in Sexuality (PCS) and the Lesbian, Gay, Bisexual and Transgender Resource Center serve as the primary resources for AIDS/HIV information to students, staff and faculty on campus. Education targeted towards the student population is primarily handled by PCS. The Science and Society Department has an AIDS & Society course that has increased its enrollment each quarter it is offered. With increasing interest in AIDS/HIV education and the number of AIDS/HIV cases increasing both locally and globally, it is important for the University to continue its support of fighting the disease through education. Continued support of groups like CATAC help to create and continue important programs for our community at UC Davis.

Before becoming inactive CATAC had many programs functioning to help educate our campus population about the dangers of AIDS/HIV and the means to prevent it. A network of staff and administration was created to make up the UC Davis Campus AIDS Network (CANet). The individuals involved in CANet provided information to students, staff or faculty through referrals and an educational brochure produced by the committee. Information about the service was published in a flyer (Appendix A) that was available at both the Davis campus and the Medical Center. Assistance could be given anonymously by phone or by appointment with one of the members listed on the referral list. CANet was a valuable source of information that is in need of being updated and assigned new members that could serve as liaisons for this information. CANet also provided a Web page that had AIDS/HIV information that could be accessed anonymously, an important aspect when dealing with a sensitive subject.

One of CATAC's most important goals was providing AIDS/HIV education, even at the smallest level, to several courses in key departments such as Math, Statistics, Biological Sciences, Sociology and History. CATAC made suggestions of ways to incorporate AIDS/HIV related materials into assignments and lectures of applicable courses. It was the hope of CATAC to increase awareness through repetition and integration of the subject into everyday life.

CATAC's many goals and programs originally set-up are either no longer available or are outdated. Small membership and the time commitment required to continue the project are a significant factor. The remaining products of the group are old memos and outdated flyers for the Campus AIDS Network. Many of the ideas and programs initially set-up by CATAC were successful and important to AIDS/HIV Education on campus and should be re-introduced and updated.



It is the recommendation from the AIDS subcommittee of the Chancellor's Committee on Lesbian, Gay, Bisexual and Transgender Issues, that the UC Davis campus and Medical Center:

1. Facilitate the formation of another CATAC
2. Re-issue an updated Campus AIDS Network flyer and
3. Provide referral and educational material on the internet.

We would also recommend an increase in AIDS/HIV resources and outreach programs be instituted for all students, staff and faculty. The specific ways in which this can be achieved will be a focus of our committee in the next academic year. It is also suggested that the funding for reproduction of the CANet flyer be provided by the University.

AIDS/HIV education is an important health issue for the entire campus community. The University has the ability to facilitate the formation of CATAC in order to reach short term goals until a larger more permanent establishment or programs can be achieved.



**Awards Dinner**



THE THIRD ANNUAL  
DINNER UNDER THE RAINBOW  
(CELEBRATION UNDER THE RAINBOW)  
1996-97

As in past years a sub-committee of the Chancellors Committee was formed to organize the Under the Rainbow event. This sub-committee, Chaired by Brent Cutler was responsible for all aspects of this event:

- Securing funding
- Logistics
- Programming
- Publicity
- Awards

The goals of the Dinner Under the Rainbow events are:

- Provide an educational experience for the campus community as well as the surrounding communities
- Celebrate differences
- Approach a difficult subject with humor
- Reinforce Gay Pride and honor ourselves as members of this community

The Celebration Under the Rainbow was an evening that began with light finger foods and socializing followed by the evening programming that included educational speakers, local talent for entertainment and award presentations. The key to this successful event is that no part of the program is more than 5 minutes in length. It is a face paced, fast moving event so boredom never sets in.

This year a greater effort was made to honor our graduating students for their contributions to the campus on behalf of the Chancellor's Committee. In addition to the presentations to the students we gave out 9 fun awards to members of the campus and surrounding community.

In the two years previous this event was held on campus in the Alumni Visitors Center, AGR room. In both of these years the attendance met or exceeded the room capacity. For this reason the Celebration Under the Rainbow was moved off campus to the Davis Community Center. Although we considered the event to be very successful in that it was well attended and participants reported enjoying the experience, the sub-committee recommends the event be moved back to the campus.



**Diversity/Leadership Retreat**



**LGB ANNUAL RETREAT  
1997**

The focus of this year's retreat was to facilitate self-exploration and increase awareness regarding the diversity of our community. Richard Rodriguez from UC Berkeley was our featured presenter and he provided an excellent opportunity for us to address the diversity within our organization. We spent the day discussing issues of racism and sexism and how they effect our community. Approximately 50 people attended the retreat and the evaluations were very positive (see attached)(Appendix B-C).

Our budget for the retreat was as follows:

Speaker	\$500
Room rental	0
Food/Refreshments	\$300
Publicity	\$100
Total	<hr/> \$900

The Cross Cultural Center funded the speaker for us and we saved some money by having the retreat in the Family Housing Community Room. However, the space in Family Housing was rather limited in space and will not be sufficient with greater attendance. The cost of reserving one of the lodges on campus is about \$200, and this figure should be used in determining the budget for next year's retreat. We have also been committed to not charging the participants for the retreat, but this could be reconsidered by the Chancellor's Committee if the budget does not allow for full funding.

I believe the Retreat is an essential program for the LGBT community. It offers an opportunity for leadership development, community goal setting and planning, and the discussion of issues pertinent to the campus organizations. Participants stated that they enjoyed the interaction across faculty, staff, student and community members. Students expressed a need for the development of a mentorship program so that they could connect with "older" members of the community. The development of such a program is worth some discussion by the Chancellor's Advisory Committee.



**Speakers Bureau**



**SPEAKERS BUREAU ANNUAL REPORT**  
**1996-97**

**PANEL PRESENTATIONS**

The Speakers Bureau presented 59 panels in 1996-97, which is 10 more than during the same time in 1995-96. The greatest increase occurred during Spring Quarter which also happened to be our most heavily scheduled time of the year. The numbers for each quarter are as follows:

Fall: 16      Winter: 19      Spring: 23      Summer: 1

The organizations that requested panels include many of the same as in previous years:

- Davis Senior High School
- Women's Studies 50
- Peer Counselors in Sexuality
- Human Development 12
- Sociology of Gender
- Graduate Students in Teaching
- Sacramento City College
- Human Development 110
- Peer Counselors in Athletics
- Women's Studies 70
- The residence halls (23)

We also reached out to some new courses and organizations. Some of these new requests were a result of a letter that was sent out to the faculty of classes whose course content seemed appropriate for the topic of sexual orientation. These new panels included:

- University Extension
- History 174C
- American River College
- United Methodist Church
- EOP Peer Advisors
- Applied Behavioral Sciences 2
- The Teen Center
- Sociology of Law
- Sociology 120

Additionally, the Speakers Bureau was represented at resource tables for the following events:

- Residence Hall Resource Fairs (3)
- LGB Pride Week
- Soaring to New Heights
- Summer Advising Resource Fairs ( 19)



## **TRAINING**

A total of 11 new speakers were trained in two training sessions held in fall and winter quarter. They have all become active speakers on panels throughout the year. Advanced speakers training was conducted during fall and winter quarter. The topic in fall was "Speaking with Technology" and the topic in winter was "Bisexuality". Approximately 8-12 people attended the advanced training sessions. We attempted to provide training on Transgender Issues, but we could not find a speaker. We will continue to pursue training on this topic in order to have our organization reflect our name change and our commitment to education on all issues of sexual orientation.

## **PROJECTS**

Our proudest accomplishment was the creation of a publicity brochure (see attached) <sup>(Appendix D)</sup>. We will be updating this brochure in the coming weeks to add "transgender" to our name and educational goals.

We also gathered informational materials on bisexuality and transgender issues for our training of new speakers. We will be updating the speakers manual in the coming weeks to incorporate this new information.

Lastly, we purchased two new videos – "Homophobia in the Workplace" can be used in appropriate panel presentations, and "Challenge Bigotry" will be helpful as a resource when training new speakers.

## **BUDGET**

Although I have not received an update on our budget expenditures for the year, I believe that we spent most of our money. I'll defer to Allison Subasic to provide more information in this regard. I believe that for our current goals, the budget allotment was sufficient. However, we may need to have a bit of an augmentation to cover the future costs of the publicity brochure. We will also need to plan for the reprinting of the "Creating Community" brochure in 1997-98. This brochure will need to be updated to reflect our name change.

## **GOALS FOR 1997-98**

- Proceed with updating the training manual
- Continue to recruit new courses and organizations for panel presentations
- Update materials and training to include transgender information
- Offer advanced training on transgender issues and other topics of interest to speakers
- Recruit for increase diversity of speakers, including transgendered speakers



UCLGBTA



**University of California Lesbian, Gay, Bisexual and  
Transgender Association  
(UCLGBT)**

Davis representatives for this academic year were: Kevin Takakuwa-professional school student, Susan Lovercheck-undergraduate, and Allison Subasic-Staff. Davis was represented at each of the meetings this year, San Diego, Santa Cruz and Irvine. The Santa Cruz meeting was marked by the first joint session with the UC Student Association. It was a very productive meeting and eventually ended in a student representative speaking about Domestic Partner Benefits before the Board of Regents meeting in July.

Domestic Partnership Benefits was an important issue for the committee this year and our efforts have not gone unnoticed. The July Regents meeting included the finance subcommittee discussion on the topic with a recommendation for the President to submit a suggested proposal some time in the Fall. Much work has proceeded this progress including the first ever meeting with Atkinson in Oakland last Fall and our lobbying of Regents, students, staff and faculty about the importance of this issue.

This year's system-wide conference was hosted by UC Irvine. UC Davis sent 12 students to the conference, thanks to the support of Dennis Shimek's office for providing registration fees and two vans to make the commute to the Southern campus. The conference was a great success and exposed the Davis students to political ideas and activism that has lasted throughout the rest of their academic year here at Davis. Since the conference there was a marked increase in the number of involved students at the Resource Center and on campus. At least two new support and social groups have been formed and many of the conference attendees can not wait until it is Davis' turn to host the conference. Their energy and involvement have directly affected Davis in a positive manner and we hope to continue this annual exodus to the other UC schools in the future.