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**GENERAL LGBTRC
INFORMATION**

LGBTRC MISSION

The LGBT Resource Center at UCSD is a diverse, open and public space for all members of the university community to explore issues relating to sexual and gender identities, practices and politics. It develops student leadership, builds workplace equity, promotes academic research, and provides resources. The Center challenges existing definitions of variant genders and sexualities by engaging in community building on- and off-campus. This Center sustains and develops visibility, sense of community, and knowledge of diverse queer people. (Adopted October 7, 2001)

THE HISTORY OF THE LGBTRC

Since the beginning of the 1990s, concerned staff, faculty, and student activists sought to establish institutional support for the LGBT campus community and its issues. The Chancellor's Advisory Committee on LGBT issues (CACLGBTI) specifically recommended a staffed Resource Center in correspondences and reports to the Chancellor. This work culminated in the establishment of an Ad Hoc Committee, which aided by other bodies (Associated Student Council, the Chancellor's Commission on Diversity, the UCLGBTA Steering Committee and the Umbrella Group) drafted a formal proposal, Proposal to establish a Lesbian Gay Bisexual Transgender Resource Center at UCSD, that was submitted to Chancellor Dynes in September 1998.

Following the submission of the Proposal, a formal dialogue between the CACLGBTI and the Office of the Chancellor took place, discussing the need for safe space and institutional resources. Finally, in March 1999, the Chancellor appointed a Steering Committee to establish a LGBT Resource Center, and allocated a set of rooms and budget for operations and staff.

On November 8, 1999, Chancellor Robert C. Dynes officially dedicated the LGBT Resource Center for the UCSD campus community.

THE VALUES OF THE LGBT RESOURCE CENTER TEAM

The LGBT Resource Center team values a sense of family and community, and at the same time values punctuality, commitment and focused work.

The descriptions below each value define **exceptional** behaviors. As an LGBT Resource Center team, we strive to live these values in our center in all parts of our work; including covering the front desk, interacting with community members, and representing the LGBT Resource Center on campus. For more information, please visit "Rubric for Success Regarding Living Our Values" in the "Staff Guidelines and Expectations" section of the manual.

Punctuality

Team member consistently shows up early for every shift to settle in and transition from previous staff person/to open Center. Is ready to go at the time the shift begins. Does not miss shifts. Does not switch shifts. Consistently stays after the shift ends to make sure transition to next staff person/to close Center.

A sense of family

Team member consistently and regularly connects and follows up with every member of the LGBT Resource Center team regarding both their personal and professional lives. Is connected to every other staff member in significant ways.

A sense of community

Team member is committed to the struggle of being in community with a diverse team. Regularly checks own self regarding issues of privilege, power and oppression. Can constructively check other members of the team while maintaining respect and fostering growth. Actively seeks to address the complex and personal nature of community building in a diverse society.

Commitment

Team member is consistently present in the LGBT community and at the LGBT Resource Center, both during work hours and throughout other times of the day. Participates in the leadership of multiple groups that meet in the LGBT Resource Center/are concerned with sexual orientation and gender identity issues. Volunteers consistently for experiences and opportunities above and beyond what is required of the position.

Focused Work

Team member completes all the work of the internship ahead of time and consistently assists others in their internships. Fulfills the scope and nature of the internship, increases its efficacy and makes connections to other Centers internship work. Is consistently able to effectively balance the multiple pressures of the internship, academic studies and personal life.

LGBT RESOURCE CENTER LEARNING OUTCOMES

How do we define our effectiveness?

- Community members are able to define and describe their own identities
- Community members collect information about their multiple identities in order to define themselves, apply the knowledge they gain concerning their identities to other aspects of their education and personal lives, and to relate their own experiences with those of other members of the LGBT community
- Community members formulate new ideas regarding the LGBT community
- Community members are able to explain how their multiple identities intersect within themselves and with other communities
- Community members are able to describe their own culture(s) and relate to them on different levels than they may have thought about before
- Community members will show a desire to give back to their communitie(s) by participating in LGBT related or non-LGBT related student/employee organizations
- LGBT leaders formulate an understanding of leadership and collaboration with other campus constituents by participating in their respective organizations and also by serving on the LGBT Resource Center Advisory Board
- Community members formulate their own sense of civic responsibility by assuming civic, political, or social responsibilities through opportunities presented by the University
- Community members blend their understanding of themselves with how they may fit within a society where they may be from a cultural group(s) that is marginalized
- Community members are able to explain and recognize important social and political issues in their own community as well as different cultural beliefs and behaviors in the larger world
- Community members support one another in the Center's open, diverse and public space and learn about themselves and others in this process
- Community members prioritize their time and understand where their personal lives and education/career may intersect at the Center since there is always social and educational interactions occurring
- Community members choose how to navigate on and off campus resources by utilizing the Center with the assistance of Center Staff
- Community members are able to receive the support that they need in order to prioritize and persist through their educational/career and personal life with staff that advocate on their behalf and truly care about their future

*The University of California, San Diego is dedicated to learning, teaching, and serving society through education, **THE UCSD** research, and public service. Our international reputation **Principles** for excellence is due **of** in large part to the cooperative and entrepreneurial nature of the UCSD community. UCSD faculty, staff, and students are encouraged to be creative and are rewarded for individual as well as collaborative achievements. 🌿*

To foster the best possible working and learning environment, UCSD strives to maintain a climate of fairness, cooperation, and professionalism. These principles of community are vital to the success of the university and the well being of its constituents. UCSD faculty, staff, and students are expected to practice these basic principles as individuals and in groups.

- *We value each member of the UCSD community for his or her individual and unique talents, and applaud all efforts to enhance the quality of campus life. We recognize that each individual's effort is vital to achieving the goals of the university.*
- *We affirm each individual's right to dignity and strive to maintain a climate of justice marked by mutual respect for each other.*
- *We value the cultural diversity of UCSD because it enriches our lives and the university. We celebrate this diversity and support respect for all cultures, by both individuals and the university as a whole.*
- *We are a university that adapts responsibly to cultural differences among the faculty, staff, students, and community.*

- *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 groups, and we promote awareness through education and constructive strategies for resolving conflict.*
- *We reject acts of discrimination based on race, ethnicity, gender, age, disability, sexual orientation, religion, and political beliefs, and we will confront and appropriately respond to such acts.*
- *We affirm the right to freedom of expression at UCSD. We promote open expression of our individuality and our diversity within the bounds of courtesy, sensitivity, confidentiality and respect.*
- *We are committed to the highest standards of civility and decency toward all. We are committed to promoting and supporting a community where all people can work and learn together in an atmosphere free of abusive or demeaning treatment.*
- *We are committed to the enforcement of policies that promote the fulfillment of these principles.¹*

We represent diverse races, creeds, cultures, and social affiliations coming together for the good of the university and those communities we serve. By working together as members of the UCSD community, we can enhance the excellence of our institution.

¹These policies include but are not limited to: Academic Personnel M015-The University of California Policy on Faculty Conduct and the Administration of Discipline, The University of California Personnel Policies for Staff Members and UCSD Implementing Procedures, Appendix II - Personnel Policies for Senior Managers, The University of California, San Diego Student Conduct Code, UCSD House Officer Policy and Procedure Document, Applicable University Collective Bargaining Agreements. For further information or inquiries, contact the Director, Office of Academic Affirmative Action, the Director of Human Resources for Equal Opportunity/Staff Affirmative Action, and/or the Director, Student Affirmative Action and Human Relations Programs

CONTACT INFORMATION

General Contact Information:

Phone: 858-822-3493
 Fax: 858-822-3494
 E-mail: rainbow@ucsd.edu
 Web: <http://lgbt.ucsd.edu>

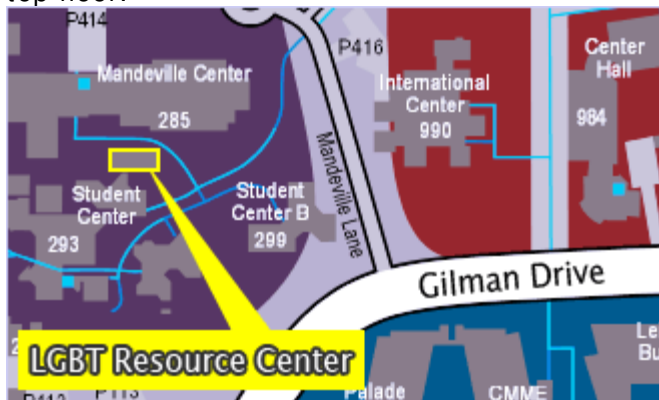
Mailing Address:

University of California, San Diego
 Lesbian Gay Bisexual Transgender Resource Center
 9500 Gilman Drive # 0023
 La Jolla, CA 92093-0023

Physical Address and Location:

Student Center East, Building 289

The LGBT Resource Center is located on the UCSD main campus in La Jolla. Our building is located in between Mandeville Center and the Original Student Center, and we are on the top floor.



Hours and Accessibility:

The LGBT Resource Center is open:

- Monday-Thursday: 8:00 A.M. to 9:00 P.M.
- Friday: 8:00 A.M. to 4:30 P.M.
- Sunday: 12:00 P.M. to 9:00 P.M.

If you want to connect with a specific staff member please feel free to phone ahead to confirm their office hours. (858) 822-3493

The LGBT Resource Center is completely accessible to people with disabilities. There are multiple handicap parking spaces near the Center in parking area P113. If you have any questions or concerns regarding accessibility issues within the Center please contact Anthony Nuñez at anunez@ucsd.edu or (858) 822-3493.

DIRECTIONS TO THE LGBTRC

Driving and Parking:

1. Take Interstate 5 either north or south to the La Jolla Village Drive Exit.
2. Take the La Jolla Village Drive Exit and turn west on La Jolla Village Drive (left if you are northbound, right if you are southbound).
3. Go through the stoplight at Villa La Jolla Drive (north). Bear right onto Gilman Drive (east).
4. As you enter campus, you will see the Visitor Information Center on your right. If you are visiting for the full day, you may purchase a parking pass there and park in any part of campus. For brief visits, metered parking is available in two locations near the LGBT Resource Center. See 5 and 6 below.

Please note - there is no drive up parking to the LGBT Resource Center. It is a short distance from two parking lots. See below.

5. Closest Parking # 1 – Continue on Gilman Drive past the Visitor Information Center, and through the stop sign. Go underneath the wooden pedestrian bridge. At the next stop sign, turn left. Bear immediately right into Parking Area P113. Handicap and metered parking is available here. From P113, head into the heart of the original Student Center. Past the General Store and Food Co-op is a large elevator directly in front of you. Take the elevator to the top floor, and turn right. The LGBT Resource Center is directly in front of you!

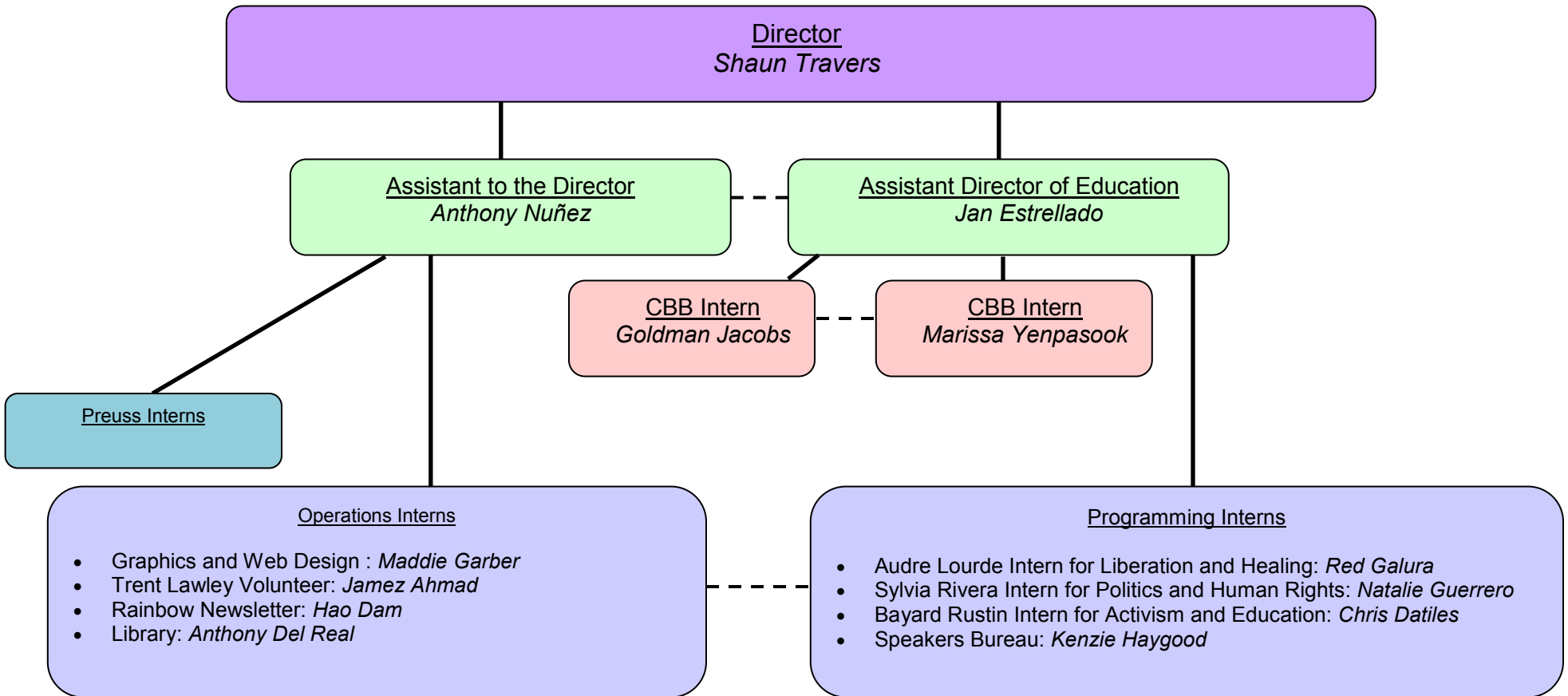
OR

6. Closest parking # 2. Continue on Gilman Drive and turn left onto Scholars Drive South. Go up the hill, past the Ché Café and the Theatre District. Before Revelle College, the road makes a hard right. Continue on past Revelle College and Muir college. The Road makes another hard right and becomes Muir Lane. Continue on Muir Lane, and go through the stop sign. Then continue directly into Parking Area P206. From P206, exit the back of the parking lot, and continue towards the Sungod sculpture. Pass by the Sungod, and go down a low hill towards the roundabout and side entrance on Mandeville Center. Walk through the lobby of Mandeville Center, and look immediately to your right. We are on the top floor. The stairs are in front of you, just head up them and you will be at our door. An elevator is located down the winding path past Porter's Pub, the Graduate Student Association offices, and AS Lecture Notes. Take the elevator to the top floor, and turn right. The LGBT Resource Center is right in front of you!

Public Transportation

Several public bus routes go through UCSD, including the 5, 30, 34, 41, 50/150 and 301, which have bus stops on Gilman Drive or elsewhere on campus. The LGBT Resource Center faces Gilman Drive and is a short distance from many of these bus stops. See above # 5 for walking directions from the Gilman stops near P113 and the original Student Center.

**The UCSD Lesbian Gay Bisexual Transgender Resource Center
2009-2010 Organizational Chart**



LGBTRC ADVISORY BOARD

The UCSD LGBT Resource Center Advisory Board is composed of faculty, staff and students. They represent the primary constituents of the LGBT Resource Center and its programs. Faculty and staff membership is by individual appointment. Undergraduate and graduate student participation is through selection from the various groups and organizations on campus (i.e. LGBTQIA, QPOC, TIA, QWC, the Alliance, etc.)

The board meets three times a year, on the third Friday of each academic quarter. Each quarter the Advisory Board provides strategic and long term visioning for the LGBT Resource Center through an open dialogue regarding complex questions facing the LGBT community. The Advisory Board also reviews the prior time periods statistics, receives quarterly reports from staff and interns, and reflects on prior events and programs.

Advisory Board Members have two primary roles. The first is to be an ambassador for the UCSD LGBT Resource Center in all aspects of the member's University life and in the broader San Diego community. The second is to provide input and vision regarding the long-term, strategic plans of the LGBT Resource Center.

Advisory Board members are also expected to attend a number of events of the LGBT Resource Center, as the member's schedule allows.

The UCSD LGBT Resource Center Advisory Board each year supports the UCSD LGBT Resource Center Undergraduate Scholarship through individual contributions and fundraising events throughout the year. The scholarship is for \$1,000.

Student members are selected by the organizations they represent. Some members have been consistent, others have changed every quarter. This is to ensure that as many students as possible have access to membership on the Advisory Board. There is unlimited space for students to be involved in the LGBT Resource Center Advisory Board.

There are three officers of the LGBT Resource Center Advisory Board: Chair, Chair-elect, and past Chair. The term for the Chair is one year. The Chair presides over the meeting, and the chair-elect presides in their absence. The executive committee is comprised of the Chair, the past Chair and Chair-elect. The executive committee meets on an as needed basis between quarterly full board meetings. The Chair and Chair-elect (and past Chair if they so choose) meet quarterly to plan the agenda for the meetings.

LGBTRC student interns are expected to attend every Advisory Board meeting, unless they have other commitments. Interns are expected to provide reports on their work in the previous quarter.

For more information on being a member of the LGBT Resource Center Advisory Board, please contact Shaun Travers, stravers@ucsd.edu.

2008 UCSD OCCUPATIONAL INJURIES & ILLNESSES FOR
 CAMPUS, SIO & OUTLYING SUPPORT AREAS (EXCLUDES UCSD HOSPITALS)

OSHA's Form 300A (Rev. 10/2010)

Summary of Work-Related Injuries and Illnesses



This OSHA Form 300A is to be filled out by the employer for each calendar year covering the period from February 1 to April 30 of the year following the year covered by this form. It is to be filled out for all establishments with 10 or more employees, including those that are not required to file Form 300.

Employers should use this form to record all work-related injuries and illnesses that result in lost workdays or restricted work activities, or medical treatment beyond first aid. This includes the total number of work-related injuries and illnesses that result in lost workdays or restricted work activities, or medical treatment beyond first aid, regardless of whether the injury or illness is work-related or not.

Employers should use this form to record all work-related injuries and illnesses that result in lost workdays or restricted work activities, or medical treatment beyond first aid, regardless of whether the injury or illness is work-related or not.

Number of Cases			
Total number of deaths	Total number of days lost or restricted work activities	Total number of cases requiring medical treatment beyond first aid	Total number of cases requiring lost workdays or restricted work activities
0	110	142	151
(a)	(b)	(c)	(d)

Number of Days	
Total number of days lost or restricted work activities	Total number of days of lost workdays or restricted work activities
4059	7661
(a)	(b)

Injury and Illness Types			
Total number of cases	(a) Fractures	(b) Poisoning	(c) Hearing loss
	360	0	?
	3		
	1		37
(d) Skin disorders		(e) All other illnesses	
(f) Respiratory conditions			

Post this Summary page from February 1 to April 30 of the year following the year covered by this form.

All OSHA employees and contractors are required to report work-related injuries and illnesses to their supervisor, and the employer is required to file this form with OSHA. The OSHA Form 300A is to be filled out for all establishments with 10 or more employees, including those that are not required to file Form 300. This form is to be filled out for all work-related injuries and illnesses that result in lost workdays or restricted work activities, or medical treatment beyond first aid, regardless of whether the injury or illness is work-related or not.

Establishment Information

Name of establishment (Do not check if not applicable) UC SAN DIEGO
 Street 9500 Gilman Drive
 City La Jolla State CA Zip 92093

Industry (Do not check if not applicable)

Education

Number of employees (Do not check if not applicable) 8 2 2 1

OSHA

North American Industrial Classification (NAICS) Code (Do not check if not applicable)

Employment Information (Do not check if not applicable)

Actual average number of employees 19620
 Full-time equivalent employees 27,339,128

Sign here

Knowingly falsifying this document may result in a fine.

I certify that I have prepared this document and that the information is true and correct to the best of my knowledge and belief, and that I am not providing any false or misleading information. Risk

[Signature] Manager
858.534.1782 1/12/09

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Fall 09 Training Schedule

Signature Events

Student and Staff Organization Meetings

Academic calendar

Payroll calendars



SCHEDULES AND CALENDARS

(6.5 hours)

9:30am – 10:30am
 10:30am – 11:30am
 11:30am – 12:00pm
 12:00pm – 12:45pm
 12:45pm – 1:00pm
 1:00pm – 1:30pm

Tuesday, September 15, 2009 (LGBT RC)

Sexual Harassment Prevention (Carol Rogers, OSHP)
 Using computers and Outlook Training (Jan and Anthony)
 Signature Events (Shaun)
 Lunch (on your own)
 Group pictures
 Access codes (Shaun, Anthony, and Jan)

- Entry code and alarm code (Shaun)
- Copy code, Fall schedules, and individual pictures (Anthony)
- Passwords for front phone line, voicemail, A/V station, and laptop cart (Jan)

1:30pm – 4:55pm

Operations (Anthony)

- Philosophy
- Opening and closing
- Phones
- Logistics
- Scenarios
- Cleaning
- Training exercises
- Emergencies and crises

4:55pm – 5:00pm

Announcements

- Confirm who's tabling for Graduate Student Resource Fair (9/16, 12pm-1pm PC Ballroom East)

(6 hours)

10:00am – 12:00pm

 12:00pm – 1:00pm
 1:00pm – 5:00pm

Thursday, September 17, 2009 (LGBTRC)

Q Camp preview

- Expectations
- Roles and sign-ups
- Planning time

Lunch (on your own)

Campus Community Centers All Staff Training (location TBD)

(4 hours)

11:00am – 12:00pm
 12:00pm – 3:00pm

Friday, September 18, 2009 (LGBTRC)

Addressing behavior and setting tone with the community (Shaun)

Q Camp Work Party (lunch provided)

(3 hours)

11:00am – 11:30am
 11:30am – 12:00pm

Tuesday, September 22, 2009 (LGBTRC)

Tabling for the LGBTRC and the Campus Community Centers

Final prep and logistics before starting front desk shifts

- How to fill out timesheets
- Meeting facilitator schedules, Sunday schedules, Friday movie schedules, finals week

12:00pm – 1:00pm

Lunch (on your own)

1:00pm – 2:00pm

Q Camp final prep

2:00pm – 3:00pm

End of Training Exercise (Jan)

(5 hours)

7:30am – 9:00am
 9:00am – 12:30pm
 11:30am – 12:30pm
 12:30pm – 2:00pm

Wednesday, September 23, 2009

Set up for Q Camp

Q Camp (Dolores Huerta/Philip Vera Cruz, LGBT RC)

Q Fair (Dolores Huerta/Philip Vera Cruz)

Community Potluck (OPTIONAL, Dolores Huerta/Philip Vera Cruz)

2009-2010 SIGNATURE EVENTS

- Q Camp and Q Fair** Welcome Week: Wednesday, September 23rd, 2009
9:00am-2:00pm @ the LGBT Resource Center
Our orientation to the LGBT community for incoming students and our community potluck lunch.
- Wednesdays at the LGBT Resource Center** Every Wednesday during the academic year
5:00pm-7:00pm @ LGBT Resource Center
Our weekly programs increase awareness of sexual and gender diversity
- Alumni Brunch** Fall Week 3: Sunday, October 18th, 2009
11:00am-1:00pm @ LGBT Resource Center
Our annual reunion, bringing all our alumni home to the Resource Center.
- LGBT Resource Center 10 year Anniversary** Fall Week 6: Saturday, November 7th, 2009
All Day, LGBT Resource Center
- World AIDS Day** Fall Week 10: Tuesday, December 1st, 2009
All Day @ PC Ballroom and Library Walk
Recognizing the impact of HIV/AIDS has had on our community.
- Winter Q Camp** Winter Week 1: Wednesday, January 6th, 2010
5:00pm-7:00pm @ LGBT Resource Center
Welcome new folks, say "hi" to old friends, and find out what's happening this quarter.
- LGBT Staff Reception** Winter Week 8: Wednesday, February 24th, 2010
4:00pm-6:00pm
- Spring Q Camp** Spring Week 1: Wednesday, March 31st, 2010
5:00pm-7:00pm @ LGBT Resource Center
Welcome new folks, say "hi" to old friends, and find out what's happening this quarter.
- LGBT College Fair** Spring Week 3: Saturday, April 17th, 2010
1:00pm-3:00pm @ The LGBT Center in Hillcrest
UC San Diego hosts the annual western regional LGBT College Fair for high school students
- Out and Proud Week** Spring Week 5: Monday, April 26th – Friday, April 30th, 2010
All day, everywhere!!!
Our week where we choose to be especially visible to the UCSD community.
- Family Day @ the LGBT Resource Center** Spring Week 7: Saturday, May 15th, 2010
1:30-4:30pm @ LGBT Resource Center
Our annual day for your family to see our community and to meet your UCSD LGBT family.
- Rainbow Graduation and Induction into the LGBT Chapter of the UCSD Alumni Assoc.**
Spring Week 10: Saturday, June 5th, 2010
4:00pm-6:00pm @ The Great Hall (ERC)
Our annual celebration of leaders, volunteers, scholarship recipients, donors, and graduates!
- San Diego LGBT Pride Parade and Festival** Saturday, July 17th-18th, 2010
Parade at 11:00am on Saturday
Festival Saturday from Noon until 10:00pm,
Sunday from 11:00am-8:00pm

STUDENT AND STAFF ORGANIZATION MEETINGS

LGBTQIA: Lesbian Gay Bisexual Transgender Queer/ Questioning Intersex Association

Mondays at 7 PM

LGBT RC

Email: lgbtqia@gmail.com

LGBTQIA is committed to providing safe spaces for the community and work toward this goal in many ways: holding regular meetings to provide a space to talk and socialize; putting on social dances open to all, allowing people to have a good time without fear; holding rallies to show our pride; promoting education, both within the LGBTIQ community and to the larger San Diego community. Find us on Facebook!

QPOC: Queer People of Color

Thursdays at 7 PM

LGBT RC

Email: ucsdqpoc@gmail.com

Queer People of Color (QPOC) was established in 2000 by a group of Queer students of Color FED UP with racism in the queer community. Because of this, at the core of QPOC is our commitment to struggle and our commitment to activism. We recognize the intersection of our identities, as well as the related intersection of various social justice movements. We create a SPACE: social, political, academic, and cultural environment - to enhance our members entire self-being!

The UCSD LGBT Staff and Faculty Association

First Tuesday and Third Thursday of each month at 12 PM

LGBT RC Conference Room

Email: Fred West at fwest@ucsd.edu

The UCSD LGBT Staff and Faculty Association is the official faculty and staff association for the gay, lesbian, bisexual, and transgender folks at UCSD. We provide the opportunity for faculty and staff to meet new people at the University and make connections that will last your entire career. All of our events are open to faculty, & staff regardless of one's sexual orientation and gender identity. To join the electronic mail list for the UCSD LGBT Staff and Faculty Association, go [here](#). To join the Yahoo group, go [here](#).

Men's Group

Heritage Room, LGBT Resource Center

Men's Group is a space for male-bodied and/ or male-identified members of the UCSD community to discuss what it means to be bisexual, gay, transgender, queer, straight, or questioning within the context of UCSD and beyond. The setting is personal and confidentiality is a prime objective. Thus, a safe discussion space is created for discussing these issues with trained and friendly facilitators. For more information, please e-mail Jan (jeestrellado@ucsd.edu).

Women's Group

Heritage Room, LGBT Resource Center

Women's Group is a space for female-bodied and/or female-identified members of the UCSD community to discuss general, specific, or personal issues in an informal and comfortable

atmosphere. We meet in a respected space, so all information and identities are kept confidential. If you identify as lesbian, bisexual, queer, transgender, straight or are questioning your sexual orientation, stop by Women's Group to meet other like minded women and gain support from your peers. For more information, please e-mail Jan (jeestrellado@ucsd.edu).

QxN: Queer By Nature

Wednesdays at 5 PM
LGBT RC

We are a Queer wilderness collective of friends interested in experiencing the beauty of the natural world through means of exploration. We hike, bike, surf, swim, camp, climb and kayak and anything else outdoorsy you can think of. Our goal is to provide a safe and fun wilderness experience for LGBTQI students of UCSD and other colleges in the San Diego area (State / Private / Community all welcome). Email: qxn@ucsd.edu.

Queer Peer Support Program (QPSP)

Meetings determined by program participants

QPSP is a student organization that broadens queer and questioning UCSD students' support networks by developing an individual mentoring relationship with another queer UCSD student. It is for queer UCSD students by queer UCSD students. The mission of QPSP is to help queer and questioning students at UCSD succeed during their time at the university, reach their full potential as individuals, and connect with other queer UCSD students in an intimate and confidential setting. Participants will meet with Peer Supporters (PS's) once every two weeks for the academic year and attend quarterly socials. For more information, please e-mail Jan (jeestrellado@ucsd.edu).

Queer Womyn's Collective

The Queer Womyn's Collective (QWC) is starting this year with a General Body Meeting inviting anyone--regardless of gender or sexual orientation, interested in creating new friends and learning about or implementing QWC's mission statement. The mission of QWC is to create a space that is inclusive and representative of queer womyn and is inclusive of the multiple identities of queer womyn. The collective works to actively create change and opportunities for womyn in the queer community. For more information, please e-mail Jan (jeestrellado@ucsd.edu).

Fluid Sexuality

Mondays at 4:00PM
LGBT Resource Center (Heritage Room)
Website: [Facebook Group](#)

This group is an open and intimate discussion regarding bisexual identities/labels, attraction to multiple genders, and the fluid nature of sexual attraction, sexual orientation and sexual identity that many experience in our community. People of all sexual and gender identities are encouraged to attend, listen, and actively participate in this unique forum. Come together and share your experiences or learn from the experiences of others about what fluid identities mean in people's lives. Contact Nat at nguerrer@ucsd.edu or Beta bhapmton@ucsd.edu for more information.

Transgender Intersex Alliance

TBA

Heritage Room, LGBT RC

The Transgender Intersex Alliance is a safe supportive environment to discuss gender, the gender/sex matrix, sexuality, female/male dichotomy, intersex identities, transgender identities, and anything else that comes to mind... All identities are welcome. Please join us! For more information, e-mail Chris at cgauthie@ucsd.edu.

Coming Out Group

Thursdays, time TBA

Location: TBA

The Coming Out Group is a place to meet and gain support while discussing your sexual and/or gender identities in a confidential setting. This group is for lesbian, gay, bisexual, transgender, straight or questioning folks who are coming out and who may already be out. Topics are determined by group participants, and can include coming out to yourself, coming out to family, coming out to friends, coming out and the work place, and coming out at school. For more information, please e-mail Marissa at marissa.yenpasook@gmail.com or Goldman at ggjacobs52@yahoo.com.

The Alliance

Email: alliance.ucsd@gmail.com

Interested in raising awareness on campus regarding LGBT issues and working on the Day of Silence? Then join the AS Alliance! Similar to Gay-Straight Alliances found at many high schools, the AS Alliance brings together folks who are committed to being allies to the UCSD LGBT Community. Please e-mail alliance.ucsd@gmail.com if you are interested in attending training, joining the Alliance or if you have any other questions!

ACADEMIC CALENDAR 2009-2010

Fall 2009	
Fall Quarter Begins	Monday, September 21
Instruction Begins	Thursday, September 24
Veterans Day Holiday	Wednesday, November 11
Thanksgiving Holiday	Thursday – Friday, November 26–27
Instruction Ends	Friday, December 4
Final Exams	Monday – Saturday, December 7–12
Fall Quarter Ends	Saturday, December 12
Christmas Holiday	Thursday – Friday, December 24–25
New Year Holiday	Thursday – Friday, December 31 – January 1
- 49 Days of Instruction -	
- 60 Days in Quarter -	
Winter 2010	
Winter Quarter Begins	Friday, January 1
Instruction Begins	Monday, January 4
Martin Luther King, Jr. Holiday	Monday, January 18
President's Day Holiday	Monday, February 15
Instruction Ends	Friday, March 12
Final Exams	Monday – Saturday, March 15–20
Winter Quarter Ends	Saturday, March 20
- 48 Days of Instruction -	
- 56 Days in Quarter -	
Spring 2010	
Spring Quarter Begins	Thursday, March 25
Cesar Chavez Holiday	Friday, March 26
Instruction Begins	Monday, March 29
Memorial Day Observance	Monday, May 31
Instruction Ends	Friday, June 4
Final Exams	Monday – Friday, June 7–11
Spring Quarter Ends	Friday, June 11
- 49 Days of Instruction -	
- 57 Days in Quarter -	

UCSD 2009 PAYROLL CALENDAR

NO. OF WORKING DAYS		PAYROLL DIVISION	NO. WORKING HOURS																		
22	JANUARY	176	20	FEBRUARY	160	22	MARCH	176													
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
				1	2	3	1	2	3	4	5	6	7	1	2	3	4	5	6	7	
4	5	6	7	8	9	10	8	9	10	11	12	13	14	8	9	10	11	12	13	14	
11	12	13	14	15	16	17	15	16	17	18	19	20	21	15	16	17	18	19	20	21	
18	19	20	21	22	23	24	22	23	24	25	26	27	28	22	23	24	25	26	27	28	
25	26	27	28	29	30	31								29	30	31					
22	APRIL	176	21	MAY	168	22	JUNE	176													
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			1	2	3	4					1	2	1	2	3	4	5	6			
5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13	
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20	
19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27	
26	27	28	29	30			24	25	26	27	28	29	30	28	29	30					
							31														
23	JULY	184	21	AUGUST	168	22	SEPTEMBER	176													
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
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19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26	
26	27	28	29	30	31		23	24	25	26	27	28	29	27	28	29	30				
							30	31													
22	OCTOBER	176	21	NOVEMBER	168	23	DECEMBER	184													
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
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18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26	
25	26	27	28	29	30	31	29	30						27	28	29	30	31			

☐ = HOLIDAY ○ = BI WEEKLY END DATE ⬡ = BI WEEKLY PAY DATE

2009 MONTHLY PAYDATES

JANUARY 2	APRIL 1	JUNE 30	OCTOBER 1
JANUARY 30	MAY 1	JULY 31	OCTOBER 30
FEBRUARY 27	JUNE 1	SEPTEMBER 1	DECEMBER 1

Last Update: 9/16/2008

UCSD 2010 PAYROLL CALENDAR

NO. OF WORKING DAYS		PAYROLL DIVISION	NO. WORKING HOURS																	
21	JANUARY	20	FEBRUARY	23	MARCH															
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2	1	2	3	4	5	6	1	2	3	4	5	6		
3	4	5	6	7	8	9	7	8	9	10	11	12	13	7	8	9	10	11	12	13
10	11	12	13	14	15	16	14	15	16	17	18	19	20	14	15	16	17	18	19	20
17	18	19	20	21	22	23	21	22	23	24	25	26	27	21	22	23	24	25	26	27
24	25	26	27	28	29	30	28							28	29	30	31			
31																				
22	APRIL	21	MAY	22	JUNE															
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4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12
11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19
18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26
25	26	27	28	29	30		23	24	25	26	27	28	29	27	28	29	30			
							30	31												
22	JULY	22	AUGUST	22	SEPTEMBER															
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4	5	6	7	8	9	10	8	9	10	11	12	13	14	5	6	7	8	9	10	11
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18	19	20	21	22	23	24	22	23	24	25	26	27	28	19	20	21	22	23	24	25
25	26	27	28	29	30	31	29	30	31					26	27	28	29	30		
21	OCTOBER	22	NOVEMBER	23	DECEMBER															
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17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25
24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31	
31																				

= HOLIDAY
 = BI WEEKLY END DATE
 = BI WEEKLY PAY DATE

2010 MONTHLY PAYDATES

JANUARY 4	APRIL 1	JULY 1	OCTOBER 1
FEBRUARY 1	APRIL 30	JULY 30	NOVEMBER 1
MARCH 1	JUNE 1	SEPTEMBER 1	DECEMBER 1

Last Update: 6/29/2009

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- Undergraduate Internships**
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- Professional Staff Job Descriptions**
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- Rubric for Success Regarding Living our Values**
- Evaluations**
- Ethics for LGBT RC Interns**



STAFF GUIDELINES & EXPECTATIONS

LGBT RC STUDENT INTERN JOB DESCRIPTION

POSITION OVERVIEW

Student interns are responsible for keeping the Lesbian Gay Bisexual Transgender Resource Center (LGBT RC) open during operational hours and are the front line representatives of the LGBT RC to the UCSD community. Therefore, it is imperative that student interns maintain good connections with all community members by creating and maintaining the RC as an open and public space to explore issues of gender identity and sexual orientation. Each of the eight (8) student interns will also have a programming or operational area of responsibility within the Resource Center.

- Must be a full-time UCSD undergraduate student for the entire academic year with registration fees paid in full
- Must be able to work ten hours per week
- Total employment hours at UCSD must not exceed 19.5 hours per week
- Must be able to work afternoon/evening shifts between 4:00pm – 9:00pm
- Must be able to work one Sunday shift (12:00pm-9:00pm) per academic quarter
- Must maintain a minimum GPA of 2.5 during time of employment
- Must attend Fall Staff Training (September 8-23, 2009), Winter Staff Training (January 3, 2010), and Spring Staff Training (March 28, 2010)

- Graphics and Web Design Intern
- Rainbow Newsletter Intern
- The Trent Lawley Volunteer Program Intern
- Library Intern
- Sylvia Rivera Intern for Politics and Human Rights
- Audre Lourde Intern for Liberation and Healing
- Bayard Rustin Intern for Activism and Education
- Speakers Bureau Intern

1. Administrative

- Check e-mail once a day
- Complete timesheets every week
- Provide supervisor with quarterly schedule prior to commencement of each academic quarter, and notify supervisor of any schedule changes
- Complete program proposals and evaluations (programming interns only)

2. Front Desk Duty

- Greet incoming visitors
- Give RC tours
- Direct visitors to appropriate resources
- Provide primary phone reception
- Check out laptops
- Perform daily, weekly and monthly space maintenance
- Open and/or close the Resource Center

3. Training and Staff Meetings

- Attend Fall Staff Training from September 8-23, 2009
- Attend Winter Staff Training on January 3, 2010

- Attend Spring Staff Training on March 28, 2010
- Attend weekly staff meetings
- Attend weekly supervision meetings

4. Office Hours

- Complete area of responsibility for specific internship
- Complete other projects as assigned by professional staff
- Maintain visible presence in the RC during office hours

5. LGBT RC Events and Programs (as designated by professional staff)

- Attend and possibly staff LGBT RC Signature Events, including, but not limited to, Q Camp, World AIDS Day, Out and Proud Week, and Rainbow Graduation
- Attend quarterly LGBT RC Advisory Board meetings and present internship report from previous quarter

6. Other Duties as Assigned**WORK DISTRIBUTION EACH WEEK**

1. Front desk duty (5 hours)
2. Staff meeting (1 hour)
3. Supervision meeting (1 hour)
4. Office hours (3 hours)

UNDERGRADUATE INTERNSHIPS

Web and Graphics Design Intern

- Responsible for the design of publicity and promotion materials for the RC's events, including flyers, invitations, and posters
- In consultation with the professional staff, maintain and update the RC's website, calendar, online registration forms, and graphic enhancements
- Experience in Photoshop or other graphics program, and HTML preferred
- Maintain LGBT RC page on social networking sites (i.e. Facebook) as necessary

The Audre Lourde Intern for Liberation and Healing

- Create two programs per quarter that focus on themes of liberation, healing, and empowerment in and for the LGBT community
- Engage the theme of the internship using various approaches, including the arts, community building, social justice, history, and media
- Ensure that programs meet the educational mission of the LGBT Resource Center
- Publicize and build awareness of each program through the Rainbow Newsletter, Campus Community Centers, student organizations, campus departments, and word of mouth
- Complete required program paperwork, including receipts, program proposals, and program evaluations
- Track spending for program costs

Library Intern

- Maintain and update all aspects of the LGBT RC library, including the Mattison & McWhirter Collection, the book library, the media library, the Historical Collection, and the resource library
- Recommend new DVD, book, and magazine purchases for library
- Update and maintain the LGBT RC's searchable databases for the resource and media libraries on the internet
- Organize library categories so that resources are physically accessible and that categories reflect the mission of the LGBT RC library

The Bayard Rustin Intern for Education and Activism

- Create two programs per quarter that focus on themes of education, activism, and positive social change in and for the LGBT community
- Engage the theme of the internship using various approaches, including the arts, community building, social justice, history, and media
- Ensure that programs meet the educational mission of the LGBT Resource Center
- Publicize and build awareness of each program through the Rainbow Newsletter, Campus Community Centers, student organizations, campus departments, and word of mouth
- Complete required program paperwork, including receipts, program proposals, and program evaluations
- Track spending for program costs

Rainbow Newsletter Intern

- Responsible for the Rainbow Newsletter, the RC's weekly electronic newsletter
- Compile information, format and send out newsletter
- Update and maintain Rainbow Newsletter subscription list
- Maintain, update and organize the rainbow@ucsd.edu e-mail account and respond to and/or forward messages appropriately

Speakers Bureau Intern

- Responsible for the coordination, outreach, and promotion of the LGBT RC's Speakers Bureau Program
- Recruit, train, and foster positive relationships with panelists and facilitators
- Respond to all inquiries regarding the Speakers Bureau Program
- Coordinate Speakers Bureau engagements, including panels for various departments and university organizations, panelist training, facilitator training, and a Speakers Bureau end of the year banquet
- Prepare quarterly reports for the LGBT RC Advisory Board

The Trent Lawley Volunteer Program Intern

- Coordinate and maintain the Trent Lawley Volunteer Program
- Recruit new volunteers and maintain volunteer database
- Coordinate quarterly volunteer orientation
- Schedule and train volunteers to give tours, cover the front desk, and table at events
- Ensure that the "LGBT RC in a box" has all appropriate and current tabling materials
- Create and implement new volunteer projects
- Maintain weekly statistics for Rainbow Newsletter
- Maintain quarterly visitor statistics and present to the RC Advisory Board
- Generate Quarterly Q Class List during Week 4 of every quarter

The Sylvia Rivera Intern for Politics and Human Rights

- Create two programs per quarter that focus on themes of politics and human rights as it relates to the LGBT community
- Engage the theme of the internship using various approaches, including the arts, community building, social justice, history, and media
- Ensure that programs meet the educational mission of the LGBT Resource Center
- Publicize and build awareness of each program through the Rainbow Newsletter, Campus Community Centers, student organizations, campus departments, and word of mouth
- Complete required program paperwork, including receipts, program proposals, and program evaluations
- Track spending for program costs

NON-UNDERGRADUATE INTERNSHIPS

Preuss School Interns

The Preuss School Interns work with the LGBT Resource Center three hours per week for 10-12 weeks. The interns are responsible for basic customer service and front desk reception. This includes, answering phones, transferring phone calls to other people in the office, greeting people as they come in, checking out laptops, videos and books to community members and performing other administrative duties as assigned. They are also responsible for a quarterly project. The project will focus on several things including developing career skills and building community.

Community-Based Block (CBB) Intern

The Community-Based Block (CBB) intern position at the UCSD LGBT Resource Center is a one-year, graduate volunteer internship in collaboration with the San Diego State University CBB Graduate Program. Each academic year, a current CBB student will maintain a part-time volunteer internship with the UCSD LGBT Resource Center. The CBB intern will report to the Assistant Director for Education and is responsible for helping to maintain an emotionally supportive environment at the LGBT RC that helps UCSD community members explore issues of gender identity and sexual orientation, the intersections of identity development, and social justice. Through informal interactions with the LGBT community, the CBB intern's responsibilities will consist of check-ins with individuals and with groups, consultation regarding helping skills, and a quarterly presentation of the CBB intern's choice that relates to mental health, healing, and the LGBT community.

PROFESSIONAL STAFF JOB DESCRIPTIONS

Fiscal Manager, Chancellor's Office

The Fiscal Manager in the Chancellor's Office serves all three Campus Community Centers. This person is responsible for all of the fiscal and hiring paperwork of the Campus Community Centers, and works directly with the fiscal contacts in each Center to ensure proper processing and tracking of all fiscal documentation. The Fiscal Manager is physically housed at the Cross-Cultural Center.

Liaison to Campus Community Centers, Counseling and Psychological Services

The Liaison to the Campus Community Centers (COM3) from Counseling and Psychological Services (CAPS) is responsible for outreach, consultation, and counseling services to the Cross-Cultural Center, the Lesbian Gay Bisexual Transgender Resource Center, and the Women's Center. This person is physically housed in the Women's Center, but has community office hours in each Center every quarter. This person also has individual counseling hours at each Center. COM3 professional staff members can make appointments for students at each Center instead of having to make appointments through the central office of CAPS.

Assistant to the Director

The Assistant to the Director of the LGBT Resource Center is responsible for day-to-day operations of the LGBT Resource Center. The Assistant to the Director is the primary source of office and administrative support to the LGBT Resource Center. The Assistant to the Director of the LGBT Resource Center is responsible for all administrative aspects of the annual San Diego LGBT Pride parade, festival and rally for the UCSD community. The Assistant to the Director independently analyzes the needs of the members of the community who utilize the Center and then ensures that the LGBT Resource Center's in-house focus responds to those needs. The Assistant to the Director selects, trains, and provides day-to-day oversight to student staff and volunteers. This position serves as fiscal back-up to the Campus Community Center's Fiscal staff member. The Assistant to the Director, in conjunction with UCSD LGBT Resource Center team, cooperates with the Campus Community Centers to maximize efficiency in cross-issue social justice and diversity organizing.

Assistant Director for Education

The LGBT Resource Center Assistant Director for Education is responsible for identifying, developing and overseeing the implementation of all educational outreach for the LGBT Resource Center. The Assistant Director, who assumes direct responsibility for the LGBT Resource Center in the absence of the Director, serves a vital, pivotal role in the administration of the Center and the development of the Center's programs, policies, and practices. The Assistant Director independently analyzes campus-wide needs and then ensures that the LGBT Resource Center's programmatic focus responds to those needs. The Assistant Director develops new strategies for addressing LGBT issues for the campus community. This position provides essential analysis of the overall educational effectiveness of both continuing and first-time programming, as well as provides objectives and strategies to attain short- and long-term strategic planning goals. The Assistant Director trains, and provides day-to-day oversight to student interns and volunteers associated with the area. The Assistant Director, in conjunction with UCSD LGBT Resource Center team, cooperates with the Campus Community Centers to maximize efficiency in cross-issue social justice and diversity organizing.

Director

The Director of the Lesbian, Gay, Bisexual, Transgender (LGBT) Resource Center has full responsibility for increasing LGBT awareness and visibility campus wide, and for representing UCSD to LGBT constituencies locally, regionally, and nationally. The Director also provides multi-faceted support for LGBT undergraduate and graduate students, staff, faculty, residents, postdocs, and fellows, and advocates for campus- and system wide policy changes to reduce discrimination against them. The Director offers targeted trainings and focused consulting on LGBT topics to units and departments campus wide, and works with faculty and administrators to ensure inclusion of LGBT materials in the curriculum of all schools. The Director is also responsible for positioning UCSD as a national leader in LGBT issues, and coordinating UCSD efforts that affect LGBT civil rights issues locally, regionally and nationally. The Director is responsible for ensuring that UCSD schools, hospitals and research units provide complete inclusion to LGBT students, staff, faculty, administrators and patients.

Reporting to the Associate Chancellor, the Director is responsible for the innovations within education and the outreach efforts of the LGBT Resource Center, and is required to have significant knowledge of how LGBT issues are affected in multiple disciplines' theories, principles and concepts. In cooperation with the UCSD LGBT community and key senior management, the Director is fully accountable for all recommendations that affect LGBT issues on campus. Such oversight requires the Director to work with senior campus officials, as well as diverse communities both on and off campus. The Director plans, organizes, allocates and controls the human, space, informational and financial resources to meet the mission of the LGBT Resource Center.

The focus of the work is tactical, strategic, short- and long-term, minutely detailed and globally focused. Responsibilities include maintaining strict confidentiality of privileged information, and performing a wide range of duties that require tact, sensitivity, independent judgment, diplomacy, organizational skills, flexibility and discretion.

GENERAL LGBTRC INTERN EXPECTATIONS

All staff are expected to understand and abide by these expectations along with those in other documents, including, but not limited to:

- supervisors' expectations
- University policies and expectations for employees
- local and state laws

Your Job Responsibilities

- Review your job description and read your staff manual.
- Consult with your supervisor about outside commitments and extended leaves.
- Take every opportunity to work with LGBT and other campus organizations, and college/community resources.
- Be on-time to meetings, programs, trainings and other job-related events.
- Contribute as much as you are able to during staff meetings—whatever that means for you.
- Complete paperwork, projects, tasks, reports on-time.
- **Check your e-mail at least once a day.**
- **Check your in-box at least once per shift.**
- Re-hiring for 2010-2011 as an LGBTRC intern will depend on a satisfactory performance evaluation.

Your Attitude & Actions

- Approach your job with a positive attitude—even when times are tough.
- You are a representative of the LGBTRC Team, the Campus Community Centers, and UCSD.
- Be a good role model for community members. Think about the decisions you make, and what messages you may be sending.
- Receive and give constructive feedback to help you and the team serve our community in the best way possible.
- Develop strong relationships with custodians, maintenance workers, and other staff who support the LGBTRC.
- Maintain a sense of humor. Laugh and have fun with your job!

Your Team

- Support your teammates—professionally and personally. We're all in this together!
- Make an effort to attend LGBTRC programs and events as much as possible.
- Recognize that all bring talents, strengths, weaknesses, flaws, etc. Refer to the first bullet.
- Don't be afraid to share your ideas.

Your Development – Professional & Personal

- Be honest with your supervisor about your needs.
- Attend and participate in one-on-ones with your supervisor.
- **Check-in with your supervisor at least once a week.**
- Give your supervisor feedback about things that work well and things that don't.
- Take advantage of opportunities to present information at meetings, trainings and conferences.

Your Personal Wellness

- Remember that you are a student first, and that your job comes second to that.
- Enjoy yourself, your friends, your family, and your community. Eat well, study, sleep, and be active.
- Let your supervisor know when you are overwhelmed and what they can do to help.

Social Justice

- Act as a role model for community members by engaging in behavior that broadens your own understanding and appreciation of the differences between people.
- Gear your individual internship responsibilities toward broadening community members' multicultural awareness.
- Identify opportunities and encourage underrepresented, historically oppressed and marginalized students to become involved in programs, activities and organizations that allow for their contribution to other students and the University.

GUIDELINES FOR FAILURE TO MEET EXPECTATIONS

The LGBT RC staff team ensures that the LGBT RC is maintained as an open and public space to explore issues of gender identity and sexual orientation. In order to achieve this goal and to attain the most professional and community-based developmental experiences for the UCSD LGBT Community, the LGBT RC staff is held responsible for fulfilling particular expectations. In addition, this process can help improve job performance and is designed to help students develop their learning about professionalism and job ethics.

Discussion with direct supervisors during one-on-one's are the most common ways to address when expectations are not being met; it is the philosophical perspective of the LGBT RC to address most matters through informal discussion. However, there are particular situations where more formal action will be necessary.

Listed below are the guidelines used in supervision by the LGBTRC professional staff to ensure fulfillment of job expectations. Supervisory staff will use these guidelines when considering a response to a violation of expectations or contract by a student staff member. These responses are guidelines, and include many common behaviors, but are not all-inclusive. Judgments will need to be made for other failures to meet expectations and combinations of behaviors.

Please note that there may be instances where a failure to meet expectations by a staff member is of such a serious nature that initial steps may need to be eliminated. LGBT RC staff may be subject to an immediate probation or release from employment, regardless of the staff member's prior performance.

1. Letter of Warning

- Discussion with immediate supervisor and/or Director about what expectations are not being met
- Supervisor will suggest ways that the staff member can prevent the instance from recurring and to outline or clarify expectations, and note this in the letter of warning
- The letter of warning becomes part of the LGBT RC staff member's personnel file
- Supervisors may opt to issue a second letter of reprimand on similar or related infractions before proceeding to the next step
- All letters of warning must be reviewed and approved by the Director prior to the letter being given to the student

Examples of behavior warranting a letter of warning include, but are not limited to:

- Late for staff meeting
- Inexcused absence from staff meeting or other required event
- Consistently late or incomplete paperwork (i.e. timesheets)
- Not meeting programming expectations (programming interns only)
- Poor role model behavior (i.e. lack of approachability, lack of accessibility, negative attitude)
- Breaking confidentiality
- Misuse of authority (i.e. campaigning, soliciting)
- Late for office shift (i.e. front desk, office hours)
- Failure to enforce less serious community expectations (i.e. washing dishes, signing in, etc.)
- Failure to meet front desk expectations (i.e. not answering phones, too much socializing, etc.)
- Failure to notify supervisor of changes in class scheduling

2. Probation of Employment

- Formal discussion with supervisor and/or Director about what expectations are not being met
- Supervisor will list ways that the staff member must prevent the instance(s) from recurring in order to retain current and/or future employment; this will be included in the student's personnel file
- Probation must be reviewed and approved by the Director before it is placed on the student
- Probation may last for the remainder of the current academic year of employment
- Terms of probation may also include release from future employment with the LGBT RC at the discretion of the director supervisor(s), in consultation with the Director.
- **For returning staff members** who may have been on probation during the previous year of employment with the LGBT RC, any future failure to meet expectations will be addressed in the most fair and consistent way possible. The returning staff member's current supervisor will determine which action will be most appropriate, depending on the staff member's past history and the severity of the current situation.

Examples of behavior warranting probation of employment include, but are not limited to:

- Recurrences of any behavior listed under the examples for 1. Letter of Warning
- Missing training session(s)
- Not showing up for work shifts
- Not notifying professional staff of missed office shifts or training sessions
- Failure to meet minimum GPA requirement
- Failure to confront more serious community expectations (i.e. leaving messes, inappropriately reserving the Conference Room, etc.)

3. Release from Employment

- Unless the behavior is of the most serious nature, release from employment should only be necessary after the student staff member has had several opportunities to improve their performance
- Release date is determined by the LGBT RC professional staff
- All release from employment letters must be reviewed and approved by the Director prior to the letter being given to the student

Examples of behavior warranting release from employment include, but are not limited to:

- Recurrences of any behavior(s) listed under the examples from 1. Letter of Warning and/or from 2. Probation of Employment
- Failure to notify professional staff of emergencies
- Misuse of staff access to the LGBT Resource Center
- Misuse of LGBT RC funds

RUBRIC FOR SUCCESS REGARDING LIVING OUR VALUES

The LGBT Resource Center teams values a sense of family and community, and at the same time values punctuality, commitment and focused work.

- E = Exceptional. Performance well exceeds expectations and is consistently outstanding.
- A = Above Expectations. Performance is consistently beyond expectations.
- S = Solid Performance. Performance consistently fulfills expectations and at times exceeds them.
- I = Improvement Needed. Performance does not consistently meet expectations.
- U = Unsatisfactory. Performance is consistently below expectations. Deficiencies should be addressed as noted in the performance appraisal.

Rubric for evaluating Punctuality

E = Consistently shows up early for every shift to settle in and transition from previous staff person/to open Center. Is ready to go at the time the shift begins. Does not miss shifts. Does not switch shifts. Consistently stays after the shift ends to make sure transition to next staff person/to close Center.

A = Often shows up early for every shift to settle in and transition from previous staff person/to open Center. Is ready to go at the time the shift begins. Rarely switches shifts. Rarely misses shifts, and calls well in advance to notify supervisor. Often stays after the shift ends to make sure transition to next staff person/to close Center.

S = Arrives on time as the shift begins and transitions the previous staff member. Follows all appropriate procedures for switching shifts and when a shift will be missed. Leaves at the end of the shift.

I = Occasionally arrives late for shifts and is not able to transition from previous staff member. Does not consistently follow the process for switching shifts or missing shifts. Occasionally leaves early from shift and does not transition next staff member

U = Consistently arrives late to and leaves early from shifts. Does not follow procedures for switching shifts or missing shifts.

Rubric for evaluating a sense of family

E = Consistently and regularly connects and follows up with every member of the LGBT Resource Center team regarding both their personal and professional lives. Is connected to every other staff member in significant ways.

A = Often connects with every member of the LGBT Resource Center team regarding their professional lives. Is connected to many of the members of the team. Has excellent relationships with everyone.

S = Has made a commitment to the LGBT Resource Center team and has attempted to connect with every staff member on a professional level. Has an understanding of where each member of the team is terms of their work. Has a positive relationship with everyone.

I = Has not made a commitment to the LGBT Resource Center team in significant ways. Knows some, but not all members of the team on a professional level. Does not have an understanding of the team in terms of their work. Does not have a positive relationship with everyone.

U = Has not made a commitment to the LGBT Resource Center team in any way. Does not know any of the team members on any level. Has negative, unproductive work relationships with members of the team.

Rubric for evaluating sense of community

E = Is committed to the struggle of being in community with a diverse team. Regularly checks own self regarding issues of privilege, power and oppression. Can constructively check other members of the team while maintaining respect and fostering growth. Actively seeks to address the complex and personal nature of community building in a diverse society.

A = Understands the struggle to be in community. Has checked own self. Has checked others when necessary. Has attempted to address the complex and personal nature of community building in a diverse society.

S = Understands the diverse community in which we work. Has the ability to self reflect regarding own behavior in community. Can observe when others are not reflective of their own behavior in community. Understands on a cognitive level the complex and personal nature of community building in a diverse society.

I = Has attempted to understand diversity in community. Understands the concept of self reflection, in self and in others. Struggles with the complex and personal nature of community building in a diverse society.

U = Does not understand the concept of diversity in community. Is not self reflective. Does not have the ability to see the need for self reflection in others. Is not willing to struggle with the complex and personal nature of community building in a diverse society.

Rubric for evaluating Commitment

E = Is consistently present in the LGBT community and at the LGBT Resource Center, both during work hours and throughout other times of the day. Participates in the leadership of multiple groups that meet in the LGBT Resource Center/is concerned with sexual orientation and gender identity issues. Volunteers consistently for experiences and opportunities above and beyond what is required of the position.

A = Often spends time in the LGBT Resource Center outside of regular work hours. Participates in multiple groups that meet in the LGBT Resource Center. Has volunteered for experiences and opportunities above and beyond what is required of the position.

S = Is committed to the work of the internship at the LGBT Resource Center and participates in the community as necessary to get the internship work completed. Is conscious and aware of all of the groups that meet at the LGBT Resource Center.

I = Is present for all work hours. Is aware of major groups that meet at the Center.

U = Does not work the hours required to meet the expectations of the internship. Is not aware of the groups and organizations that utilize the LGBT Resource Center.

Rubric for evaluating Focused Work

E = Completes all the work of the internship ahead of time and consistently assists others in their internships. Fulfills the scope and nature of the internship, increases its efficacy and makes connections to other Centers internship work. Is consistently able to effectively balance the multiple pressures of the internship, academic studies and personal life.

A = Completes all the work of the internship and has assisted other in their internships. Fulfills the scope and nature of the internship and increases its efficacy. Is able to balance the multiple pressures of the internship, academic studies and personal life.

S = Completes all the work of the internship. Fulfills the scope and nature of the internship. Often is able to balance the multiple pressures of the internship, academic studies and personal life.

I = Completes most of the work of the internship. Attempts to fulfill the scope and nature of the internship, but has gone outside of the focus area. Is aware of the ongoing need to balance the multiple pressures of the internship, academic studies and personal life.

U = Does not complete the work of the internship. Works outside of the scope and nature of the internship. Is not able to balance the multiple pressures of the internship, academic studies and personal life.

EVALUATIONS

General Internship Work Evaluation

Guidelines

E = *Exceptional*
A = *Above Expectations*
S = *Solid Performance*
I = *Improvement Needed*
U = *Unsatisfactory*
NA = *Not Applicable*

Administrative

	Exceptional	Above Expectations	Solid Performance	Improvement Needed	Unsatisfactory
Check e-mail once a day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Complete timesheets every two weeks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide supervisor with quarterly schedule prior to commencement of each academic quarter, and notify supervisor of any schedule changes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Front Desk Duty

	Exceptional	Above Expectations	Solid Performance	Improvement Needed	Unsatisfactory
Greet incoming visitors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Give RC tours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Direct visitors to appropriate resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide primary phone reception	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Check out laptops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Perform daily, weekly and monthly space maintenance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Open and/or close the Resource Center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Training and Staff Meeting

	Exceptional	Above Expectations	Solid Performance	Improvement Needed	Unsatisfactory
Attend Fall Staff Training and all follow up training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attend weekly staff meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attend weekly supervision meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Office Hours

	Exceptional	Above Expectations	Solid Performance	Improvement Needed	Unsatisfactory
Complete area of responsibility for specific internship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Complete other projects as assigned by professional staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintain visible presence in the RC during office hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completes tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Internship Responsibilities

	Exceptional	Above Expectations	Solid Performance	Improvement Needed	Unsatisfactory
Determined by nature and scope of internship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

LGBT RC Events and Programs

	Exceptional	Above Expectations	Solid Performance	Improvement Needed	Unsatisfactory
Attend and possibly staff LGBT RC Signature Events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attend quarterly LGBT RC Advisory Board meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Intern Signature _____

Date _____

Supervisor Signature _____

Date _____

ETHICS FOR LGBTRC INTERNS

Each intern at the LGBT Resource Center occupies multiple roles as they work at the LGBT RC, which may include student leader, friend, partner and classmate. This requires navigating different kinds of relationships with multiple people, often at the same time.

This can be challenging because while LGBT RC staff do have these multiple roles, community members perceive them in whichever ways they choose, regardless of time or place. For example, while an intern may not be working, community members will still ask them to check in a laptop. Another example is that an intern's friend will treat them as if they're not working (friend is sitting at the front desk, both are socializing so much that it prevents the intern from greeting visitors, etc.), even though the intern *is* working.

Ultimately, LGBT RC interns can always consult the LGBT RC professional staff for advice, consultation, and perspectives to think about. It is always easier to have a discussion **before** you make a decision, versus having to assess the impact of your decision after it has already been made. It is the philosophy of the LGBT RC professional staff to be open to discussion while suspending as much judgment as possible, so please ask your supervisor if you have any questions.

Below are some general tips and information to help LGBT RC interns to identify the ethics of their internship; and how to fulfill job expectations and maintain their multiple identities/expectations outside of "the work."

What are ethics:

- Deciding what is right or wrong, good or bad, just or unjust
- Analyzing and justifying answers to the question "what ought to be."
- A means of resolving conflicts which occur in the gray area that no legalistic set of prescriptions can totally cover
- Leaders encounter many gray areas where it is difficult to distinguish right from wrong. But there always an answer that is more right than others. This is an ethical answer.

Conditions present in an ethical decision:

- There is a moral dilemma
- There are competing claims
- There is a compelling need to decide
- There is a personal investment to some degree

What is an ethical decision?

- One that is best for the organization or for others; one that is not self-serving
- One that is made with a clear conscience and that you would be willing to disclose
- One that is more right than wrong, even though it relates to a gray area where there is really no right or wrong answer
- One that is honest and based on facts, but yet is consistent with the spirit of rightness and fair play
- One that is consistent with the values and principles for which the organization and institution stand
- One that will be the best in both and short long term
- One that can be defended and supported by one's peers and supervisors
- One that is made in good faith

Criteria For Ethical Choices

- Are you being responsible/making a responsible choice?
- What are the probable consequences of your choice?
- If you were on the receiving end, would these consequences be acceptable?
- Is this a special situation? Or are you pretending it is?
- Can you discuss the problem with the affected parties before you make the decision?
- Would you want your fellow LGBT RC interns to make the same decision?
- Would it be okay if others did the same to you?
- Did you do what you said you would do?
- Are you being honest with yourself about the real issue?

Ethics Check Questions...

- Will I be failing to meet my job expectations?
- Is it legal?
- Will I be violating the law or school policy?
- Is it balanced?
- Is it fair to all concerned?
- How will it impact people at the LGBT Resource Center?
- Would I feel comfortable telling my fellow staff members about it?
- Does it promote win/win situations?
- How will it make me feel about myself?
- Would I feel ashamed if I told my supervisor about it?
- Will it make me proud?
- Would I feel good if my family knew?

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STAFFING THE RECEPTION SPACE

CUSTOMER SERVICE PHILOSOPHY

We, at the LGBT RC, take our role and responsibility of creating an open, diverse, and welcoming space for the UCSD community very seriously. As such, we aim to serve our community by creating and maintaining both a professional and friendly business and community space concurrently. All the folks we come into contact with during the day are our guests. Our guests include: students, visitors, alumni, staff, faculty, co-workers, parents, facilities management, mail deliverers, and others. How we treat each of these guests sets a tone. That tone has a ripple effect on each of us, the reputation of our Center, and those we serve.

Remember, our Resource Center is a community space for everyone in the UCSD community, and we work hard to make everyone's visit welcoming and productive. Ultimately, we strive to provide the best customer service possible: every guest should leave the RC feeling they were treated with respect and had their needs met.

WORKING AS A TEAM

Good office etiquette is just as important with each other as it is with external guests! The relationship between the staff in an office, and within the organization, should always be one of mutual respect. Thus, LGBT RC interns should view the care and maintenance of our space, and the staffing of the front reception area not individually, but as a team! Only when we use a cooperative team approach can we meet the challenges of the day and best serve the UCSD community. Proper office etiquette calls for you to be: professional, calm, and patient. Remember, we offer our best customer service when we treat guests like we would want to be treated in the most stressful situations.

OPERATING THE LGBT RC

Opening & Closing Procedures:

As a member of the LGBT RC staff you are entrusted with being part of a team, whose collective responsibility includes making the LGBT RC a functioning community space in a very fundamental way--by opening and closing the RC. The checklist below outlines our expectations of every staff member who opens or closes the RC.

OPENING CHECKLIST

- ___ Unlock the front door
- ___ Turn on lights in the community spaces (Heritage Room, Conference Room, Kitchen and Common Room)
- ___ Tidy up community spaces
 - ___ Arrange furniture
 - ___ Arrange magazines and resources
- ___ Un-forward the phones & check voicemail
- ___ Make coffee
- ___ Turn on front desk computer
- ___ Hang the flag outside
- ___ Make sure all air conditioning units (3) are on automatic function
- ___ Make sure kitchen is tidy
 - ___ Turn on lights
 - ___ Put away dishes
 - ___ Wipe Down Counters
- ___ Make sure Heritage room is tidy
 - ___ Turn on the fountain
 - ___ Arrange furniture
 - ___ Put away miscellaneous stuff

CLOSING CHECKLIST

- ___ Clean the kitchen
 - Wash the dishes and coffee pot
 - Wipe down the counters and sink w/409
 - Make sure coffee pot is off
 - Make sure toaster oven is off
 - Turn off the kitchen lights

- ___ Clean Community space
 - Arrange the magazines and newspapers
 - Wipe down table top
 - Arrange furniture
 - Recycle newspaper
 - Turn off Community space lights

- ___ Clean Heritage Room
 - Make sure TV and VCR are off
 - Turn off the fountain
 - Throw away trash
 - Put away miscellaneous stuff

- ___ Turn off front and back desk computers

- ___ Forward the phones

- ___ Close and lock all windows

- ___ Follow Conference Room Checklist

- ___ Take down the flag, fold neatly and place on back file cabinet

- ___ Close and lock the front door

- ___ Set the alarm and make sure both front and back doors are locked behind you

- ___ Vacuum high traffic areas (Common room, front entrance, conference room)

SUNDAY OPERATIONS CHECKLIST

- ___ White Board Downstairs is pretty

- ___ Pens, Markers, Pencils etc. are organized and in the correct places

- ___ Student Org./Housing Board are up to date

- ___ Fridge is up to date (No rotting food in it)

- ___ "This Week at the LGBT RC" Updated and set out (include Friday movie)

- ___ First Sunday only: Write blurb about self to put in newsletter

Meeting the Needs of our Community

Asocial justice philosophy informs the LGBT Resource Center's customer service model.

We believe all staff of the LGBT Resource Center have dignity and are empowered to retain dignity in their interactions with our community. This occurs with all those who contact our space, either in person, over the phone or electronically. Part of dignity is independent of the actions of others and based in one's sense of self. However, another part of dignity can be significantly impacted by the actions of others.

We honor the person approaching us from the place where they are, and honor our own place in the power and privilege environment that affects our interactions. There is an expectation that those who are in our space exhibit a level of personal respect towards the staff with whom they are interacting. This respect should communicate dignity. The staff, graciously and with tact, communicates that expectation if it is not met.

What this means is that our community interactions are not grounded in the typical customer-based, transactional style. Rather, our interactions are transformative. They are grounded in a sense of community and shared responsibility for our Center's culture. Our interactions are deeper and stronger than is typically experienced in places of business.

The LGBT Resource Center builds community. The first moments of building community often come through giving a tour, checking out a laptop computer, answering a question, connecting to a printer, or giving directions.

Many have been socialized that the recipient of these interactions does not need to be respectful of the staff person. The LGBT Resource Center consciously disagrees with this socialization. It is the responsibility of all staff to deepen and sustain their relationship with members of our community through tactful and gracious communication of this expectation.

Here are some examples of what this looks like:

A person who frequents the space walks up and drops their ID on the desk in front of the staff person, without meeting their eyes or saying a word. They are expecting to receive a laptop computer. What are possible next steps, given the model above?

A person who frequents the space leaves a dirty coffee cup in the common area for the third time, apparently assuming queer elves clean up after them. The staff member notices it just as the person stands up to leave. What are possible next steps, given the model above?

A person who frequents the space does not speak more than a few short phrases to anyone on staff, except for the Director, with whom the person is chatty, respectful and at ease. The staff member in the kitchen notices this behavior for the third time this year. What are possible next steps, given the model above?

Greeting Procedure:

How we initially receive guests when they visit our space makes all the difference in setting the tone of their visit. Here are a few simple steps to set you up for success in helping our guests feel welcomed and served.

- One: Every person who walks through the doors should get both a verbal and visual greeting.
- Two: After the greeting, please, politely ask our guest to sign-in on our visitor log, located on top of the counter. It helps us gauge how much our space is being used and by whom (students, staff, faculty, guests).
- Three: Assess the needs of each guest, are they:

A frequent visitor?

A frequent visitor is a guest who's been to the LGBT RC a number of times, is familiar with our community, and the many resources the LGBT RC offers.

A new visitor?:

A new visitor is a guest who's either never been to the LGBT RC before or someone who's only been in a few times. These guests require our most focused attention. Please remember to do the following:

1. Offer a Tour
2. Answer Questions
3. Connect them to the Resource Center
4. Introduce them to at least one other community member

Phone Etiquette

In addition to being a community center, we're also a place of business, and part of being a business means doing business over the phone. Because the phone is such an important instrument in our daily operations, below are some helpful hints and proven phone techniques that will help to make your phone conversations more effective.

Create a Good First Impression

- Try to answer the phone by the second ring.
- Answer with a friendly greeting. (Example - "Good Afternoon, L-G-B-T Resource Center, Hermidio speaking, how may I help you?")
- Smile - it shows, even through the phone lines
- Ask the caller for their name, even if their name is not necessary for the call. This shows you have taken an interest in them. Make sure that if you ask for their name, that you use it and remember it.
- Speak clearly and slowly. Never talk with anything in your mouth. This includes gum or your lunch.

- Lower your voice if you normally speak loudly
- Raise your voice if you normally speak softly

How to Place a Caller on Hold

If the caller's needs require you to:

- find information not accessible at the front desk, OR
- check to see if a staff member is available, OR
- ask someone in the RC for the information the caller is requesting, OR
- leave the front desk, THEN

Place the caller on HOLD, by pressing Access 2.

- When putting a caller on hold, always ask permission. If they ask why, provide them with the answer.

Examples:

- "Would you mind holding while I find the time and date for that Rainbow Graduation?"
- "Can you hold briefly while I see if Jan is available?"
- After placing someone on hold and returning to the line, say "Thanks for waiting" rather than "I'm back."
- When screening calls, do you ask "Who's calling, please?" rather than "Who is this?"

How to Properly Call Another Office

When calling a professional office **for any reason**, always identify yourself and explain the reason for your call. Example: "Hello, this is Eric Clapton from Jive Records and I'm calling to ask Jan if she liked my autobiography".

How to Transfer a Call

Example:

Caller: May I speak with Shaun please?

Intern: Sure, let me first check to see if he's available. May I please tell him whose calling?

Caller: Sure, this is Riley Freeman.

Intern: Riley can you hold briefly while I check to see if he's available?

Caller: Sure.

Steps to transferring the call...

1. Press "Access # 2"
2. Key in the extension number
3. Announce the caller (ex..."Shaun, its Riley Freeman on the line, would you like to take the call?")
4. If the call is accepted, press "transfer." If it is not proceed to step 5.
5. Press "Access 1" and let the caller know that the person is not available (Example- "Hi Riley, Shaun is not available at this moment. Would you like me to transfer you to his voicemail?")
6. To transfer to voicemail press "Access 2"
7. Key in the extension number
8. Press "transfer."

Taking Phone Messages

Sometimes folks will not want you to transfer them to voicemail (even though this is our preferred method) and instead would prefer to leave a message with you. When taking a phone message for someone be as thorough as possible and always be sure to include the following information:

- o Caller's name and company name if applicable
- o Time and date of call
- o What the call is regarding
- o If the caller wants a return phone call, and if so,
- o Obtain a phone number that is best to return the call to

Last Impressions

- Before hanging up, be sure that you have answered all the caller's questions
- Always end with a pleasantry: "Have a nice day" or "It was nice speaking with you"

Other Important Information about the Phones

- Shaun, Jan, and Anthony's extensions are private lines, we do not give our individual extensions out, if anyone asks for our office number, please give them the main line 858-822-3493. Most of the people who truly need our personal extension already have it.
- Cell phone numbers are private; never give out the number of another staff member unless you have their explicit permission.
- Forwarding the phones: When leaving the Resource Center for the night or when you are away from the reception area for an extended amount of time, please, be sure to press the **FORWARD** button.
- Unforwarding the phones: When arriving at the Resource Center in the morning or when returning to the reception area after an extended period of time, please be sure to press the **UNFORWARD** button.

- Checking Voice Mail: If the **MESSAGE WAITING** button is flashing, press the button, and enter **23493** (this is both our mailbox number and password), and follow the prompts to retrieve the messages. If the message is not a general question, follow the prompts to forward the message to the appropriate person in the office. If for some reason, the message is inaudible, save the message and let the staff know.

LGBT RC Computer Procedures

First Time Logging In

Reset your password:

- Enter the username that was given to you by your supervisor.
- Your initial password is: "We1come0" (case-sensitive).
- You will be prompted to change your password.

Setting up printers:

- Click on "Start," then "Run."
- Type in \\pq1\. Click "OK."
- Right-click on "LGBT_2." Click on "Connect." This is the color printer by Jan's office.
- Right-click on "LGBT_3." Click on "Connect." This is the black and white printer by the front desk.

Using Microsoft Outlook

Each intern has login access to any computers at the LGBT Resource Center (and to the Campus Community Centers; make sure you ask first if you use another Center's computer). During training, you will receive your login username and password.

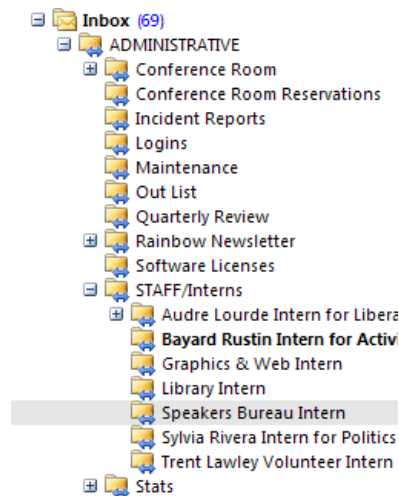
Microsoft Outlook consists of a few elements that you'll need for your work. All of these can be located on the lower left on the main Outlook screen:

- E-mail
- Calendar
- Contacts

E-Mail

Each intern has access to the same e-mail account, rainbow@ucsd.edu. The Rainbow Newsletter intern is responsible for checking, forwarding, and responding to e-mails in Rainbow. Rainbow@ucsd.edu is the LGBT Resource Center's public e-mail, so interns can feel free to use this e-mail address for specific work projects or events. (i.e. When we ask people to RSVP for Rainbow Graduation, we ask them to respond to rainbow@ucsd.edu)

Each intern should check their individual staff folder in the Rainbow Inbox:



E-Mail etiquette:

- 1) Be concise. If you have more than 5 paragraphs to communicate what you need, consider calling them or talking to them in person.
- 2) Make sure you know the difference between “To:”, “Cc:”, and “Bcc:”:
 - “To:” The people to whom you are directing the email
 - “Cc:” (stands for “cross copy”): The people who would benefit in one way or another from the information, or if they specifically asked to be cross-copied
 - “Bcc:” (stands for “blind cross copy”): The people who should know that you are sending an email out, but should not be cross-copied (“Cc:”).
 - Every situation is different; adapt these rules as needed.
- 3) Always include a subject line.
- 4) Be conscious of whether you are “Replying To All” or just “Replying.” Too often people just hit “Reply To All” without considering who needs to know the information in the reply.
- 5) Consider your audience. This is crucial in determining the tone of the email. If I were sending a formal email to the Chancellor, I would not use smiley faces or slang.
- 6) Always, always double check to whom you are sending the email. You don’t want to send that email that says “Sabrina is so dense” to Sabrina (let me tell you homie will not appreciate it).
- 7) When sending attachments, make sure you actually send the attachment!

Calendar:

- There are 2 main types of calendars you will use:
 - Pro staff calendars:
 - You will be able to view the calendars of the professional staff, but you will not be able to edit them. This is useful for referencing when a staff member may be returning from lunch, from an out of office meeting, etc.
 - To add a professional staff member’s calendar to your Outlook:
 - ❖ In the “Calendar” tab of Outlook, click on “File.”

- ❖ Under the “Open” option, click on “Other User’s Folder.”
- ❖ Enter the last name then the first name of the staff person:



- ❖ Click “OK.”
- ❖ You should now be able to toggle viewing that person’s calendar on the left-hand side of Outlook.

- Rainbow calendar: has 4 sub-calendars
 - Default: DO NOT edit the default Rainbow calendar because it is the calendar synced with our online calendar. All LGBT events will be posted on this calendar.
 - Front Desk: Use this to view your front desk shifts (blue), office hour shifts (green), and student staff meetings (yellow). You can also view the agenda for the upcoming staff meetings in the “Notes” section of the appointment.
 - Conference Room: Use this to view, but not make reservations, for the Conference Room.
 - Heritage Room: Use this to view, but not make reservations, for the Heritage Room.

Contacts:

You’ll only need to create new Contacts for the Library; see that section for more details.

The Rainbow Drive

Every staff member has access to the shared drive “K:”, aka the Rainbow Drive. Every electronic file you use for work should be stored on the Rainbow Drive.

Student staff folder:

Every staff member has their own folder under the “STUDENT STAFF” folder. You are expected to keep your individual staff folder organized, as others will occasionally need to reference your folder.

Graphics folder:

Logos, graphics, and flyers for events, organizations, and newsletter articles are stored in this folder.

Operations folder:

You will need this folder during your front desk shifts for the following forms:

- Laptop checkout
- Media and Reference Library checkout
- “This Week at” form

LGBT Pix folder:

We store all of our pictures in this folder. When you take pictures at events or in the space, please upload them in the appropriate folder and year. If you are asked to make slideshows for an event, this is where you will find all of our pictures.

Giving Tours:

As interns in the LGBT RC, part of your front line responsibilities include connecting folks with who we are and what we offer from the moment they walk through our doors. Below are the key points you should use on every tour you give in the Resource Center.

Touring the UCSD LGBT Resource Center Key Points

Introduction

Yourself, your position

Person’s name, why they are here

Tailor the tour to their potential needs-ask how much time they have, what interests them about the RC.

Family Room

Large, common area for community to congregate

Flexible space/moveable chairs, Groups meet here

QPOC, LGBTQIA, QxN, Queer Womyn’s Coalition

Informal meetings, study groups, individual study

Architects worked closely with us

We said open space/home for our family

They created a tree house

Open Grain wood, Nestled amongst the trees

Lots of light and Air

Visible, yet private

If UCSD is home to our community this is our tree house

Library

Two collections

General browsing collection

- Highlights LGBT issues of the last ten years

- Anyone can check them out, 2 weeks, up to 5 items at a time

McWhirter Mattison Collection

- It is Research collection spanning 30 years (60's, 70's & 80's.

- Donated by David McWhirter and Drew Mattison, both now deceased

- Wrote "The Male Couple"

- Groundbreaking at the time

- Gay couple studying other gay couples

- As opposed to outsiders looking

Brochures

- UCSD stuff

- San Diego specific

- Issue specific

- More in the hanging file

Art on the walls

- 8 pieces in our collection

- All by same artist, William George Erhardt

- Out gay man, HIV+ in the early years of the disease.

- Took his own life before AIDS stole it from him

Front desk

Staff and Hours

- 3 professional staff members, 8 undergraduate interns

- Open from 8am -9pm M-Th; 8am-End of Movie Fri; CLOSED Sat and Sun

David Bohnett Wireless CyberCenter

- Ten laptops computers can be checked out by anyone in the community

- Used anywhere in the space

- Printer, 5 pages a day

- MS Office suite, Internet Explorer

Anthony's Office

- Introduce if available, "Assistant to the Director"

- Responsible for all operations of the Center as well as student supervision

Conference room

- If that is family room, this is dining room

- Reserved for group meetings

- Usually one academic Class per quarter

- Sliding glass doors close to reduce sound

- Doors open both ways, Blinds closed for privacy

- LCD projector, can project laptops,

- I pods (integrated sound system) DVD, VHS

Kitchen/Barn door

- Can be closed if dirty, has postings on it

- Goes both ways, provides privacy for Anthony as well

Kitchen

Community use

- Common use dishes, have to wash your own

- Coffee pot

Microwave, toaster oven, and toaster
 Family-size refrigerator
 Named/in bags don't eat, if not, community food, Cleaned on Fridays

Hallway Walls

Student organization board, Housing Board
 Dry erase and magnetic
 Gallery wall
 Dedicated to our community art, Changed regularly

Gender Neutral restroom

No use of "little person in skirt", Great tile

Business area

Student intern desk, highlight nature of all internships

Heritage room

Private study, Faculty office hours, Small group meetings,
 Quiet space/fountain for sound reduction

Pieces of our heritage on the walls
 T-shirts, signs, pictures, posters

Historical collection

Documents our history from the earliest days at UCSD
 First piece of evidence of LGBT community on campus was the student group
 "Gay Student Union" founded by Deborah Carlin
 Same group still exists, called LGBTQIA

Space History

Heritage Room is 300 square feet, approximate size of our space
 Originally opened Fall 1999
 Two rooms
 One room had a desk, computer, copier
 Other room has a couch, bookshelf, and chair
 Point out design of old trailer
 960 square feet, There from 2002-2006
 Currently we are 2,700 square feet
 Largest LGBT Center at any public university in the nation

Jan's Office

Introduce if available, "Assistant Director of Education"
 Responsible for all education and training on campus - Wonder Woman

Shaun's Office

Introduce if available, "Director"
 Broad responsibilities for all LGBT issues at UCSD, Disco ball

Back door of conference room

Scholarships plaques on the wall
 Four undergraduate scholarships
 \$1,000 each, given out at Rainbow Graduation each may
 One is endowed, 2 named, one raised by the community each year

"Lady and Bear"

Piece by Boris Blai, student of Rodín

Donated by our first scholarship donors, Mr. Marx and Mr. Marshall

Front desk

Also part of Campus Community Centers, philosophical connection

Connected to the Women's Center, down the way also includes the Cross Cultural Center

Hand out Campus Community Center's Brochures and business cards if appropriate

Please sign in, Average around 300/week in and out the door

Any questions?

Room Reservations:

Room Reservation: Policy and Procedures

The UCSD LGBT Resource Center would like to thank you for considering us as the place to hold your meeting or special event.

Hours & Availability

Monday – Thursday: 8:15 a.m. – 8:30 p.m.

Friday: 8:15 a.m. – 4:30 p.m.

Please note: The above hours are also the LGBT Resource Center's operating hours. Any reservation requirements prior to opening, or after closing, must have special arrangements.

Available rooms & description:

Conference Room: The maximum capacity is 20 people. The default set up for this room is conference style with seating for 20, along with 6 tables.

Heritage Room: The maximum capacity is 15 people. Ideally used for more informal and/or private meetings. This room has one sofa, a television, DVD/VCR player and several chairs.

Family Room: This space is the large open space that is immediately visible upon entering the center. It may be reserved only with the understanding that no privacy is possible. Our function as a Community Center calls us to keep this space open to our community; therefore no "closed" meetings are possible.

How to reserve a room:

1. Verify date and room availability by phone, e-mail, or in person with the Resource Center. We encourage you to make your reservations as far in advance as possible to insure room availability (rainbow@ucsd.edu or 858-822-3493)
2. Complete a **Room Rental Contact Sheet**, an **Agreement of Use and Liability Form**, and return them with appropriate identification (a UCSD ID card) to the Resource Center. You can request a copy at the front reception area, or download a copy from our website at <http://lgbt.ucsd.edu/>

Room Reservation Information:

1. **Food Policy:** Full meals and beverages, in spill-proof containers, are allowed in the Conference Room. Snacks and beverages, in spill-proof containers, are allowed in the Heritage and Family Rooms. In all spaces, please clean up after your meeting.
2. **Cleanup Policy:** Rooms must be left in the same set up, clean condition as they were found. If, upon entering a room, you should discover that the space is not ready for occupancy, please notify the front desk immediately. Any necessary cleanup resulting from your event may lead to a permanent suspension of room reservation privileges of your group/organization.
3. **Point of Contact:** All groups reserving space must provide a point of contact, who agrees to provide identification (a UCSD ID card), completes the **Room Rental Contact Sheet**, assumes responsibility for the group/organization holding the meeting, and agrees, on behalf of the entire group, to support the UCSD LGBT Resource Center's mission statement by signing an **Agreement of Use and Liability Form**.

Agreement of Use and Liability

- I have received a copy of The UCSD LGBT Resource Centers **Room Reservation Policy and Procedures**. By signing below, I acknowledge that I have read and thoroughly understand the room reservation policy and procedures as they apply to my event, and attest that my group/organization is supportive of the mission of the UCSD LGBT Resource Center (see mission statement below). I agree to abide by all terms and conditions. I understand that my reservation will not be booked until this page is completed, signed and returned to the UCSD LGBT Resource Center along with proper identification.

Mission Statement: The LGBT Resource Center at UCSD is a diverse, open and public space for all members of the university community to explore issues relating to sexual and gender identities, practices and politics. It develops student leadership, builds workplace equity, promotes academic research, and provides resources. The Center challenges existing definitions of variant genders and sexualities by engaging in community building on- and off-campus. This Center sustains and develops visibility, sense of community, and knowledge of diverse queer people (Adopted October 7, 2001).

- By signing this document I agree to abide by the UCSD Principles of Community which supports a climate of fairness, cooperation, and professionalism for all at UCSD.
- I accept full responsibility for my group in this meeting space.
- I will reimburse the UCSD LGBT Resource Center for the cost of repairs if the space is damaged while checked out in my name.
- I have witnessed the physical space. The space is clean and ready for occupancy.
- I understand that my / my group's abuse of the space may result in disciplinary action and the inability to reserve space in the LGBT Resource Center in the future.
- I understand that all charges that are accrued as a result of violations of these policies will be sent to the Registrar's Office and will prevent me from registering for classes, from obtaining diploma/transcript(s), and/or graduating until paid in full.

- I understand that I am not to perform any illegal activities in reserved space.
- I understand that if I perform any illegal activities with this space, I will be subject to the disciplinary rules and regulations of UCSD and perhaps, those of the City of San Diego; which may result in the possibility of arrest.
- I do hereby verify that I have read and understand the Use and Liability Agreement as it pertains to the loan of a UCSD LGBT Resource Center.
- I agree to abide by this and related policy and procedures.

Signature/ Date:

Room Rental Contact Sheet

Room Requested: _____

Event Name: _____

Date of Event & Time: _____

Event Recurrence: _____

Contact Name _____

Phone # _____

E-mail: _____

Signature/ Date: _____

David Bohnett Cyber Center:**David Bohnett Wireless Cyber Center
at the UCSD LGBT Resource Center****Who can check out a laptop?**

Any student, staff, or faculty with a valid UCSD ID is eligible to borrow a laptop computer under this program.

Where can I use the laptops?

Laptops may be checked out from the reception area in the LGBT Resource Center and used anywhere within the space. Laptops are NOT permitted to leave the Resource Center under any circumstances.

How long can I use the laptop?

A laptop may be checked out for as long as needed. However, during busy times a two hour maximum may be enforced and a staff member may ask for the return of the laptop if the two hour limit has been exceeded. All laptops must be returned to a staff member 30 minutes prior to closing.

Do I have access to the internet?

The laptops can access the internet from anywhere within the LGBT Resource Center.

Can I save material on the laptop?

No, never save or download to the C:// drive. Security software will erase anything/everything on the drive once turned off or rebooted. Store all files on an external source, such as an external hard drive or jump drive, etc., prior to returning the laptop to the library.

Can I print?

Laptop borrowers may utilize the cyber center printer free of charge for projects under 5 pages. For more than 5 pages, please check with an LGBT Resource Center staff member before printing.

Hardware and Software specifications:

IBM Thinkpad R50E Express PM 725
256 MB
40 GB
DVD/CDRW
Microsoft Office
Acrobat Reader
USB 2.0

Replacement and Repair Charges:

The individual checking out the laptop is solely responsible for any loss or damage and will be required to sign a liability statement before the initial checkout. In the event that the laptop is lost, stolen, or not returned, the replacement cost of the laptop plus a processing fee will be no less than \$1,500.00. In the event that the laptop is damaged, the charge will

be the cost of repair including labor. Failure to pay replacement or repair charges will result in the placement of a hold on the student account and suspension of privileges within the LGBT Resource Center. There is, as well, the possibility of disciplinary action being taken by the LGBT Resource Center and UCSD's judicial process if the situation remains unresolved.

Laptop computer users must:

- Fill out and sign an Agreement and Liability Contract in order to qualify for the laptop program. User contracts are to be renewed each Fall Quarter beginning Welcome Week.
- Provide a valid UCSD ID **AND** one other form of photo identification.
- Return laptops in good condition.

Patrons are responsible for:

- Full replacement cost of the laptop computer or any peripherals charged out to them that are lost, stolen, or not returned.
- Full repair cost charged by the Library's selected repair service if the computer or any peripherals are damaged.

NEVER:

- NEVER leave the laptop computer unattended while it is checked out.
- NEVER lend or give the laptop computer to another person.
- NEVER borrow a laptop computer on behalf of another person.

DISCLAIMER:

The UCSD LGBT Resource Center assumes no responsibility for files stored on the hard drive or the recovery of files accidentally left in the hard drive after the computer has been returned; nor is the LGBT Resource Center responsible for any computer viruses that may be transferred to, or from, a user's floppy disk. The LGBT Resource Center does not encourage use of the hard disk for temporary or permanent storage of files. The hard drive cannot be used for temporary or permanent storage of files. Security software reconfigures the laptop each time it's reboote

David Bohnett Wireless Cyber Center Laptop Loan Program

FIRST NAME

LAST NAME

ADDRESS

EMAIL

PHONE NUMBER

UCSD ID #

(Photocopy two forms of Photo ID)

AGREEMENT OF USE AND LIABILITY

- I accept full responsibility for the laptop computer and accessories I am borrowing.
- I will reimburse the UCSD LGBT Resource Center for the cost of repairing or replacing this laptop, and/or accessories if they are damaged, lost, stolen, or not returned while checked out in my name.
- I understand that the replacement cost for this laptop computer will be no less than \$1,500.00.
- I have witnessed the physical inspection of the Laptop computer and its components. All checked parts are present and appear to be functioning.
- I understand that my abuse of laptop loan privileges may also result in disciplinary action and the inability to borrow laptop computers in the future.
- I understand that all charges that are accrued as a result of violations of these policies will be sent to the Registrar’s Office and will prevent me from registering for classes, from obtaining diploma/transcript(s), and/or graduating until paid in full.
- I understand that failure to return the laptop within the allotted time will be considered theft of UCSD LGBT Resource Center property and appropriate action will be taken.
- I understand that I am not to perform any illegal activities with this laptop. (i.e., hacking, pirating, downloading pornography, etc.)
- I understand that if I perform any illegal activities with this laptop, I will be subject to the disciplinary rules and regulations of UCSD and perhaps, those of the City of San Diego; which may result in the possibility of arrest.
- I do hereby verify that I have read and understand the Use and Liability Agreement as it pertains to the loan of a UCSD LGBT Resource Center laptop computer.
- I agree to abide by this and related laptop loan policies.

SIGNATURE

DATE

Passwords / Codes / Keys:

1. Voicemail
 - i. either click the “messages waiting” button on the phone or dial *48000
 - ii. the password is: 23493
2. Media Cabinet in the Conference Room (its usually kept unlocked)
 - i. the combination is 493
3. Laptop Cart:
 - i. combination is 4002
4. Copier
 - i. Enter your code
 - ii. Press Access
 - iii. After your done, Press access again to log out
5. Alarm
 - i. After closing everything, stand in front of alarm box until it says “SYSTEM READY”
 - ii. Hit “CMD” until you reach screen that says “LGBT CENTER” and on the bottom right and left hand corners says “ALL” and “PERIM” respectively.
 - iii. Hit “ALL”
 - iv. Get out! You have 45 seconds after you press “ALL”.
6. Keys
 - i. For bulletin boards outside are kept in the Laptop cart in slot under Laptop 6.

Posting Policies:

We strive to provide our community with the most accurate and updated information regarding programs and events. As such, it is our general policy that all postings are done via LGBT RC staff. The only exceptions are the housing and student group bulletin boards. These boards are completely community regulated; we merely monitor the boards to assure folks respect the amount of space they use and we help keep the board current by removing old information.

So, where are posting areas?

1. Bulletin Boards Outside
 - a. Left board (both portions is for information exclusively LGBT RC related)
 - b. Right board
 - i. Left portion: is for Women’s Center or Cross-Cultural Center’s postings
 - ii. Right portion: is for student groups
2. Bulletin Board on Kitchen Sliding Door
 - a. This is where we allow more general postings like for plays, musicals, and general information. There must be some link to our community. We are not a general posting board for the university. If you have questions about what should be posted, and what should not, ask Samuel.
3. Dry Erase Boards in the Hallway
 - a. As stated above, these boards are completely community run.

What should folks use to post?

Please use blue tape for all postings. The use of other types of tape or thumb tacks is not allowed, as they are potentially damaging to our walls and boards.

Library:

Every person who checks out a book, dvd, or video must...

1. Have a registered account with the LGBT RC
 - how to register folks:
 - under library contacts, create a new contact, with the following information: Name, phone number, email address
 - please note, folks may use different names than those that appear on their official identification..please respect our community members as they assert their own identities and find their own voice...

How to check books, dvd, or videos out:

1. If a guest does not have an account, create one for them (see above for procedure)
2. Let the guest know when the items are due back
 - books are due 2 weeks from the date they are checked out..(use an Obelisk book mark and write the date down)
 - DVD's and Videos may only be checked out over night
3. Then, on the Rainbow Calendar, create an appointment for when the book, DVD, or video is due back to the LGBT RC, in the appointment include the person's name, and what they checked out...
 - Important: when the item is returned, do not delete the appointment, instead do the following
 - ex: **RETURNED** on 8/29/06 (s.santos)

**** Please note general information about the library is provided in this training manual under "Giving Tours."****

This Week at the LGBT RC:

This resource, entitled "This Week at the LGBT RC" is posted throughout the space. Its purpose is fairly obvious. It is an important tool to inform & remind the community about the day's scheduled events. It is also an important tool for LGBT RC staff. As you begin your shift, you should remember to check the schedule for any events that may be occurring shortly. It will be the responsibility of the intern covering the last Friday shift prior to the week to create the schedule for that following week. The templates are on the Rainbow drive, under the OPERATIONS folder entitled, "This Week At the LGBT RC."

Resource Wall:

Often folks come into the RC looking for brochures on varying topics from coming out, to information on the Center in Hillcrest, to information about varying UCSD services. Part of your responsibility as an intern includes having a basic familiarity of what we have, and what's available.

- The brochures are broken down into general areas: UCSD Information, San Diego specific information, and Issue specific information
- Please note, the brown filing cabinet near the resource wall, houses a wealth of information not visible on the wall, remember to also use, and make available this cabinet as a resource to the community
- Campus Maps: Often folks come into our space simply looking for directions. Sometimes we know the information, and sometimes we don't, do your best to help with the knowledge you have, and offer our guest a campus map, kept near the front reception space, to help them find their way.

Rainbow Newsletter:

The UCSD LGBT RC's Rainbow Newsletter, is a weekly electronic newsletter sent out to folks on our email list. Folks can register for the newsletter online by visiting the NEWSLETTER page on our website. The newsletter contains UCSD LGBT RC related content, and serves as a great resource to folks know about all the great programs, events, and opportunities available at the RC and beyond.

- Submitting Information to be included in the newsletter: Have community members who would like information about an event to be included in the newsletter to email: rainbow@ucsd.edu. If the request meets the goal and purpose of our newsletter, our Newsletter intern will include the information. Specific deadline submissions will be set in the fall.

Tabling:

In addition to representing the LGBT RC while in the space, you may, from time to time, be asked to represent the RC by tabling. When asked to table for an event, here are few import helpful hints:

- Take The LGBT RC in a Box: this box contains all the basic and vital information about our space, including pamphlets, sign-up sheets, rainbow flags, as well as other items.
- Take Your training manual: this manual contains a wealth of information that you may not be able to retain by memory, so having it with you at the table, may be useful to provide folks with the best and most accurate information possible.
- The general set up of the table is using the rainbow flag as the table cloth, having a clipboard for folks to leave their contact information, a book on LGBT issues placed on top of table, business cards of the LGBT RC staff, Campus Community Center pamphlets, a current copy of the Rainbow Newsletter, and fliers with information about upcoming events.

Dealing with UCSD non-affiliates and difficult individuals

As the frontline representative of the LGBT Resource Center, you may encounter individuals who are extremely difficult to interact with and/or may make community members (including you) uncomfortable by their behavior. They may or may not be affiliated with UCSD. It may be in person or on the phone. Here are some guidelines for interacting with these individuals:

- What behaviors is the person displaying that is inappropriate and/or difficult to interact with? (i.e. slurred speech, asking questions about people's contact information, asking about people's identities, asking about inappropriate services that the RC does not provide, etc.)
- On a scale of 1 – 3, how is their behavior making you and/or others uncomfortable? This will help you gauge how to proceed:
 - **1 = You feel comfortable:** ask them to leave.
 - **2 = You do not feel comfortable asking them to leave:** ask a professional staff member for help.
 - If a professional staff member is not available, ask a community member for help.
 - **3 = You feel extremely uncomfortable and/ or threatened:** Call the UCSD Police at 858-534-HELP.
- When the person has left:
 - Call a professional staff member on their cell phone to let them know the situation (Shaun first, Jan second, Anthony third).
 - The professional staff member may require you to call the UCSD Police.
 - E-mail the professional staff member documenting:
 - The date and time
 - Who was present
 - The sequence of events as they happened (no opinion or commentary, just what you saw and heard)
- After the event:
 - Check-in with your direct supervisor to let them know how you are doing.
 - Events like this can often be scary and sometimes traumatic.

GENERAL EMERGENCY INFORMATION

1. Introduction

In emergency situations, an intern may be in the position of deciding what type of care a student should receive. Not every situation will require professional assistance, but in questionable situations it is always better to call for help than to risk a student's life. Decisions on the part of LGBTRC student staff in an emergency situation can be guided by three things:

- The student's health and safety
- The welfare of those around the student
- Notification of LGBTRC professional staff

2. Consult LGBTRC professional staff

If LGBTRC professional staff member(s) are present, contact them immediately to make them aware of the situation. It is important for the professional staff to know how students are doing, and to make sure that they are receiving the appropriate care. If the professional staff are not present, make sure they are contacted immediately after phoning in an emergency.

3. Phoning in an Emergency

- On-campus, dial the UCSD Police at 534-HELP (off-campus: dial 911).
- SPECIFY CALL AS AN EMERGENCY: This is an emergency call!
- IDENTIFY PERSON CALLING AND PHONE NUMBER:
- My name is...
- The phone number here is 858-822-3493.
- CAREFULLY SPECIFY THE NATURE OF THE EMERGENCY:
- The number of students involved is ...
- The extent of the emergency is ...
- The student's condition is ...
- IDENTIFY LOCATION OF THE EMERGENCY:
- Emergency is in the LGBT Resource Center (Building 289, Student Center East, 2nd floor)
- ADDITIONAL INFORMATION: Such as what has been done so far and what equipment is needed.
- DON'T HANG UP THE PHONE...until emergency personnel instructs you to. They may have some more questions or instructions for you .

4. After Phoning

- KEEP TELEPHONE LINE CLEAR
- ARRANGE FOR A PERSON TO MEET THE EMERGENCY PERSONNEL at a designated place to directly escort them to the site of the emergency.
- CLEAR THE AREA: Once emergency personnel have been contacted, anyone not directly involved or needed for information should be asked to leave.
- GATHER PERSONAL DATA: anyone witnessing the event (including you!) should remain for questioning specifics as to what occurred
- COMFORT THE PERSONS INVOLVED: Remain calm and try to help those involved to be clam. Allow others who have already begun helping or providing comfort to serve in that capacity (Roommates, friends, etc.)

5. Minor Emergencies

The following is a list of some medical conditions not generally requiring emergency care:

- Clean wounds over eight to ten hours old
- Colds, sore throats, fevers under 104 degrees, coughs, etc. unless there are mitigating circumstances
- Minor sprains or strains
- Dental care

4. Evaluation of Minor Emergencies

Minor emergencies are variations of often serious medical problems. They can be evaluated according to severity, duration, the emotional state of the student and availability of Student Health Services.

Duration:

Q. How long has the student had the symptoms? A week? A day? An hour?

A. If the symptoms have been present for a week and severity has not increased, the student probably can wait to be seen at Student Health Services.

Severity:

Q. Has there been any change in the severity? More? Less? The same? Will the condition become more severe with delay?

A. If the symptoms become worse or even gradually worsen, or if you are uncertain, the student should probably be seen by a physician.

Emotional State

Q. Is the student visibly upset? Does he/she need professional medical reassurance?

A. No amount of reassurance from another person will calm some students. It is better to send an emotional, upset, or fearful student to an emergency care center.

Availability of Health Services

Q. Is Student Health Services open now? Can the student "drop in" or must an appointment be made? Is it a weekend or a holiday?

A. The duration and the potential severity of the untreated problem is the criteria. If the condition is static, there may be reason to wait.

CAMPUS COMMUNITY CENTERS

Campus Community Centers' Mission Statement

The Women's Center, the Lesbian Gay Bisexual Transgender Resource Center, and the Cross-Cultural Center are collectively known as the Campus Community Centers. We are grounded in a shared belief that ending one oppression requires ending all oppressions. Together we facilitate interactive learning, promote self-awareness, foster leadership development, encourage dialogue, and challenge traditional notions of diversity. The Campus Community Centers work with undergraduate and graduate students, staff, faculty, alumni, and the San Diego Community. Through these partnerships, we build and sustain a socially just campus climate.

About the Campus Community Centers

The combined work of the Campus Community Centers is fostered by the UCSD Principles of Community which supports a climate of fairness, cooperation, and professionalism for all at UCSD. The specific mission of each Campus Community Center focuses its individual endeavors towards social justice and inclusion, and combine to create a synergy of improving climate. The educational, research, and service missions of the university can only be fulfilled when diversity is seamlessly interwoven into an integrated experience. It is valuing differences and recognizing commonalities that energize and drive the overall work of the Campus Community Centers.

The Campus Community Centers collaborate on a variety of programs and issues. By understanding and appreciating our diverse histories and experiences, we have found the common connections that bring us together to create strong communities through activities.

Cross-Cultural Center

Our vision at the Cross-Cultural Center (CCC) is to empower UCSD to recognize, challenge, and take proactive approaches to diversity for the campus and the San Diego community.

Partnering with members of the campus community centers, campus groups, faculty, staff, students, and community organizations, we strive for meaningful dialogues and context across all cultures, particularly those of underrepresented or underprivileged backgrounds. We offer supportive and educational services through art, programs, workshops, and outreach, and we welcome creative venues for enhancing social consciousness and equity.



Office Number: (858) 534-9689

Fax Number: (858) 822-0173

E-mail: cccenter@ucsd.edu

Website: <http://ccc.ucsd.edu>

The CCC is located between the Literature Building and Visual Arts Facility, off Lyman Lane on the UCSD Campus.

LGBT Resource Center

Since opening on November 8, 1999, our office has been a proud home for the entire UCSD LGBT community. We provide a visible presence on campus and enhance a sense of connection and community among LGBT faculty, staff, students, and our allies at UCSD. We encourage you to get involved by becoming one of our interns or student staff, participating in one of the student groups, helping our peer support groups, joining the Umbrella Group (staff/faculty group), or volunteering at the center. Discover your family at the LGBT Resource Center.



Office Number: (858) 822-3493

Fax Number: (858) 822-3494

E-mail: rainbow@ucsd.edu

Website: <http://lgbt.ucsd.edu>

The LGBTRC is located between Porter's Pub and Mandeville Auditorium in the Original Student Center.

Women's Center

Since opening in 1996, the center has been a space where people work collaboratively to foster the development of diverse groups of women. We strive to increase awareness of issues affecting women and men while creating a sense of community at UCSD. Relax in our cozy living room, study in our library, attend a program, or join one of the many student, staff, and faculty groups that meet here. We provide education and support on gender issues as well as information and referrals on a wide variety of topics. Whether you stop by to use the computer, ask for information, engage in one of our discussions, or just say hello, we want you to feel at home at the Women's Center.



Office Number: (858) 822-0074

Fax Number: (858) 822-1577

E-mail: women@ucsd.edu

Website: <http://women.ucsd.edu>

The Women's Center is located at Student Center West Building 290.

COLLEGES AND RESIDENTIAL LIFE OFFICES

REVELLE COLLEGE:

- Location: The Revelle College Administration Building is the wood and glass building in the eucalyptus park east of Galbraith Hall, south of York Hall and north of the La Jolla Project (AKA Stonehenge).
- Student Affairs Phone: (858)534-3493
- Residential Life Phone: (858)534-3025

MUIR COLLEGE:

- Residential Life
 - Muir College Tuolumne Apartments
 - Phone: (858) 534-4200
 - Hours: during academic quarter 8am-6pm
- Student Affairs
 - 2126 Humanities and Social Science Building
 - Phone: (858) 534-3587
 - Hours: Monday - Friday, 8am-12pm, 1pm-4:30pm

MARSHALL COLLEGE:

- Dean of Student Affairs: (858) 534-4390
- Residential Life: (858) 534-4340

WARREN COLLEGE:

- Residential Life Office
 - Location: Canyon Vista Administrative Offices
 - Office Hours: Mon - Fri: 9:00 am - 4:30 pm
 - Phone: (858) 534-4581
 - E-mail: warreslife@ucsd.edu
- Student Affairs Office
 - Location: 1148 CSE Building
 - Office Hours: Mon - Fri: 8:00 am - 4:30 pm
 - Phone: (858) 534-4731
 - E-mail: wardean@ad.ucsd.edu

ROOSEVELT COLLEGE:

- Location: Scholars Drive North, between Parking Lot 351 and Pangea Drive.
- Student Affairs Office: Rooms 301-315
 - E-Mail: ercstudentlife@ucsd.edu
 - Phone 858-534-2237
- ERC Residence Life Office: Room 110
 - E-Mail ercreslife@ucsd.edu
 - Phone 858-534-2261

SIXTH COLLEGE:

- Student Affairs Office:
 - (858) 822-5953
 - Pepper Canyon Hall (2nd floor)
- Residence Life Office:
 - Sixth College Apartments, Building 1000
 - (858) 822-5268

CAMPUS DEPARTMENTS

CSO/ Escort Program

534-WALK

Sunset to 8AM, Sun-Sat

Information

534-EDNA

adjacent to the Price Center Theater

OASIS

534-3760

3rd floor, Center Hall

8AM-4:30PM, Monday-Friday

E-mail: oasis@ucsd.edu

Website: <http://oasis.ucsd.edu>

Office for Students with Disabilities

534-4382 (Voice/TDD)

534-9709 (TDD+ TDD Mail)

Building 202, University Center

Website: <http://orpheus.ucsd.edu/osd>

Office for Sexual Harassment and Prevention Policy

534-8298

University Center, Building 201

E-mail: oshpp@ucsd.edu

Website: <http://oshpp.ucsd.edu>

Psychological and Counseling Services

534-3755

Galbraith Hall 190

8AM-12PM, 1PM-4:30PM, Mon-Fri

Website: <http://psychservices.ucsd.edu>

Student Health Services

534-3300

west of Price Center, south of Geisel

Open Mon-Fri 8am-4:30pm,

Closed Wed 9am-4:30pm

E-mail: studenthealth@ucsd.edu

Website: <http://studenthealth.ucsd.edu>

Student Legal Services

534-4374

Student Center B, Building 109

E-Mail: sls@ucsd.edu

Website: sls.ucsd.edu

Student Office for Human Relations

534-6708

Main Gym, 224

E-mail: sohr@ucsd.edu

Website: <http://sohr.ucsd.edu/>

Student Safety Awareness and Sexual Assault Resource Center

534-5793

Main Gym, # 216

E-mail: studentsafety@ucsd.eduWebsite: <http://orpheus.ucsd.edu/ssa>**UCSD Police**

534-HELP (4357)

Campus Services Complex- Building B

MC 0017

24 hours a day, 7 days a week

THE CENTER IN HILLCREST

Mission Statement

The mission of The San Diego LGBT Community Center is to enhance and sustain the health and well-being of the lesbian, gay, bisexual, transgender and HIV communities by providing activities, programs, and services that

- Create community,
- Empower community members,
- Provide essential resources,
- Advocate for civil and human rights, and
- Embrace, promote and support our cultural diversity.

Guiding Principles

The principles that guide the actions of The Center Board, volunteers, and staff, as well as the design and implementation of all Center programs, shall be

- Inclusiveness and diversity founded on human and civil rights for all,
- Financial stability and integrity,
- The Resource Enhancement and Community Health (REACH) programming objectives,
- Collaboration with consumers and other community agencies to provide a continuum of care & services,
- Compassionate, quality service delivery,
- Continual Quality Improvement,
- Leadership Development,
- Cost-Effectiveness, and
- Measurable Outcomes.

Non-Discrimination Policy

The Center is committed to a policy of non-discrimination in employment and in the provision of all services.

It is an explicit goal of all Center programs to be inclusive and representative of the diversity found in the San Diego community. Honoring, promoting and celebrating our community's diversity is a central organizing principle for The Center, as well as a part of our mission statement. Every staff member, board member, and volunteer is committed to helping to create an environment where each individual can feel respected, welcomed, and

understood. The Center provides services without regard to race, ethnicity, color, gender, gender identity or expression, age, disability, religion, national origin, marital status, sexual orientation, ancestry, genetic characteristics, political belief or activity, status as a veteran, or any other characteristic protected by federal, state and local laws.

Organizational Background.

The San Diego Lesbian, Gay, Bisexual, and Transgender Community Center, Inc., (d.b.a., The Center) is the nation's second oldest and third largest LGBT community center. Functioning as the LGBT community's leadership organization, The Center is led by a 20-member board of directors, employs over 40 paid staff and utilizes more than 400 community volunteers. Incorporated in 1973 as a community-based, non-profit, 501(c) (3) agency, The Center has more than thirty-three years of experience as a health and human services agency. In 2005, The Center provided direct services to more than 20,000 community members and through its events, activities and advocacy, touched the lives of thousands more. The Center is a 501 (c) 3, federally registered, tax-exempt organization. All donations are deductible to the full extent allowed by law. Tax ID # 23-7332048. United Way Workplace Donation Form #64204.

Center programs and services are supported, in part, by The County of San Diego Department of Health & Human Services, The City of San Diego, The State of California, San Diego LGBT Pride, AIDS Walk San Diego, and the United Way of San Diego.

Contact Information – Main Facility

Centre Street - Hillcrest
3909 Centre Street
San Diego, CA 92103
(619) 692-2077
General E-mail: centerinfo@thecentersd.org
Web: <http://thecentersd.org>

Hours of Operation:
Monday - Friday 9am-10pm
Saturday 9am-7pm

Mailing:
P.O. Box 3357
San Diego, CA 92163
Phone: 619-692-2077
Fax: 619-260-3092

Contact Information – Health Services

2313 El Cajon Blvd.
San Diego, CA 92104
Phone: 619-260-.6380
Fax: 619-718-6447

Hours of Operation:
Monday - Thursday 9am-9pm
Friday 9am-8pm

Our Health Services facility is the location for several services including HIV and Mental Health, HIV/STD Testing and Counseling.

Contact Information – Hillcrest Youth Center

Phone: 619-497-2920

Fax: 619-497-2924

Hours of Operation:

Tuesday - Thursday 5pm-9pm

Friday 5pm-10pm

Saturday 4pm-10pm

The Hillcrest Youth Center is a safe and appealing place for youth 14-20, to gather and socialize as well as a place to access social-service resources within the community.

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**LGBT 101 AND
DIVERSITY EDUCATION**

COMPONENTS OF SEXUALITY

Biology/ Physiology:	One's physical make-up and anatomy (male, female, intersex)
Gender Identity:	One's sense of self as a male, female, or other; may or may not be congruent with biology/physiology
Gender:	Socially constructed norms, behaviors, roles, etc. (i.e., masculine, feminine, and androgyny)
Sexual Orientation:	One's capacity to fall in love and have romantic intimacy in addition to soul, heart, and mind connection, (gay, lesbian, bisexual, heterosexual, asexual)
Sexual Behavior:	With whom one participates in sexual activity (men, women, trans, inter, or all)
Sexual Orientation Identity:	How one sees and names him/herself

DIAGRAM OF SEX AND GENDER

BIOLOGICAL SEX

(Anatomy, chromosomes, hormones)

Male-----Intersex-----Female

GENDER IDENTITY

(Psychological sense of self)

Man-----Transgender/Two spirit/Third gender-----Woman

GENDER EXPRESSION

(Communication of gender)

Masculine-----Androgynous-----Feminine

SEXUAL ORIENTATION

(Romantic/erotic response)

Attracted to women-----Bisexual/Asexual-----Attracted to men

LGBTQI TERMINOLOGY

A note about these definitions: Each of these definitions has been carefully researched and closely analyzed from theoretical and practical perspectives for cultural sensitivity, common usage, and general appropriateness. We have done our best to represent the most popular uses of the terms listed; however there may be some variation in definitions depending on location. Please note that each person who uses any or all of these terms does so in a unique way (especially terms that are used in the context of an identity label). If you do not understand the context in which a person is using one of these terms, it is always appropriate to ask. This is especially recommended when using terms that we have noted that can have a derogatory connotation.

Ag / Aggressive - See 'Stud.'

Agendered – Person is internally ungendered.

Ally – Someone who confronts heterosexism, homophobia, biphobia, transphobia, heterosexual and genderstraight privilege in themselves and others; a concern for the well-being of lesbian, gay, bisexual, trans, and intersex people; and a belief that heterosexism, homophobia, biphobia and transphobia are social justice issues.

Androgyne – Person appearing and/or identifying as neither man nor woman, presenting a gender either mixed or neutral.

Asexual – Person who is not sexually attracted to anyone or does not have a sexual orientation.

BDSM: (Bondage, Discipline/Domination, Submission/Sadism, and Masochism) The terms 'submission/sadism' and 'masochism' refer to deriving pleasure from inflicting or receiving pain, often in a sexual context. The terms 'bondage' and 'domination' refer to playing with various power roles, in both sexual and social context. These practices are often misunderstood as abusive, but when practiced in a safe, sane, and consensual manner can be a part of healthy sex life. (Sometimes referred to as 'leather.')

Bear: The most common definition of a 'bear' is a man who has facial/body hair, and a cuddly body. However, the word 'bear' means many things to different people, even within the bear movement. Many men who do not have one or all of these characteristics define themselves as bears, making the term a very loose one. 'Bear' is often defined as more of an attitude and a sense of comfort with natural masculinity and bodies.

Bare-Backing - Practicing anal sex without using a condom.

Berdache - A generic term used to refer to a third gender person (woman-livingman). The term 'berdache' is generally rejected as inappropriate and offensive by Native Peoples because it is a term that was assigned by European settlers to differently gendered Native Peoples. Appropriate terms vary by tribe and include: 'one-spirit', 'two-spirit', and 'wintke.'

Bicurious – A curiosity about having sexual relations with a same gender/sex person.

Bigendered - A person whose gender identity is a combination of male/man and female/woman.

Binding – The process of flattening one’s breasts to have a more masculine or flat appearing chest.

Biphobia - The fear of, discrimination against, or hatred of bisexuals, which is often times related to the current binary standard. Biphobia can be seen within the LGBTQI community, as well as in general society.

Bisexual – A person emotionally, physically, and/or sexually attracted to males/men and females/women. This attraction does not have to be equally split between genders and there may be a preference for one gender over others.

Bottom - A person who is said to take a more submissive role during sexual interactions. Sometimes referred to as ‘pasivo’ in Latin American cultures. Also known as ‘Catcher.’ (See also ‘Top’.)

Bottom Surgery – Surgery on the genitals designed to create a body in harmony with a person’s preferred gender expression.

Bug Chaser – A person who actively seeks to have HIV positive sex partners.

Butch – A person who identifies themselves as masculine, whether it be physically, mentally or emotionally. ‘Butch’ is sometimes used as a derogatory term for lesbians, but it can also be claimed as an affirmative identity label.

Catcher – See ‘Bottom.’ This term may be considered offensive by some people.

Cisgender (adj.): refers to a person who does not transcend traditional gender boundaries or a person who by nature or by choice conforms to gender based expectations of society

Cissexual: A person whose preferred gender identity matches the one designated to them at birth; i.e. non-transsexual people.

Cisgender Privilege: The set of privileges conferred to people who are believed to be cisgender. (E.g. having one’s preferred pronouns used, no harassment in public restrooms, no denial of expected access to health care, etc.)

Coming Out – May refer to the process by which one accepts one’s own sexuality, gender identity, or status as an intersexed person (to “come out” to oneself). May also refer to the process by which one shares one’s sexuality, gender identity, or intersexed status with others (to “come out” to friends, etc.). This can be a continual, life-long process for homosexual, bisexual, transgendered, and intersexed individuals.

Cross-dresser – Someone who wears clothes of another gender/sex.

D&D – An abbreviation for drug and disease free.

Discrimination – Prejudice + power. It occurs when members of a more powerful social group behave unjustly or cruelly to members of a less powerful social group. Discrimination can take many forms, including both individual acts of hatred or injustice and institutional denials of privileges normally accorded to

other groups. Ongoing discrimination creates a climate of oppression for the affected group.

Down Low - See 'In the Closet.' Also referred to as 'D/L.'

Downe- The term "Downe" was created around 1990-1991 by Asian American youths in San Diego and in the Bay Area. It was influenced by the Black/African American "down-low" community and the Latino-American "down" community. Many believed that the terms "gay and lesbian" were too homogenizing and "White" while "queer" was seen as a negative term or being "too political." The "E" was added because of the historical use of the drug ecstasy (or "E") that allowed many of the youths to express their sexuality openly at parties and other social events. In the mid-to-late 90s, the "E" was lowercased in hope to encourage the younger generation to stay away from the use of drugs to express or hide their sexuality.

Drag - The performance of one or multiple genders theatrically.

Drag King – A person who performs masculinity theatrically.

Drag Queen – A person who performs femininity theatrically.

Dyke – Derogatory term referring to a masculine lesbian. Sometimes adopted affirmatively by lesbians (not necessarily masculine ones) to refer to themselves.

Fag – Derogatory term referring to someone perceived as non-heteronormative.

Fag Hag – A term primarily used to describe women who prefer the social company of gay men. While this term is claimed in an affirmative manner by some, it is largely regarded as derogatory.

Femme – Feminine identified person of any gender/sex.

FTM / F2M - Abbreviation for female-to-male transgender or transsexual person.

Gay – 1. Term used in some cultural settings to represent males who are attracted to males in a romantic, erotic and/or emotional sense. Not all men who engage in "homosexual behavior" identify as gay, and as such this label should be used with caution. 2. Term used to refer to the LGBTQI community as a whole, or as an individual identity label for anyone who does not identify as heterosexual.

Gender Binary – The idea that there are only two genders – male/female or man/woman and that a person must be strictly gendered as either/or. (See also 'Identity Sphere.')

Gender Cues – What human beings use to attempt to tell the gender/sex of another person. Examples include hairstyle, gait, vocal inflection, body shape, facial hair, etc. Cues vary by culture.

Gender Identity – A person's sense of being masculine, feminine, or other gendered.

Gender Normative – A person who by nature or by choice conforms to gender

based expectations of society. (Also referred to as 'Genderstraight'.)

Gender Variant – A person who either by nature or by choice does not conform to gender-based expectations of society (e.g. transgender, transsexual, intersex, genderqueer, cross-dresser, etc.).

Genderfuck – The idea of playing with 'gender cues' to purposely confuse "standard" or stereotypical gender expressions, usually through clothing.

Genderqueer – A gender variant person whose gender identity is neither male nor female, is between or beyond genders, or is some combination of genders. Often includes a political agenda to challenge gender stereotypes and the gender binary system.

Genderstraight—See 'Gender Normative.'

Hankie Code - A system that uses colored handkerchiefs and placement to symbolize preferences in sexual behavior and practices. Used primarily in the gay male leather community, this system is designed to help quickly locate potential sex partners with compatible interests.

Hermaphrodite—An out-of-date and offensive term for an intersexed person. (See 'Intersexed Person'.)

Heteronormativity—The assumption, in individuals or in institutions, that everyone is heterosexual, and that heterosexuality is superior to homosexuality and bisexuality.

Heterosexism – Prejudice against individuals and groups who display nonheterosexual behaviors or identities, combined with the majority power to impose such prejudice. Usually used to the advantage of the group in power. Any attitude, action, or practice – backed by institutional power – that subordinates people because of their sexual orientation.

Heterosexual Privilege –Those benefits derived automatically by being heterosexual that are denied to homosexuals and bisexuals. Also, the benefits homosexuals and bisexuals receive as a result of claiming heterosexual identity or denying homosexual or bisexual identity.

HIV-phobia – The irrational fear or hatred of persons living with HIV/AIDS.

Homophobia – The irrational fear or hatred of homosexuals, homosexuality, or any behavior or belief that does not conform to rigid sex role stereotypes. It is this fear that enforces sexism as well as heterosexism.

Homosexual – A person primarily emotionally, physically, and/or sexually attracted to members of the same sex.

Identity Sphere – The idea that gender identities and expressions do not fit on a linear scale, but rather on a sphere that allows room for all expression without weighting any one expression as better than another.

In the Closet – Refers to a homosexual, bisexual, transperson or intersex

person who will not or cannot disclose their sex, sexuality, sexual orientation or gender identity to their friends, family, co-workers, or society. An intersex person may be closeted due to ignorance about their status since standard medical practice is to “correct,” whenever possible, intersex conditions early in childhood and to hide the medical history from the patient. There are varying degrees of being “in the closet”; for example, a person can be out in their social life, but in the closet at work, or with their family. Also known as ‘Downlow’ or ‘D/L.’

Intergender – A person whose gender identity is between genders or a combination of genders.

Institutional Oppression – Arrangements of a society used to benefit one group at the expense of another through the use of language, media, education, religion, economics, etc.

Internalized Oppression – The process by which a member of an oppressed group comes to accept and live out the inaccurate stereotypes applied to the oppressed group.

Intersexed Person—Someone whose sex a doctor has a difficult time categorizing as either male or female. A person whose combination of chromosomes, gonads, hormones, internal sex organs, gonads, and/or genitals differs from one of the two expected patterns.

Leather: See ‘BDSM’.

Lesbian – Term used to describe female-identified people attracted romantically, erotically, and/or emotionally to other female-identified people. The term lesbian is derived from the name of the Greek island of Lesbos and as such is sometimes considered a Eurocentric category that does not necessarily represent the identities of African-Americans and other non-European ethnic groups. This being said, individual female-identified people from diverse ethnic groups, including African-Americans, embrace the term ‘lesbian’ as an identity label.

Lesbian Baiting - The heterosexist notion that any woman who prefers the company of woman, or who does not have a male partner, is a lesbian.

LGBTQI – A common abbreviation for lesbian, gay, bisexual, transgender, queer and intersexed community.

Lipstick Lesbian – Usually refers to a lesbian with a feminine gender expression. Can be used in a positive or a derogatory way, depending on who is using it. Is sometimes also used to refer to a lesbian who is seen as automatically passing for heterosexual.

Male Lesbian—A male-bodied person who identifies as a lesbian. This differs from a heterosexual male in that a male lesbian is primarily attracted to other lesbian, bisexual or queer identified people. May sometimes identify as gender variant, or as a female/woman. (See ‘Lesbian.’)

Metrosexual - First used in 1994 by British journalist Mark Simpson, who coined the term to refer to an urban, heterosexual male with a strong aesthetic sense who spends a great deal of time and money on his appearance and lifestyle. This term can be perceived as derogatory because it reinforces stereotypes that

all gay men are fashion-conscious and materialistic.

MTF / M2F – Abbreviation for male-to-female transgender or transsexual person.

Oppression – The systematic subjugation of a group of people by another group with access to social power, the result of which benefits one group over the other and is maintained by social beliefs and practices.

Outing – Involuntary disclosure of one's sexual orientation, gender identity, or intersex status.

Packing – Wearing a phallic device on the groin and under clothing for any purposes including: (for someone without a biological penis) the validation or confirmation of one's masculine gender identity; seduction; and/or sexual readiness (for one who likes to penetrate another during sexual intercourse).

Pangendered – A person whose gender identity is comprised of all or many gender expressions.

Pansexual – A person who is sexually attracted to all or many gender expressions.

Passing – Describes a person's ability to be accepted as their preferred gender/sex or race/ethnic identity or to be seen as heterosexual.

Pitcher – See 'Top.' This term may be offensive to some people.

Potato Queen – Used to refer to a gay man (typically a man of color, and in many cases Asian) who prefers white sexual or romantic partners. Potato Queen along with other terms like it (for example "rice queen") are highly racialized terms and represent many of the stereotypes placed on people in interracial relationships. This term should be used with caution as it is considered derogatory by many.

Polyamory – Refers to having honest, usually non-possessive, relationships with multiple partners and can include: open relationships, polyfidelity (which involves multiple romantic relationships with sexual contact restricted to those), and subrelationships (which denote distinguishing between a 'primary' relationship or relationships and various "secondary" relationships).

Prejudice – A conscious or unconscious negative belief about a whole group of people and its individual members.

Queer – **1.** An umbrella term which embraces a matrix of sexual preferences, orientations, and habits of the not-exclusively- heterosexual-and-monogamous majority. Queer includes lesbians, gay men, bisexuals, transpeople, intersex persons, the radical sex communities, and many other sexually transgressive (underworld) explorers. **2.** This term is sometimes used as a sexual orientation label instead of 'bisexual' as a way of acknowledging that there are more than two genders to be attracted to, or as a way of stating a non-heterosexual orientation without having to state who they are attracted to. **3.** A reclaimed word that was formerly used solely as a slur but that has been semantically overturned by members of the maligned group, who use it as a term of defiant pride. 'Queer'

is an example of a word undergoing this process. For decades 'queer' was used solely as a derogatory adjective for gays and lesbians, but in the 1980s the term began to be used by gay and lesbian activists as a term of self-identification. Eventually, it came to be used as an umbrella term that included gay men, lesbians, bisexuals, and transgendered people. Nevertheless, a sizable percentage of people to whom this term might apply still hold 'queer' to be a hateful insult, and its use by heterosexuals is often considered offensive. Similarly, other reclaimed words are usually offensive to the in-group when used by outsiders, so extreme caution must be taken concerning their use when one is not a member of the group.

Rice Queen - A gay man who prefers Asian sexual or romantic partners. This term should be used with caution as it is considered derogatory by some.

Same Gender Loving – A term sometimes used by members of the African-American / Black community to express an alternative sexual orientation without relying on terms and symbols of European descent. The term emerged in the early 1990's with the intention of offering Black women who love women and Black men who love men a voice, a way of identifying and being that resonated with the uniqueness of Black culture in life. (Sometimes abbreviated as 'SGL'.)

Sex - A medical term designating a certain combination of gonads, chromosomes, external gender organs, secondary sex characteristics and hormonal balances. Because usually subdivided into 'male' and 'female', this category does not recognize the existence of intersexed bodies.

Sex Identity – How a person identifies physically: female, male, in between, beyond, or neither.

Sexual Orientation – The desire for intimate emotional and/or sexual relationships with people of the same gender/sex, another gender/sex, or multiple genders/sexes.

Sexual Reassignment Surgery (SRS) – A term used by some medical professionals to refer to a group of surgical options that alter a person's "sex". In most states, one or multiple surgeries are required to achieve legal recognition of gender variance.

Sexuality – A person's exploration of sexual acts, sexual orientation, sexual pleasure, and desire.

Spivakian pronouns—New terms proposed to serve as gender-neutral, thirdperson, singular, personal pronouns in English. These neologisms are used by some people who feel that there are problems with gender-specific pronouns because they imply sex and/or gender. (See last page of this handout for usage table.)

Stealth – This term refers to when a person chooses to be secretive in the public sphere about their gender history, either after transitioning or while successful passing. (Also referred to as 'going stealth' or 'living in stealth mode'.)

Stem – A person whose gender expression falls somewhere between a stud and a femme. (See also 'Femme' and 'Stud'.)

Stereotype – A preconceived or oversimplified generalization about an entire group of people without regard for their individual differences. Though often negative, can also be complimentary. Even positive stereotypes can have a negative impact, however, simply because they involve broad generalizations that ignore individual realities.

Stone Butch / Femme– A person who may or may not desire sexual penetration and/or contact with the genitals or breasts. (See also ‘Butch’ and ‘Femme’).

Straight – Another term for heterosexual.

Straight-Acting – A term usually applied to gay men who readily pass as heterosexual. The term implies that there is a certain way that gay men should act that is significantly different from heterosexual men. Straight-acting gay men are often looked down upon in the LGBTQ community for seemingly accessing heterosexual privilege.

Stud — An African-American and/or Latina masculine lesbian. Also known as ‘butch’ or ‘aggressive’.

Switch – A person who is both a ‘Top’ and a ‘Bottom’, there may or may not be a preference for one or the other.

Top — A person who is said to take a more dominant role during sexual interactions. May also be known as ‘Pitcher.’

Top Surgery - This term usually refers to surgery for the construction of a maletype chest, but may also refer to breast augmentation.

Trans - An abbreviation that is sometimes used to refer to a gender variant person. This use allows a person to state a gender variant identity without having to disclose hormonal or surgical status/intentions. This term is sometimes used to refer to the gender variant community as a whole.

Transactivism- The political and social movement to create equality for gender variant persons.

Transgender – A person who lives as a member of a gender other than that expected based on anatomical sex. Sexual orientation varies and is not dependent on gender identity.

Transgendered (Trans) Community – A loose category of people who transcend gender norms in a wide variety of ways. The central ethic of this community is unconditional acceptance of individual exercise of freedoms including gender and sexual identity and orientation.

Transhate – The irrational hatred of those who are gender variant, usually expressed through violent and often deadly means.

Tranny Chaser - A term primarily used to describe people who prefer or actively seek transpeople for sexual or romantic relations. While this term is claimed in an affirmative manner by some, it is largely regarded as derogatory.

Transition – This term is primarily used to refer to the process a gender variant person undergoes when changing their bodily appearance either to be more congruent with the gender/sex they feel themselves to be and/or to be in harmony with their preferred gender expression.

Transman—An identity label sometimes adopted by female-to-male transsexuals to signify that they are men while still affirming their history as females. Also referred to as ‘transguy(s).’

Transphobia – The irrational fear of those who are gender variant and/or the inability to deal with gender ambiguity.

Transsexual – A person who identifies psychologically as a gender/sex other than the one to which they were assigned at birth. Transsexuals often wish to transform their bodies hormonally and surgically to match their inner sense of gender/sex.

Transvestite – Someone who dresses in clothing generally identified with the opposite gender/sex. While the terms ‘homosexual’ and ‘transvestite’ have been used synonymously, they are in fact signify two different groups. The majority of transvestites are heterosexual males who derive pleasure from dressing in “women’s clothing”. (The preferred term is ‘cross-dresser,’ but the term ‘transvestite’ is still used in a positive sense in England.)

Transwoman-- An identity label sometimes adopted by male-to-female transsexuals to signify that they are women while still affirming their history as males.

Two-Spirited – Native persons who have attributes of both genders, have distinct gender and social roles in their tribes, and are often involved with mystical rituals (shamans). Their dress is usually mixture of male and female articles and they are seen as a separate or third gender. The term ‘two-spirit’ is usually considered to specific to the Zuni tribe. Similar identity labels vary by tribe and include ‘one-spirit’ and ‘wintke’.

Ze / Hir – Alternate pronouns that are gender neutral and preferred by some gender variant persons. Pronounced /zee/ and /here,/ they replace “he”/”she” and “his”/”hers” respectively. (See usage table on the last page of this handout.)

Gender Neutral Pronoun Usage Table:

	Subject	Object	Possessive Adjective	Possessive Pronoun	Reflexive
Female	She	Her	Her	Hers	Herself
Male	He	Him	His	His	Himself
Gender Neutral	Ze	Hir	Hir	Hirs	Hirself
Spivak	E	Em	Eir	Eirs	Emself

How to pronounce gender neutral pronouns:

Ze	Hir	Hirs	Hirself	E	Em	Eir	Eirs	Emself
/zee/	/here/	/heres/	/hereself/	/ee/	/em/	/air/	/airs/	/emself/

Examples of how to use these pronouns:

She went to her bedroom.

He went to his bedroom.

Ze went to hir bedroom.

E went to eir bedroom.

I am her sister.

I am his sister.

I am hir sister

I am eir sister.

She shaves herself.

He shaves himself.

Ze shaves hirsself.

E shaves emself.

This terminology sheet was created by Elizabeth R. Green (elizabeth@transacademics.org) and Eric N. Peterson (eric.peterson@ucr.edu) at the LGBT Resource Center at UC Riverside □2003-2004 , with additional input from www.wikipedia.org and many kind people who helped us create and revise these definitions (including Joseph Allen Ramirez and Ariel Smith). This sheet is always a work in progress so please be sure to check the Instructional Materials section of Trans-Academics.org for updated versions. Please feel free to alter, use or pass on as needed but be sure to give credit to the original creators. Any updates or corrections can be submitted to elizabeth@transacademics.org. Thank you. ©

KLEIN SEXUAL ORIENTATION GRID

Toward a Definition of Sexual Orientation

The **Klein Sexual Orientation Grid** (or **KSOG**) is a system for describing a person's sexual proclivities in a way more detailed and informative than previous methods. It was introduced by Dr. Fritz Klein ([1932-2006](#)) in his book [The Bisexual Option](#).

The Klein Sexual Orientation Grid is shown in the table below. For each person, it sets out the seven component variables of sexual orientation, listed as A through G down the left side. The three columns indicate three different points at which sexual orientation is assessed: the person's past, their present, and their ideal. The person then receives a rating from 1 to 7 for each of the 21 resulting combinations, one rating for each empty box in the chart below. The meanings of the ratings are indicated just below the grid itself.

Variable	PAST	PRESENT	IDEAL
A. Sexual Attraction			
B. Sexual Behavior			
C. Sexual Fantasies			
D. Emotional Preference			
E. Social Preference			
F. Heterosexual/Homosexual Lifestyle			
G. Self-Identification			

People rate themselves on a 7-point scale from 1-7 as follows:

For variables A to E.:

- 1. = Other sex only
- 2. = Other sex mostly
- 3. = Other sex somewhat more
- 4. = Both sexes equally
- 5. = Same sex somewhat more
- 6. = Same sex mostly
- 7. = same sex only

For variables F. and G.:

- 1. = Heterosexual only
- 2. = Heterosexual mostly
- 3. = Heterosexual somewhat more
- 4. = Heterosexual/Gay-Lesbian Equally
- 5. = Gay-Lesbian Somewhat more
- 6. = Gay-Lesbian mostly
- 7. = Gay-Lesbian only

Definitions helpful in using the Klein scale:

- **Past:** Your life up to 12 months ago.
- **Present:** The most recent 12 months
- **Ideal:** What do you think you would eventually like?

The Variables:

- **Sexual Attraction:** To whom are you sexually attracted?
- **Sexual Behavior:** With whom have you actually had sex?
- **Sexual Fantasies:** Whom are your sexual fantasies about? (They may occur during masturbation, daydreaming, as part of real life, or purely in your imagination.)
- **Emotional Preference:** Emotions influence, if not define, the actual physical act of love. Do you love and like only members of the same sex, only members of the other sex, or members of both sexes?
- **Social Preference:** Social preference is closely allied with but often different from emotional preference. With members of which sex do you socialize?
- **Lifestyle Preference:** What is the sexual identity of the people with whom you socialize?
- **Sexual Identity:** How do you think of yourself?
- **Political Identity:** Some people describe their relationship to the rest of society differently than their personal sexual identity. For instance, a woman may have a *heterosexual* sexual identity, but a *lesbian* political identity. How do you think of yourself politically?

Note that the Klein Grid takes into consideration the fact that many people change their orientation over time. Where a person is today is not necessarily where she or he was in the past -- or, for that matter, where he or she will be or would like to be in the future. The concept of sexual orientation as an **ongoing dynamic process** is necessary if we are to understand a person's orientation properly in its entirety. A more detailed explanation is found in Chapter 2 of Dr. Klein's book ***The Bisexual Option***.

TRANSGENDER 101

What does transgender mean?

As the name implies, someone who is transgender is someone who transgresses gender boundaries. Transgender behavior encompasses everything from a boy wearing fingernail polish to someone having surgery to change their sex. Transsexuals are people whose gender identity is opposite of their anatomical sex. Many (but not all) transsexual people take hormones and/or undergo sex reassignment surgery. Female to male (FTM) people were born physically female but see themselves as partially to fully masculine. Male to female (MTF) people were born physically male, but see themselves as partially to fully feminine.

Helpful terms to know

Transgender: A person who lives as a member of a gender other than that expected based on anatomical sex. Sexual orientation varies and is not dependent on gender identity.

Transsexual: A person who identifies psychologically as a gender/sex other than the one to which they were assigned at birth. Transsexuals often wish to transform their bodies hormonally and surgically to match their inner sense of gender/sex.

Transgendered (Trans) Community: An umbrella term for people who transcend gender norms in a wide variety of ways. The central ethic of this community is unconditional acceptance of individual exercise of freedoms including gender and sexual identity and orientation.

FTM / F2M: - Abbreviation for female-to-male transgender or transsexual person.

MTF / M2F: – Abbreviation for male-to-female transgender or transsexual person.

Cisgender (adj.): refers to a person who does not transcend traditional gender boundaries or a person who by nature or by choice conforms to gender based expectations of society

Cissexual: A person whose preferred gender identity matches the one designated to them at birth; i.e. non-transsexual people.

Cisgender Privilege: The set of privileges conferred to people who are believed to be cisgender. (E.g. having one's preferred pronouns used, no harassment in public restrooms, no denial of expected access to health care, etc.)

Sex: A medical term designating a certain combination of gonads, chromosomes, external gender organs, secondary sex characteristics and hormonal balances. Usually subdivided into 'male' and 'female' to the exclusion of any others.

Gender Identity: A person's sense of being masculine, feminine, or other gendered.

Gender Normative: A person who by nature or by choice conforms to gender based expectations of society.

Gender Variant: A person who either by nature or by choice does not conform to gender-based expectations of society (e.g. transgender, transsexual, intersex, genderqueer, cross-dresser, etc.).

Genderqueer: A gender variant person whose gender identity is neither male nor female, is between or beyond genders, or is some combination of genders. Often includes a political agenda to challenge gender stereotypes and the gender binary system.

Passing: Describes a person's ability to be accepted as their preferred gender/sex or race/ethnic identity or to be seen as heterosexual.

Transition: This term is primarily used to refer to the process a gender variant person undergoes when changing their bodily appearance either to be more congruent with the gender/sex they feel themselves to be and/or to be in harmony with their preferred gender expression.

A note about these definitions: due to the ongoing learning of trans people and their allies, definitions and popular terms change over time. This sheet represents information at the time of publication, and is designed to be helpful in understanding some basic terms with the community. It should not be considered definitive.

This terminology sheet is based on a document created by Elizabeth R. Green and Eric N. Peterson at the LGBT Resource Center at UC Riverside □ 2003-2004 , with additional input from www.wikipedia.org and many kind people who helped use create and revise these definitions.

FAQ'S AND ANSWERS REGARDING TRANSGENDER ISSUES

1. What is the transgender community like at UCSD?

There are a number of folks who frequent the LGBT Resource Center who are non-gender conforming. Identities and labels are fluid, and some have identified as gender queer, transgender, MtF trans (pre-op and post-op), FtM trans (pre-op and post-op). A number of staff across campus identify as post-operative transsexual, and although they are living full time as their understood sex, they are still connected with our community.

The staff and communities of folks who frequent the LGBT Resource Center provide a warm, welcoming family for everyone, including and especially our transgender family.

The transgender community at UCSD is small, and fluctuates from year to year, as people start and leave UCSD, through transferring, graduating, finding new jobs, etc. The transgender community at UCSD has been integrated into the significantly larger lesbian, gay and bisexual community at UCSD and specifically at the LGBT Resource Center. The center provides a home for everyone in our community, regardless of (and especially because of) their gender identity or sexual orientation.

2. Is there a non-discrimination policy regarding gender identity?

Yes. On December 18, 2003, the University of California nondiscrimination policies were revised to clarify that discrimination on the basis of gender identity is prohibited. The affected policies and statements, which can be found online at <http://lgbt.ucsd.edu>, are:

- University of California Nondiscrimination and Affirmative Action Policy Regarding Academic and Staff Employment;
- Nondiscrimination and Affirmative Action Policy Statement for University of California Publications Regarding Employment Practices;
- Nondiscrimination Policy Statement for University of California Publications Regarding Student-Related Matters;
- Personnel Policies for Staff Members 12, Nondiscrimination in Employment; and
- Academic Personnel Policy 035, Affirmative Action and Nondiscrimination in Employment.

The changes incorporate the addition of "gender identity" as a protected status under the California Fair Employment and Housing Act, which became effective January 1, 2004.

3. I have heard of a group called the Transgender Intersex Alliance. What is it?

The Transgender Intersex Alliance is a safe supportive environment to discuss gender, the gender/sex matrix, sexuality, female/male dichotomy, transgender identities, and anything else that comes to mind... All identities are welcome.

The Transgender Intersex Alliance has met in different forms and styles since 2001 at UCSD. For more information and updates about group meetings, please contact Chris at cgauthie@ucsd.edu.

4. In what ways can I get involved?

All of our student organizations are open and inclusive of the transgender community. For a listing of those organizations and contact information, click on the word meetings to the left. Our Women's Peer Counseling Group and Men's Peer Counseling Group are open to trans women and trans men, respectively. Of course, bio women who are non gender conforming are welcome in Women's Group, and bio men are who are non gender conforming are welcome in Men's Group.

In addition to the groups and organizations, the UCSD LGBT Speakers Bureau is a powerful way to educate the broader UCSD community regarding gender identity and sexual orientation. If you are interested in joining the UCSD LGBT Speaker's Bureau, go to <http://lgbt.ucsd.edu>.

5. Do you have any counselors on campus that know about transgender issues?

The LGBT Resource Center has excellent relationships with the staff of Psychological and Counseling Services. Training with the staff has been regular and recurring. Specific counselors on staff have lived experiences with the LGBT community that provides them with specific insight into our community. Certain individuals are excellent resources for our transgender student community, and contacting the LGBT Resource Center for connections will ensure the best quality service possible.

Counseling may be helpful for a range of issues affecting transgender students, such as adjustment to UCSD; identity expression and transformation; coping with stress, depression, or anxiety; relationship issues; and family concerns.

However, the services provided of Psychological and Counseling Services would not meet the requirements set about by the DSM IV to diagnose and treat Gender Identity Dysphoria, and therefore, students interested in hormone treatments and surgical transitions would need to seek services off campus. The staff of Psychological and Counseling Services can make excellent referrals to local physicians and counselors who are sensitive to transgender people.

6. Are there gender neutral restrooms on campus?

In the Fall of 2003 the Chancellor's Advisory Committee on Gender Identity and Sexual Orientation Issues partnered with the staff of Building Services to provide a list of all the single-stall, lockable restrooms on campus. Several accessible, single-occupancy restrooms are located throughout the UCSD campus. Specific locations of these men's, women's, unisex, and wheelchair-accessible restrooms are listed. The list is extensive, and is organized by College and major University area. The list can be reviewed at

<http://blink.ucsd.edu/Blink/External/Topics/Policy/0,1162,13561,00.html>

These facilities also help families with children--such as mothers bringing sons, or fathers bringing daughters, to a restroom--and people with disabilities who need the assistance of an attendant of a different gender.

7. Is on-campus housing transgender-friendly?

Transgender students are valued members of the on-campus living community at UCSD. In order to provide support for the needs of incoming and current transgender students, all Residence Life offices at the six colleges and Housing & Dining Services strongly encourage students to contact the Residence Life Liaison at (858) 822-1782.

On-campus housing at UCSD is gendered in all colleges, and co-ed housing is only available for selected continuing (not first year) students in the Muir College Apartments.

New, first year incoming students are encouraged to contact the Residence Life Liaison before arriving to UCSD. In meeting the needs of the incoming student, UCSD will recognize and respect the gender identity the student has established with Housing. Staff will not ask for any more information than is required to meet the student's housing needs, and all disclosed information will be kept strictly confidential.

The Residence Life Liaison will, through conversation and specific knowledge regarding the living environments of the colleges, and in coordination with the Resident Deans, provide students with the options available to them, given their college. There are significant responsibilities that all students have when applying for housing, including active engagement in finding roommates, selecting living environments, etc. However, at no time will Housing force a transgender student, who has followed Housing procedures and met the above responsibilities, to have to find a comfortable, welcoming housing assignment on their own.

All Residence Life professional staff, including the Resident Deans and Assistant Resident Deans, have received extensive training regarding transgender issues. Resident Advisors/Hall Advisors (RA/HA's) also receive training from both the LGBT Resource Center and through their own Residence Life Office.

8. What if my roommate(s) freak out?

If students have a conflict with a roommate because of their gender identity or expression, students should see their Resident Dean or Assistant Resident Dean first. The Resident Deans and Assistant Resident Deans have taken part in training specifically on gender identity/expression issues. If talking with the Resident Dean or Assistant Resident Dean

brings no resolution, a student can discuss the matter with the Dean of the College, the Campus Ombudsperson, or the Director of the Lesbian Gay Bisexual Transgender Resource Center.

9. Where can I find transgender-friendly roommates?

The LGBT Resource Center provides a bulletin board specifically designed to facilitate roommate matching amongst our community. There is no screening of the posts on the board, so anyone utilizing the information is encouraged to make safe, reasonable and cautious decisions in selecting and evaluating potential roommates.

10. Are athletic facilities transgender-friendly?

The LGBT Resource Center has been actively engaged with the staff at all athletic facilities to determine the best ways to meet the needs of transgender students given the gendered locker rooms at all of the on-campus facilities. The training and conversations are ongoing as of Spring 2006, and policies and procedures will hopefully be in place by Fall 2006.

Currently, no specific training has been done with the front-line staff at any of the athletic facilities regarding transgender issues. None of the athletic facility locker rooms are designated as gender neutral. Transgender students have been confronted by patrons in the gender restrooms in the past.

11. How can I change my name on campus records?

Names can be changed on campus records by completing the Name Changes & Corrections form available from the Academic Records Staff in the Registrars Office. The Registrar is located at the corner of Gilman Drive and Meyers Drive, across from the Financial Aid Office.

Having a name and gender change through the Registrar effectively changes the student's information when that information is accessed in the future (such as for course registration, the directory listing, and transcripts). No one outside of the Registrar's Office would know that any information in your record has been changed.

12. How can I change my gender on campus records?

There is no easy official way to change your gender on your campus records. However, changing your gender through the Social Security Administration and the California Department of Motor Vehicles (DMV) will make the process as simple as changing your name. See "How can I change my name on campus records" above.

Social Security

To change your name with the Social Security Administration, you will need your old Social Security card, proof of your old identity, your temporary or newly issued driver's license, and proof of your new identity. Take these materials to a Social Security office, fill out an SS-5 form (available online at www.ssa.gov), and request that they change your name.

While Social Security officially requires that you have already completed, or at least started, surgery in order to get your gender marker changed, this policy is not universally enforced. Often, people who have not started surgery, but who have a letter from their health care provider stating that they are undergoing treatment get the marker changed.

Driver's License

The California Department of Motor Vehicles (DMV) has created a form (DL 328) for requesting a change to your name and/or gender. You can pick up a copy of the form at any DMV location - usually at the information desk. (Changing your name and/or gender on your Driver's License, does not create a legal name or gender change. It simply creates identification that matches your name usage and gender presentation.)

You do not need a court order to change your name. However, to change your gender marker, a licensed California physician will need to document the fact that you are transgender by signing the DL 328 form. Once you have completed the form, take it back to the DMV and pay the fee (currently \$12). You will receive a temporary license with your new information.

Your permanent license will not be issued until the DMV runs a check against your Social Security records. Therefore, in order to get your permanent license, you'll need to also update your Social Security records (see above). If you have any on-going problems with this procedure, call the main DMV office in Sacramento (916-657-4484). An analyst can assist you in dealing with local officers who may be confused or uncooperative.

Special note: If you are under 18 years of age, you will need a signature from a parent or guardian to request a name and/or gender change on your license. Use form DL 44 for this signature.

13. Is Student Health Services knowledgeable about transgender health issues?

Although no physician, nurse, or health care provider has come forward as knowledgeable on transgender experiences from the Student Health Services staff, the LGBT Resource Center did provide basic training regarding LGBT issues in December of 2004, which provided some basic knowledge of LGBT issues. Cultural competency was not possible in the 15 minutes allowed for the presentation.

Dr. Brian Murray, Director of Student Health Services, has assured the staff that transgender students are treated with respect, and will receive appropriate medical care for any illness or health issue not related to transgender identity. Healthcare regarding transgender issues is specifically excluded from coverage. See below. Transgender students on campus have reported avoiding Student Health Services.

14. Does the Undergraduate Student Health Insurance Program (USHIP) or Graduate Student Health Insurance Program (GSHIP) cover services for transgender students?

No. There is a specific exclusion in both the Undergraduate Student Health Insurance Program (USHIP) and Graduate Student Health Insurance Program (GSHIP) stating:

The Policy does not cover expenses caused by or resulting from treatment and/or surgery to change the characteristics of the body to those of the opposite sex.

A group of transgender and gender queer identified students met with the USHIP/GSHIP committee in February 2005 to ask the committee to remove the exclusion. Specific statistical documentation regarding potential costs were shared, as well as personal stories of transitioning students. The committee did not recommend to remove the exclusion from the policy. Unless significant activism causes concern, the current policy will not be revisited until 2007 by the USHIP/GSHIP committee.

15. Are the police on campus transgender-friendly?

The University of California Police Department at San Diego is in the process of coordinating training with the LGBT Resource Center. The Chief of Police, Orville King, and members of his senior staff have been to the LGBT Resource Center and we have excellent relationships with them.

If there are any problems or concerns with the UCPD, please contact the LGBT Resource Center. The Community Service Officer's (CSO) are a program of the UCPD. CSO's are not trained in transgender issues at this time. The Residential Security Officers (RSOs) are also a program of the UCPD. RSO's are not trained in transgender issues at this time.

16. Are their academic programs that focus on transgender issues?

[Critical Gender Studies](#) is an interdisciplinary program at UCSD offering students the opportunity to study gender, race, class, sexuality, and nationalism as intersecting categories of analysis and experience. The program's curriculum is designed to move students beyond popularized accounts of gender to consider its complex constructions over time and in a variety of cultural, scholarly, and global arenas. Students can expect to encounter a rich spectrum of theoretical and methodological approaches in studying these complex constructions—approaches which all share, despite their differences, a critical orientation in their analyses of gender relations.

INTERSEX: THE BASICS

Intersex is an anatomical variation. People who are intersex are born with chromosomal sex other than XX (female) or XY (male). It also includes those who develop primary or secondary sex characteristics. Just as skin and hair color can vary along a wide spectrum, so can sexual anatomy.

STOP THE MUTILATION!

When a child is born with an indeterminate sex, doctors attempt to create a definite sex by performing cosmetic genital surgery. If there is a Y chromosome and an adequate penis, the child will be “made” into a male. If the child has no Y chromosome, the child will be assigned a female gender and the doctors will surgically construct a vagina according to what they think looks like one. Some doctors define intersex as an anatomical abnormality that can lead to great distress for the family and rejection from society. Many times, the parents are not informed of their options such as allowing the child to make a decision later on in life regarding his/her sex. These surgeries violate the child’s right to self-determination where her/his genitals are concerned. Many times, the treatment is irreversible and may include hormone treatments. Adults who discover their past are forced to live with shame and secrecy about their past. Intersex genital mutilation (IGM) survivors often experience post-traumatic responses similar to those resulting from child sexual abuse. Five children are born intersex every day, this means doctors should stay away.

What can be done?

Education is the key to this problem. Parents should be educated and informed about their options regarding their intersex child. A trained psychologist who is familiar with the grief process should be present, as well as intersexed people and their parents.

The Intersex Society of North America educates medical professionals and doctors about the existence of Intersex persons and the patient-centered model for treatment of Intersex children. More importantly, the medical field needs to be informed about the right to self-determination regarding one’s anatomy.

What can I do?

- 1) Assume that Intersex people are everywhere
- 2) Do not treat Intersex issues simply as an extension to queer issues or trans issues
- 3) Avoid language such as “hermaphrodite”, “ambiguous genitalia”, “herm, merm, ferm”, or “he-she”
- 4) Donate to the Intersex Society of North America
- 5) Visit the UCSD LGBT Resource Office for more information

(Adapted from: Intersex Initiative Portland/Survivor Project, Teaching Intersex Issues: A guide for Teachers in Women’s, Gender & Queer Studies: June 2001 Edition, Notes on the Treatment of Intersex, Prepared by Alice Dreger. Intersex Society of North America Newsletter, May 2001.)

WHAT DOES BIPHOBIA LOOK LIKE?

Bisexuality is the capacity for emotional, romantic, and/or physical attraction to more than one gender/sex . A person who self identifies as bisexual affirms this complexity and acknowledges a reality beyond the either/or dualities of heterosexism.

What is Bisexual identity?

A bisexual identity speaks to the potential, not the requirement, for involvement with more than one gender/sex. This involvement may mean sexually, emotionally, in reality, or in fantasy. Monogamy and non-monogamy are relationship choices made independently of sexual identity. Some bisexuals are monogamous, some may have concurrent partners, others may relate to different genders/sexes during different times of their lives. Most bisexuals do not have to be involved with more than one person at a time in order to feel fulfilled.

Identity has nothing to do with sexual behavior or experience. Bisexuals, despite the sexually insatiable stereotype, may or may not be sexually active, may or may not have been sexual with more than one person, or may never have been sexual at all. As with all sexual identities, whom one is, or is not having sex with, or whether one is being sexual or not, has nothing to do with the validity of a self professed identity (i.e. a lesbian is still a lesbian, a gay man is still a gay man, and a heterosexual remains a heterosexual whether they are being, or have ever been sexual, or not).

What is Heterosexism?

The institution of heterosexism is based on a mutually exclusive heterosexual/homosexual framework. This heterosexist paradigm posits two sexual orientations on either side of a "fence" that draws the line where privilege begins and ends. Heterosexuals are on the "normal/good" side and homosexuals are on the "abnormal/evil" side. The line separates and protects "us" from "them," while it assures members of each side of what they are not. This line also effectively marginalizes lesbians and gay men as "other" and is the core of homophobia.

Furthermore, lesbian, gay, and heterosexual people are invested, and find a sense of security in being the "other" to each other, and unite in the fact that they are only attracted to either the "same" or the "opposite" gender/sex. This sets up another "us" vs. "them" dynamic which effectively marginalizes bisexual people as "other." Integral to this dynamic is the automatic assumption people can be defined by the gender/sex of their current or potential romantic interest. For example: two women are assumed to be lesbians in a "lesbian" relationship; two men are assumed to be gay in a "gay" relationship; and a man and woman are assumed to be heterosexual in a "heterosexual" relationship. However, any, or all of these people could be bisexual. And depending upon monogamy and non-monogamy agreements and choices, any, or all of these folks could have sexual behavior with more than one gender/sex whether they identify as bisexual or not.

What is Biphobia?

Bisexual women and men cannot be defined by their partner or potential partner, so are rendered invisible within the either/or heterosexist framework. This invisibility (biphobia) is one of the most challenging aspects of a bisexual identity. Living in a society that is based and thrives on opposition, on the reassurances and "balanced" polarities of dichotomy

affects how we see the world, and how we negotiate our own, and other peoples lives to fit "reality."

Most people are unaware of their homosexual or heterosexual assumptions until a bisexual speaks up/comes out and challenges the assumption. Very often bisexuals are then dismissed, and told they are "confused" and "simply have to make up their mind and choose." For bisexually identified people to maintain their integrity in a homo-hating heterosexual society they must have a strong sense of self, and the courage and conviction to live their lives in defiance of what passes for "normal."

What Does Biphobia Look Like?

- Assuming that everyone you meet is either heterosexual or homosexual.
- Supporting and understanding a bisexual identity for young people because you identified "that way" before you came to your "real" lesbian/gay/heterosexual identity.
- Expecting a bisexual to identify as heterosexual when coupled with the "opposite" gender/sex .
- Believing bisexual men spread AIDS/HIV and other STDs to heterosexuals.
- Thinking bisexual people haven't made up their minds.
- Assuming a bisexual person would want to fulfill your sexual fantasies or curiosities.
- Assuming bisexuals would be willing to "pass" as anything other than bisexual.
- Feeling that bisexual people are too outspoken and pushy about their visibility and rights.
- Automatically assuming romantic couplings of two women are lesbian, or two men are gay, or a man and a woman are heterosexual.
- Expecting bisexual people to get services, information and education from heterosexual service agencies for their "heterosexual side" (sic) and then go to gay and/or lesbian service agencies for their "homosexual side" (sic).
- Feeling bisexuals just want to have their cake and eat it too.
- Believing that bisexual women spread AIDS/HIV and other STDs to lesbians.
- Using the terms "phase" or "stage" or "confused" or "fence-sitter" or "bisexual" or "AC/DC" or "switchhitter" as slurs or in an accusatory way.
- Thinking bisexuals only have committed relationships with "opposite" sex/gender partners.
- Looking at a bisexual person and automatically thinking of their sexuality rather than seeing them as a whole, complete person.
- Believing bisexuals are confused about their sexuality.
- Assuming that bisexuals, if given the choice, would prefer to be within an "opposite" gender/sex coupling to reap the social benefits of a "heterosexual" pairing.
- Not confronting a biphobic remark or joke for fear of being identified as bisexual.
- Assuming bisexual means "available."
- Thinking that bisexual people will have their rights when lesbian and gay people win theirs.
- Being gay or lesbian and asking your bisexual friend about their lover only when that lover is the same sex/gender.
- Feeling that you can't trust a bisexual because they aren't really gay or lesbian, or aren't really heterosexual.
- Thinking that people identify as bisexual because it's "trendy".
- Expecting a bisexual to identify as gay or lesbian when coupled with the "same" sex/gender.
- Expecting bisexual activists and organizers to minimize bisexual issues (i.e. HIV/AIDS, violence, basic civil rights, fighting the Right, military, same sex marriage,

- child custody, adoption, etc.) and to prioritize the visibility of "lesbian and/or gay" issues.
- Avoid mentioning to friends that you are involved with a bisexual or working with a bisexual group because you are afraid they will think you are a bisexual.

by Lani Ka'ahumanu and Rob Yaeger

from conversations with Gerard Palmeri, Danielle Raymond, Loraine Hutchins, and Cianna Stewart

Portions adapted from material by the Rape Crisis Center of West Contra Costa County, CA; the Boston Lesbian Task Force; and Building Bridges

Taken from:

Bisexual Resource Center

P.O. Box 1026

Boston, MA 02117-1026, USA.

Phone 617-424-9595

Email: <mailto:brc@biresource.org>

COMING OUT: A BASIC UNDERSTANDING OF THE ISSUES

The development of a positive queer identity and the lifelong process of coming out can be a long and difficult struggle for many of us in the LGBT community, as we must confront many homophobic attitudes and discriminatory practices.

What Might We Be Afraid Of?

- Rejection
- Harassment/abuse
- Being thrown out of the family/home
- Being forced to undergo psychotherapy
- Physical violence

Why Might We Want To Come Out?

- Live honestly; end the hiding game
- Feel closer to family and friends
- Be able to feel “whole” around others
- Stop wasting energy and time by constantly hiding
- Feel a sense of integrity
- Make a statement that “I am OK”

How Might We Feel About Coming Out?

- Scared and vulnerable
- Relieved
- Proud
- Uncertain

How Might Someone Feel After Someone Comes Out To Them?

- Scared/uncomfortable
- Shocked or disbelieving
- Not sure what to say or do
- Angry
- Disgusted
- Supportive
- Flattered or honored

What Do We Want From The People We Come Out To?

- Acceptance
- Support
- Understanding, acknowledgement of our feelings
- Comfort
- Closer relationships
- That them knowing won't negatively affect our friendship

WORKING WITH QUESTIONING STUDENTS

Common Struggles That Questioning Students Face:

- Feeling alone
- Feeling confused
- Feeling afraid
- Questioning their values, life perspectives
- Looking for support from family and friends

Common questions that come up:

- Are my feelings for the same or opposite sex clear?
- What would it mean for me to identify with a label? Do I need to identify with a label?
- Do I need to come out?
- Will I be accepted by my family and friends if I do decide to come out?
- Will I turn into a different person if I do come out?
- How do I know if I'm gay, lesbian, bisexual, transgendered, or queer?
- How do I know who is safe to come out to?
- If I have a crush on someone of the same sex, but am mostly attracted to people of the opposite sex; what does that mean?

Ways to support questioning students:

- Communicate clearly that they are not alone; many people question their identities
- Every person will come to their own conclusions about their sexuality. Those conclusions may not align with any particular label or already existing identity.
- Deciding whether or not to come out is always a personal decision; the student will be supported regardless of their being out
- They don't have to have everything figured out at this moment!
- There is a lot of support for them on-campus, especially from LGBT RC student staff and other student leaders/organizations
- If they do decide to come out, not everyone may be accepting; BUT there are resources and people who will be explicitly supportive of them coming out
- Let them know about campus resources, support groups, student organizations
- Gender identity and sexuality are important parts of people's lives. Questioning them however, may not always change all of who they are.

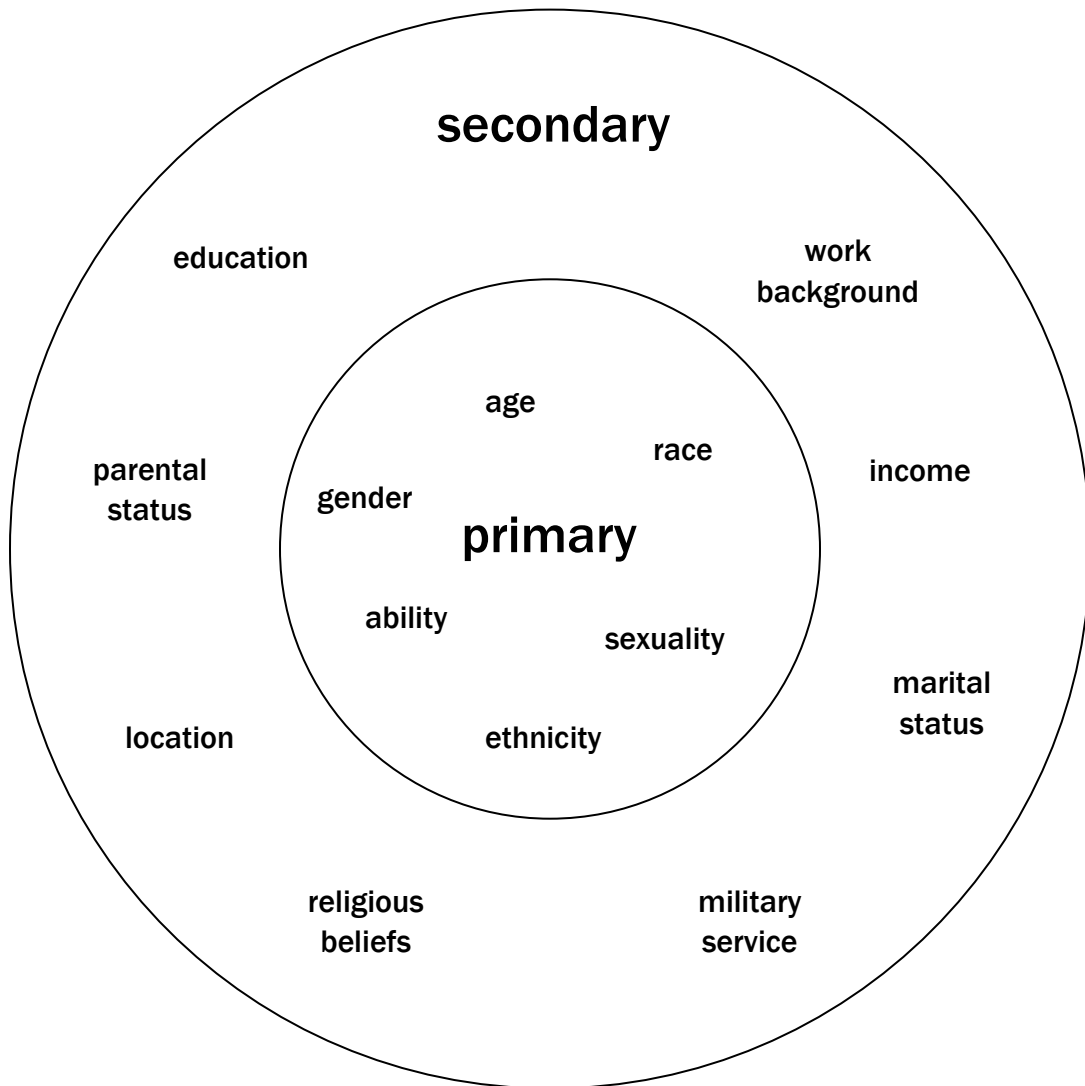
ROLES IN THE SYSTEM OF OPPRESSION

In the United States, we consider the following groups as agents and targets because of the pervasive and systematic hierarchies that hold in place their unequal status relative to each other.

	Agents	Targets
Race and Ethnicity	Whites/Euro-American	People of Color
Gender	Men	Women
Sex	Females and Males	Intersex People
Sexual Orientation	Heterosexuals	Lesbians, Gay men, Bisexuals, Queer-identified
Gender Identity	Cisgender people	Transsexuals, Transgender people, Gender variant, and Gender non-conforming people
Religion	Christians	Jews, Muslims and other religious minorities
Physical/ Psychological/ Developmental Ability	Able-bodied Persons	People with Disabilities
Class	Owning and Middle Class	Poor and Working Class
Occupation	White Collar	Blue Collar
Age	Middle/Adult	Young and Elderly
Family Structure	Nuclear (traditional)	Non-nuclear (Non-traditional)
Appearance	Hegemonic construction of beauty and the body	The reality of beauty and the body
Geographic Location	City Dwellers Suburban	Rural Inner-city
Citizenship	U.S. Citizenship	Undocumented/Non-U.S. Citizen/Immigrant

Adapted from "A Social Change Model for Leadership Development" Higher Education Research Institute, UCLA

DIMENSIONS OF DIVERSITY



SENSITIVITY AND AWARENESS AMONG MAJORITY PEOPLE WITH RESPECT TO OPPRESSED GROUPS

The following stages are representative of different levels of majority member sensitivity to the concerns of oppressed people. The majority member distinctions suggest that majority groups are those groups in a society who, by virtue of their group's control of economic, cultural, and other rewards, have had a negative effect on groups unlike themselves. Using this description, majority groups would include the following: White American, men, heterosexuals, able bodied, etc. Each stage is identified, and some examples of possible statements made by an individual associated with each stage are listed.

1. Contact Stage: An individual becomes aware of the existence of oppressed people. He/She does not perceive her/himself as a "racist being" and tends to assume that racial and cultural differences are unimportant.

Behaviors and attitudes:

- Believes that everyone is the same.
- Has a naive curiosity about culturally different people.
- Encounters with people different from themselves are a minor crisis.
- Believes in the "melting pot" theory of assimilation.

Example statements:

- "People are people."
- "Why are all those minorities always sitting together."
- "When I talk to you, I don't think of you as Black."
- "Some of my best friends are Asian."
- "You can do whatever you want to do as long as you don't do it around me."

2. Disintegration Stage: The individual acknowledges that prejudice and discrimination exist and are forced to view her/himself as a majority group member. Guilt may emerge as racial, cultural, and sexual orientation differences become more apparent.

Behaviors and attitudes

- Sees self as less prejudiced than most other members of the majority group.
- Wants to be seen as an individual and not as a member of any group.
- May attempt to protect non-majority members from negative interactions with majority group members.
- May over-identify with the culture of an oppressed group.

Example statements:

- "I'm not like most men—I'm very sensitive to the needs of women."
- "My parents are very prejudiced, but I'm not."
- "I can eat Mexican food every day."

3. Re-Integration Stage: In this stage, the majority group member tends to blame the victim (oppressed individuals) for creating their own problems. The individual denigrates culturally different groups and shows a tendency to internalize positive attitudes about majority groups as members of "reverse discrimination."

Behaviors and attitudes

- Wants to focus on problems associated with own group.
- Believes that people are all the same.
- Thinks that too much attention is being placed on cultural differences.
- Believes that oppressed people are "over-sensitive".

Example statements:

- "Racism isn't the only problem, what about world hunger."
- "Gay and lesbian students have no right to complain about discrimination."
- "Blacks are just as racist as Whites."

4. Pseudo-Independence Stage: The person accepts oppressed people at a conceptual level and becomes interested in understanding racial, cultural, and sexual orientation differences. The interactions of this individual tend to be with non-majority members perceived to be similar to self.

Behaviors and attitudes

- Can articulate reasons for accepting people different from oneself.
- Has friends who are non-majority members.
- Tends not to be involved with activity in support of oppressed people's concerns.
- Believes that discrimination is a problem of the uneducated.

Example statements:

- "I accept all people who are different from me and I believe that we all should."
"Racism and sexism are illogical.

Citation in progress.

THERE IS NO HIERARCHY OF OPPRESSIONS

By Audre Lorde

I was born Black and a woman. I am trying to become the strongest person I can become to live the life I have been given and to help effect change toward a livable future for this earth and for my children. As a Black, lesbian, feminist, socialist, poet, mother of two including one boy and member of an interracial couple, I usually find myself part of some group in which the majority defines me as deviant, difficult, inferior or just plain "wrong".

From my membership in all of these groups I have learned that oppression and the intolerance of difference come in all shapes and sizes and colors and sexualities; and that among those of us who share the goals of liberation and a workable future for our children, there can be no hierarchies of oppression. I have learned that sexism (a belief in the inherent superiority of one sex over all others and thereby its right to dominance) and heterosexism (a belief in the inherent superiority of one pattern of loving over all others and thereby its right to dominance) both arise from the same source as racism - a belief in the inherent superiority of one race over all others and thereby its right to dominance.

"Oh," says a voice from the Black community, "but being Black is NORMAL!" Well, I and many Black people of my age can remember grimly the days when it didn't used to be!

I simply do not believe that one aspect of myself can possibly profit from the oppression of my other part of my identity. I know that my people cannot possibly profit from the oppression of any other group which seeks the right to peaceful existence. Rather, we diminish ourselves by denying to others what we have shed blood to obtain for our children. And those children need to learn that they do not have to become like each other in order to work together for a future they will all share.

The increasing attacks upon lesbians and gay men are only an introduction to the increasing attacks upon all Black people, for wherever oppression manifests itself in this country, Black people are potential victims. And it is a standard of right-wing cynicism to encourage members of oppressed groups to act against each other, and so long as we are divided because of our particular identities we cannot join together in effective political action. Within the lesbian community I am Black, and within the Black community I am a lesbian. Any attack against Black people is a lesbian and gay issue, because I and thousands of other Black women are part of the lesbian community. Any attack against lesbians and gays is a Black issue, because thousands of lesbians and gay men are Black. There is no hierarchy of oppression.

It is not accidental that the Family Protection Act, which is virulently anti-woman and anti-Black, is also anti-gay. As a Black person, I know who my enemies are, and when the Ku Klux Klan goes to court in Detroit to try and force the Board of Education to remove books the Klan believes "hint at homosexuality," then I know I cannot afford the luxury of fighting one form of oppression only. I cannot afford to believe that freedom from intolerance is the right of only one particular group. And I cannot afford to choose between the fronts upon which I must battle these forces of discrimination, wherever they appear to destroy me. And when they appear to destroy me, it will not be long before they appear to destroy you.

FLAGS AND SYMBOLS IN THE LGBT COMMUNITY

The Lambda



One symbol which continues to remain popular is the lower case Greek letter lambda. The symbol was originally chosen by the Gay Activists Alliance of New York in 1970. Whatever the lambda meant or means today, it's everywhere. Even though at one time it acquired a strictly male connotation, it is used by both gays and lesbians today. Back in December of 1974, the lambda was officially declared the international symbol for gay and lesbian rights by the International Gay Rights Congress in Edinburgh, Scotland.

Labrys

The labrys is less popular now that it once was, even though its connection to lesbianism and women began thousands of years ago. The labrys is basically a double bladed axe or hatchet which can be used for both harvesting and as a weapon. The first labrys is believed to have been created over 8,000 years ago. It was favored by tribes of female Amazons that roamed the area around what is now Kazakstan in central Asia. The labrys was resurrected as a female symbol in the 1970s by a number of lesbian and feminist organizations. Its popularity grew when articles about its origins were published in feminist literature of the time. Today, the labrys has been superseded by other symbols, but can still be seen adorning jewelry and women's specialty stores.



FLAGS

Rainbow Flag

The rainbow flag has become one of the most widely used and recognized symbols of the gay pride movement. The Rainbow Flag as we know it today was developed by San Francisco artist Gilbert Baker in 1978. Baker explained that his colors each stood for a different aspect of gay and lesbian life:

- Hot pink for sexuality,
- Red for life,
- Orange for healing,
- Yellow for the sun,
- Green for nature,
- Blue for art,
- Indigo for harmony,
- Violet for spirit.



Victory Over AIDS Flag

The gay community has been one of the hardest hit by the AIDS epidemic. A San Francisco group suggested a modification to the traditional rainbow flag by adding a black stripe to the bottom of it to commemorate everyone who we've lost to the AIDS virus over the years. Sgt. Leonard Matlovich, a well-decorated Vietnam War Veteran who is dying of AIDS, proposed that when a cure for AIDS was found, all of the black stripes should be removed from these flags and ceremoniously burned in Washington D.C.



Leather Pride Flag



The Leather Pride Flag was created by artist Tony DeBlase and was first displayed on May 28, 1989 at the Chicago Mr. Leather contest. It stands as a symbol for the leather community- people who are into leather, sado-masochism, bondage, domination, uniforms, rubber and other kind of sexual fetishes. This flag is most often found in the gay community, but it encompasses all orientations.

Bear Pride Flag



"Bear" is an affectionate term used for a gay man with an abundance of body hair, especially on his face and chest. Bears also tend to be a bit older and chubbier, but this is a convenient stereotype. The Bear Pride Flag symbolizes this group. The colors represent the fur colors and nationalities of bears throughout the world and was designed by Craig Byrnes with inclusivity in mind.

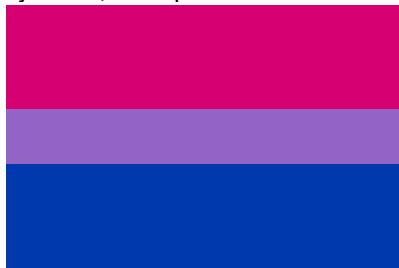
Transgender Pride Flag

Whether we're transgender or transsexual, going from male (blue) to female (pink) or from female (pink) to male (blue), or just somewhere in between, this flag design captures the subtleties and the strengths of our spirits (and the white accents in between the lines are the--supposedly--the little triumphs that happen upon us during our journeys to become whole (the flag as a whole)).



Bisexual Pride Flag

The flag's designer, Michael Page, wanted to give the bisexual community its own symbol, comparable to the successful use of the rainbow flag by the gay and lesbian



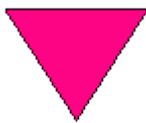
community, in order to increase the visibility of bisexual people as a distinct group from homosexual and heterosexual people. Other symbols in use at the time (such as the common overlapping inverted pink and blue triangles) were either not suitable for the same uses as a flag or were trademarks. A pink stripe representing homosexual orientation is at the top of the flag, and a blue stripe representing heterosexual orientation is at the bottom of the flag. The stripes

overlap in the central one-fifth of the flag to form a purple stripe representing the combination of both orientations.

TRIANGLES

Pink Triangle

As most everyone knows, the pink triangle is a symbol taken directly from the Nazi concentration camps. Usually when concentration camps and Nazis are mentioned, most people tend to think of Jews and the Jewish Holocaust (for good reason). But the fact that a large number of homosexual prisoners were in those same camps is an often ignored or overlooked fact of history.



In the 1970s, the pink triangle started to be used in conjunction with the gay liberation movement. When people, especially public figures such as law makers, were confronted with such a symbol, they risked being associated with the Nazis if he or she were to attempt to openly limit or prosecute gays. In the 1980s, when the triangle's popularity truly began to take off, ACT-UP (AIDS Coalition To Unleash Power) adopted the it as their symbol, but turned it upright to suggest an active fight rather than passive resignation. I've also been told that some people wear their triangles pointing up if they personally know somebody who has tied of AIDS. In any case, the pink triangle is definitely a symbol very closely connected to oppression and the fight against it, and stands as a vow never to let another Holocaust happen again. Like the word "queer," it is a symbol of hate which has been reclaimed and now stands for pride.

Black Triangle

The Pink Triangle was used exclusively with male prisoners-lesbians were not included under Paragraph 175. However, women were arrested and imprisoned for "antisocial behavior," which include anything from feminism, lesbianism, and prostitution to any woman who didn't conform to the ideal Nazi image of a woman: cooking, cleaning, kitchen work, child raising, passive, etc. These women were labeled with a black triangle. Just as the pink triangle has been



reclaimed, lesbians and feminists have begun using the black triangle as a symbol of pride and sisterhood.

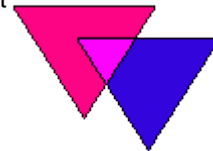
Burgundy Triangle



It is rumored that there was a burgundy triangle which designated transgender prisoners, but so far this is only a rumor and has not been substantiated with facts.

Bisexual Triangles

One of the many good things to come out of the bisexual movement is a symbol that bisexuals can call all their own: the interlocking pink and blue triangles, sometimes referred to as the "biangles."



GENDER SYMBOLS

Male, Female, and Heterosexual

These symbols have long been used to represent men and women. Symbols like these were given to each of the Roman gods (which were, of course, the same as the Greek gods, only with different names). They all involve a circle with some kind of identifying marks attached to it. Joining the two symbols together can mean several things.



When compared to the symbols' common uses in the gay, lesbian, and bisexual movements, it would obviously seem to indicate heterosexuality. Also, at one time this linking of the male and female symbols also represented the combined forces of the gay and lesbian movements. It has also been used to show an understanding of the differences and diversity between men and women.

Gay, Lesbian, and Feminism

In the 1970s, gay men began using two interlocking male symbols to symbolize male homosexuality. The two, of course, had to be slightly off-center to avoid the arrow of one intersecting the circle of the other. Around the same time, some lesbians started using two interlocking female symbols to symbolize female homosexuality. However, this soon ran into trouble because some women in the Feminist movement were using the same symbol to represent the sisterhood of women. These feminists would have instead used three interlocking symbols to represent lesbianism. Two symbols now stand for lesbianism and three symbols stand for the sisterhood of women.



Bisexual



Indicating bisexuality with the gender symbols can get both fun and complicated. While male-male and female-female symbols are instantly recognizable, bisexual configurations can be confusing to some. Basically, it starts with whatever sex the bisexual person is and puts a male symbol on one side and a female on the other- a combination of the straight and gay symbols. For women, this results in a nice, even row of symbols. For men, you get something which reminds me of the three colored circles that everyone uses to explain the properties of colored light in science class.



The bisexual symbol, regardless of sex, is two of each symbol interlocked together: lesbian+ straight+ gay.

Transgender

Transgender people have two symbols to choose from. The first and most obvious is a merging of the male and female symbols rather than interlocking. By putting both the cross and the arrow on the same ring, it symbolizes the male and female parts inherent in one person. This symbol is the most inclusive of the two and most recognizable. In the simplest sense, it indicates some level of androgyny.



Another symbol though, disregards the Mars and Venus symbols altogether and uses the Mercury symbol. Mercury's symbol has a cross extending down to represent femininity and a crescent moon at the top to represent masculinity. The two are placed at opposite ends of the circle to strike a balance between the male and female parts. This symbol seems to speak more to those transgendered persons who identify hermaphroditically or androgynously.



RIBBONS



AIDS Awareness Ribbon

The Red Ribbon Project was created by singer/songwriter Paul Jabara and the New York-based Visual AIDS group in 1991. The color red was chosen because it is the color of blood- AIDS and HIV being blood-related diseases- and its symbolic connection to

passion and love. The red ribbon made its public debut when host Jeremy Irons wore it during the 1991 Tony Awards.

Breast Cancer Awareness Ribbon

The pink ribbon of Breast Cancer Awareness the success of the red AIDS Awareness very dangerous disease and continues to be Americans. Breast cancer is especially danger it's been found that breast cancer is more women who do not bear children. Thus, the is especially interested in breast cancer prevention.



was inspired by ribbon. Cancer is a widespread among for women, and prevalent in lesbian community awareness and

Gay-Teen Suicide Awareness Ribbon



This ribbon, used mainly online, was created by Xavier Neptus, a personal survivor of attempted teen suicide himself. He was inspired to create this campaign after hearing Jason Bolton, a young man who was thrown out of a suburban Detroit high school for being gay, speak about gay youth suicide at the 1997 Lansing, Michigan Pride March. According to Neptus, the color white was chosen to represent clarity of thought and innocence of youth. Neptus quotes on his site that an American teenager attempts suicide every five ours because of difficulty dealing with the stresses of being gay, lesbian, bisexual, or transgender. By spreading the word about this campaign and recommending professional resources, Neptus hopes to save other young people from suicide.

Polyamory Awareness & Acceptance Ribbon

This ribbon is based on a flag created by Jim Evans in support of polyamory. Polyamory is the practice of being romantically involved with more than one person at a time. It does not mean promiscuousness or swinging, but rather a loving, honest, trusting relationship between more than two people.



The colors of the ribbon and flag have specific meanings. The color blue represents "the openness and honesty among all partners with which we conduct our multiple relationships," red represents love and passion (much like the red AIDS Awareness ribbon does), and black represents the solidarity that is held between the partners when they must hide their unaccepted relationship from the eyes of popular society. The symbol in the center is the Greek lower case letter pi, which translates to "p" and stands for polyamory. The pi is in gold, to show the value which the partners place on each other, whether friendly or romantic (as opposed to simply physical).

Revised from <http://www.lambda.org/symbols.htm>

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PROGRAMMING

Programming Philosophy of the LGBT Resource Center

Educational Mission of the LGBT Resource Center:

The educational components of the LGBT Resource Center inspire reflective thought and increase awareness of identity and community through an understanding of sexual and gender diversity. The programming, leadership development, training, educational resources, and service-learning opportunities enhance the learning community of UCSD students, staff, faculty, and alumni. The education component furthers the academic mission of UCSD and the mission of the Campus Community Centers through courageous dialogues, intentional presentations and community-based learning.

Programming Goals of the LGBT Resource Center:

Programming is crucial to articulating the educational component of the LGBT Resource Center and to meeting the mission of the LGBT Resource Center. Programming assists in building community both in and outside of the physical space of the LGBT Resource Center. The goals of programming at the LGBT Resource Center include:

- To build community by allowing people to connect to each other educationally, socially, and academically
- To live the values of social justice through dialogue and learning
- To educate community members about important issues regarding sexual orientation and gender identity
- To develop the leadership and professional skill sets of programming interns

Programming Model:

- **Signature Events:** Signature Events are the hallmark programs of the LGBT Resource Center and demonstrate a strong tradition of building community and raising visibility every year. Signature events include Q Camp, Transgender Day of Remembrance, World AIDS Day, Out and Proud Week, Rainbow Graduation, and San Diego Pride. They are coordinated by the professional staff of the LGBT Resource Center.
- **Education Programs:** Education programs focus on the most salient issues impacting the LGBT community during a current historical moment. The scope of these programs adapts to address the changing needs of LGBT people in international and national contexts, as well as in the local context of a UCSD campus community. Education programs are implemented by the Assistant Director of Education, with the support of the professional staff and in partnership with other campus units.
- **Intern Programs:** Intern programs allow interns to develop their passions and interests regarding social justice and LGBT communities. They focus on intersections between identities, communities, values, power, and struggle.
 - **Speakers Bureau:** The main outreach arm of the LGBT Resource Center, Speakers Bureau provides educational panels and presentations to various campus departments, classes, and organizations on issues around sexual orientation and gender identity, with a focus on presenting the diversity of our community. The Speakers Bureau Intern trains new panelists and facilitators, coordinates panels, and oversees the Speakers Bureau Program.
 - **Anti-Racism Series:** This quarterly program series focuses on racism within the LGBT community, the development of anti-racist practice for the LGBT community, and the contributions of people of color to the LGBT community.

The Audre Lourde, Sylvia Rivera, and Bayard Rustin Interns each take a quarter of the Anti-Racism Series.

- **Gender Identity Series:** This quarterly program series focuses on gender identity, cisgender privilege, transphobia, and the contributions of transgender, intersex, gender non-conforming, and gender-variant people to the LGBT community. The Audre Lourde, Sylvia Rivera, and Bayard Rustin Interns each take a quarter of the Gender Identity Series.
- **Sexual Orientation Series:** This quarterly program series focuses on sexual orientation, monosexual privilege, and the contributions of bisexual, fluid, and pansexual people to the LGBT community. The Audre Lourde, Sylvia Rivera, and Bayard Rustin Interns each take a quarter of the Sexual Orientation Series.
- Based on the above template, this is an example of an intern program calendar:

	Fall Quarter	Winter Quarter	Spring Quarter
Speakers Bureau Intern	<ul style="list-style-type: none"> • Panelist Training • Facilitator Training 	<ul style="list-style-type: none"> • Panelist Training • Facilitator Training 	<ul style="list-style-type: none"> • Panelist Training • Facilitator Training
Audre Lourde Intern	<ul style="list-style-type: none"> • Anti-Racism Series • Program of intern's choice 	<ul style="list-style-type: none"> • Sexual Orientation Series • Program of intern's choice 	<ul style="list-style-type: none"> • Gender Identity Series • Program of intern's choice
Sylvia Rivera Intern	<ul style="list-style-type: none"> • Gender Identity Series • Program of intern's choice 	<ul style="list-style-type: none"> • Anti-Racism • Program of intern's choice 	<ul style="list-style-type: none"> • Sexual Orientation Series • Program of intern's choice
Bayard Rustin Intern	<ul style="list-style-type: none"> • Sexual Orientation Series • Program of intern's choice 	<ul style="list-style-type: none"> • Gender Identity Series • Program of intern's choice 	<ul style="list-style-type: none"> • Anti-Racism • Program of intern's choice

PROGRAM TYPES

Types of programs:

- Active programs:
 - Take place at a particular time, date, and location
 - Require facilitation so participants can engage with the group leader and/or each other
 - Interns must get prior approval from their supervisor before doing passive programs
 -
- Passive programs:
 - Take place at a particular location and has an end date, but not at a particular time where folks gather together
 - Does not require facilitation; participants engage on their own and/or with each other
 - Interns must get prior approval from their supervisor before doing passive programs

Wednesday Programs at the LGBT Resource Center:

- Each intern is responsible for implementing a minimum of two programs per quarter
- Wednesdays, 6pm-8pm, are specifically designated for intern programs at the LGBT Resource Center
- Each quarter, programming interns will randomly choose which at least two weeks they will be programming:
 - Week 3 and Week 7
 - Week 4 and Week 8
 - Week 5 and Week 9
 - Week 6 and Week 10

PLANNING A PROGRAM

adapted from Dan Oltersdorf, ResidentAssistant.com: "Programming - It's as easy as P.I.E."

Assessment (start no later than 4 weeks before each program)

- What are you passionate about regarding the theme of your internship? What particular issues and topics interest you?
- What do community members need and want? This can be done through formal and informal evaluation. A formal evaluation can be done using a survey and by asking for verbal feedback. Informal assessment comes through your daily interactions with community members.

Relationships (ongoing)

- Having good relationships with community members, other interns, and your supervisors is a key component to programming. If you have a strong connection with these folks, they can give you great ideas and things to think about.
- You will know more about the needs and interests of the LGBT community the more you are able to talk with different folks

Planning (start no later than 3 weeks before each program)

- The most effective programming requires that you plan in advance
- Get all of the details you need in place, including your location, any materials, guests, etc.
- Always consult your supervisor to help you in this process!
- Walk through the program as you envision it, detail-by-detail. Write down all of the details that you'll need to think through so you don't have to worry about it the day of the program.
- The day before the program, confirm all of your reservations (location, speakers, Catering, etc.) so that you still have time to make last-minute changes if necessary
- Fill out a **Program Proposal Form**, due 10 days before each program, to help you finalize the logistics, budget, and goals of your program. Turn in to your supervisor.

Advertising and Publicity (start 2-3 weeks before each program)

- Come up with a creative title for your program that will help you with advertising.
- It is **required** for each intern to publicize in the Rainbow Newsletter:
 - Submit your blurb the Monday of the week you'd like it to be included; you should advertise at least 2 issues of the Rainbow Newsletter before your program
 - E-mail to rainbow@ucsd.edu:
 - Title
 - Date
 - Time
 - Location
 - Short blurb
 - Your contact information for any questions
 - Any graphics you'd like to be included
 - If you don't have all of the details yet, you can do a "save the date" with the title, date, time, location, and general theme to put in the Rainbow Newsletter
- Campus Community Centers:
 - Electronic newsletters:
 - Women's Center newsletter: women@ucsd.edu
 - Cross-Cultural Center newsletter: ccc@ucsd.edu
 - Drop off flyers at the Campus Community Centers

- TALK with community members! Word of mouth is often the **best** publicity.
 - Announce it at multiple LGBT RC student staff meetings. Since all of you interact with the community on a regular basis, making sure all of your fellow interns know will only help you.
 - Half of your work is at the front desk, so part of building community at the front desk is to talk with folks about your program.
 - Ask them for feedback about what you're doing with the program, whether or not they'll be able to make it
- Posting around the LGBT Resource Center: Check with Anthony before posting.
 - Bulletin boards outside
 - General posting board that slides between kitchen and Anthony's office
 - Clear plastic holders on top of the tables in the common room and conference room (make sure you check with Anthony about this first).
- Send individual e-mail invitations to your friends, fellow interns, LGBT RC Advisory Board members, faculty, and other interested folks
 - "Mail merge" is a great way to let folks know you really want them to be there
 - Consult with your supervisor about how to mail merge and which addresses you need, if necessary

Program Proposal Form

can be found at: K:\STUDENT STAFF\Forms



Program Proposal Form

Form Instructions - Proposals are due ten (10) days before the program date.

1. Fill out this form using Adobe Acrobat Reader.
2. Click "Print Form" and save a copy for yourself. You can only save an electronic copy of the data you entered, see below.
3. Click "Submit by E-mail" and choose "Desktop Email Application" or "Internet Email." Click "OK." If you clicked "Desktop Email Application": Click on "Send Data File" and it will prompt you to send the .xml data file. If you clicked "Internet Email": Click "Save Data File" and follow the instructions.

Name	Today's Date
Program Title	Program Location
Program Date	Program Start Time
Co-sponsor(s)	Program End Time

Brief Program Description (200 words or less):

List three goals of this program:

Please indicate which forms of publicity you will use:

- | | |
|---|--|
| <input type="checkbox"/> Rainbow Newsletter (required) | <input type="checkbox"/> Flyers in the Cross-Cultural Center |
| <input type="checkbox"/> Cross-Cultural Center Newsletter | <input type="checkbox"/> Flyers in the Women's Center |
| <input type="checkbox"/> Women's Center Newsletter | <input type="checkbox"/> Personal E-mail |
| <input type="checkbox"/> Flyers in the LGBT Resource Center | <input type="checkbox"/> Other (please specify): _____ |

Other Needs, if applicable: (i.e. Audio/Visual, Transportation, Payment, Room Reservations).
 (Work with supervisor; some items may take up to two weeks to process, i.e., contract payments, etc.) :

Projected Expenses (i.e. Supplies, Food, Transportation, Publicity)

Item Description	Cost:
Item Description	Cost:
Item Description	Cost:
	TOTAL:

IMPLEMENTING A PROGRAM

The day before the program:

- Confirm all details, including speakers, room reservations, or other important components of your program
- Make sure all of your materials/handouts are copied and ready to go
- Double-check the Catering contract to make sure the time and date are correct
- Make a checklist of things you'll have it the day of the program
- Make signage that shows what the program is and post it close to the event location

The day of the program:

- Show up early: Depending on the program, make sure you are there early enough to set up, meet any guest speakers, or do any other preparation.
- Create a sign-in sheet and have folks sign in so you can track attendance numbers
- Check off your checklist, make sure everything's in the room
- Post your signage close to the location to let people know what program is happening

During the program:

- Welcome everyone by introducing yourself, your internship position at the LGBT Resource Center, and the title of your program
- Enjoy your program! You put a lot of work into it, now enjoy it!
- Make sure to speak loudly and clearly so everyone can hear you
- Be sure to thank everyone who was involved in making the program a success!

EVALUATING A PROGRAM

Why evaluate a program?

- Evaluating how a program helps you figure out what you like and what you'd like to change about your programming style and leadership
- Reflecting on how a program went might help you plan your future programs, as you build in the same or different directions than this one
- It will also help future interns who may want to do a similar program

Program Evaluation Packet:

- **REQUIRED:** Turn in a program evaluation packet to your supervisor within 3 days of every program. See example program evaluation packet on page 109.
 - **Program Evaluation Form**
 - All receipts. Each receipt should be taped to a blank sheet of white paper and include: (see example in BUDGET)
 - Your name
 - Today's date
 - The name of your program
 - Sign-in sheet with number of attendants (found at K:\EVENTS\Events Forms)
 - Program flyer
- **OPTIONAL:** You can solicit formal (written) or informal (verbal) feedback you're your program's attendees. This is a great way to see what they got out of the event.
- **OPTIONAL:** Evaluate yourself. What did you like about what you did? Where could you improve your skills? This is often done in the supervision meeting after your program is finished.

Program Evaluation Form

can be found at: K:\STUDENT STAFF\Forms



Program Evaluation Form

Form Instructions - Evaluations are due seven (7) days after the program date.

1. Fill out this form using Adobe Acrobat Reader.
2. Click "Print Form" and save a copy for yourself. You can only save an electronic copy of the data you entered, see below.
3. Click "Submit by E-mail" and choose "Desktop Email Application" or "Internet Email." Click "OK." If you clicked "Desktop Email Application": Click on "Send Data File" and it will prompt you to send the .xml data file. If you clicked "Internet Email": Click "Save Data File" and follow the instructions.

Name _____	Today's Date _____
Program Title _____	Program Location _____
Program Date _____	Program Start Time _____
Total Attendance _____	Program End Time _____

Your overall impression of the event (200 words or less):

Please re-state your goals of this event and describe if you met them. Why or why not?

Describe how this event encompassed the mission and/or values of the LGBT Resource Center.

What specific things would you change if you were to do this event again?

Actual Expenses (i.e. Supplies, Food, Transportation, Publicity)

Item Description _____	Cost: _____
Item Description _____	Cost: _____
Item Description _____	Cost: _____
	TOTAL: _____

BUDGET

Each intern has a total budget of \$600.00 for the year for programs and events and is responsible for implementing at least 2 programs per quarter, or about \$100 per program.

Interns must track and be responsible for their own spending. Please see the suggested form at the end of this section for reference.

How to budget for each program:

- Brainstorm how much money you're willing to spend on this program:
 - What are the essential elements that you need to be successful for this program?
 - Are there other resources you can use that do not require spending money?
 - What are the logistical needs of your program?
- On your program planning form, list out what you plan to spend for your program
- Go through your budget with your supervisor, as they will have suggestions

Spending money at UCSD:

UCSD prefers that you use UCSD departments for your events, including:

- UCSD Bookstore (<http://bookstore.ucsd.edu>)
- Imprints (copies and printing) (<http://imprints.ucsd.edu>)
- Media Services (<http://mediacenter.ucsd.edu/>)
- UCSD Catering (<http://catering.ucsd.edu>)
- the Sunshine Market (858-534-4248)

UCSD has its own internal financial system for spending money between departments, called a **recharge** system. Each department has its own account numbers (“**index numbers**”) that staff members can charge to. Each time you spend money at UCSD with an index number it is called a **recharge**.

Interns who spend money at departments only use **CHN6007** to recharge for their events. Supervisor approval is always required prior to spending any money for programs.

Keep in mind:

- Plan far enough in advance for your order to be processed. Catering needs at least 3 business days, and sometimes sells out. Imprints needs at least a few days to finish and deliver your printing job.
- Always double-check your order before submitting. This is especially true with Catering, as once you sign and fax back the Catering contract, you are responsible for the order, even if there are mistakes on it.
- Be sure to bring your UCSD ID with you whenever you recharge.

Spending money outside of UCSD:

- It is less preferable, but interns may spend money outside of UCSD
- This requires prior approval from your supervisor and **more time** for planning.
- Your supervisor will communicate if and how the money will be spent

Receipts:

- Interns turn in **every receipt** to their supervisor with their program evaluation form.
- Use scotch tape to attach each receipt to a blank, white piece of paper
- Write your name, today's and the name of your program on each page; see example.

Sample Bookstore receipt



UC San Diego

UCSD Bookstore
University of California, San Diego
9500 Gilman Drive
La Jolla, CA 92093-0008
(858)534-7323 (800)520-7323
bookstore.ucsd.edu

8176	1	104	104	6093	
66167007066		4118			
24X36 BUY1 GET1		STRETCH		28.99	
66167007066		4118			
24X36 BUY1 GET1		STRETCH		28.99	
		Sub Total		57.98	
		A - 8.75% Tax Total		2.54	
		TOTAL		60.52**	

Recharge # CHN6007 60.52

```

*****
*                               *
* Invoice #: 1008645             *
*                               *
* Name: MAUREEN ALEZANDRA GARCIA *
* Dept: LGBT - STUDENT STAFF PROGRAMMIN*
* Mail Code: 0073              *
* Phone: 23493                 *
* Comments: STUDENT           *
*****

```

15:16 05/26/09 Sale



Thank You!

Receipt required for all Returns.
Refer to our Refund Policy
for return guidelines.

It'll only take you a few seconds to
subscribe to the UCSD Bookstore
eNewsletter, then you'll receive a
special message once a month about all
of our sales and events:
bookstore.ucsd.edu/friends/news

Bookstore:
Monday-Friday 8am-6pm
Saturday and Sunday Noon-5pm

Perks:
Monday-Thursday 7am-7pm
Friday 7am-6pm
Saturday and Sunday Noon-5pm

5/27/09
Maureen's Program

Total
\$60.52

This should be the name of your program.

Shaun signs all receipts; you do not need to get his signature before you turn it in.

X Shaun [Signature]

Sample Catering receipt



Confirm that the index number is correct.

9500 Gilman Drive, 0028
 La Jolla, CA 92093-0028
 (858) 534-3688 Fax: (858) 534-2851
Coming Out Stories (CHN6007)

Confirm that the contact phone is correct so Catering can call you the day of the program, if necessary.

CONTACT INFORMATION
 Mrs. Brianna Marquez
 LGBT Resource Center
 Phone: 619-944-2919
 Email: bmmarque@ucsd.edu

Confirm day, date, and time is correct.

EVENT INFORMATION
 Event Date: Tuesday, November 13, 2007
 Guest Count: 20
 Guarantee Count: 0
 Event Type: Recharge On Prem
 Contact Person: Brianna Marquez
 Contact Phone: 619-944-2919
 Contact Fax: 23494
 Sales Person: Kathy Park

LOCATION AND TIMES			
Location	Setup Style	Start Time	End Time
LGBT Resource Center	PM BREAK	5:00 pm	6:30 pm
<i>Directions:</i>			

EVENT TIMES			
SERVICE LEAVES KITCHEN::	4:00 pm	FOOD LEAVES KITCHEN::	4:00 pm
Catering Set Completed By:	4:45 pm	Event Start Time::	5:00 pm
Event End Time::	6:30 pm		

MENU SELECTIONS			
Name	Quantity	Price	Total
BUILD-YOUR-OWN ICE CREAM SUNDAE BAR	1		
Assorted Scooped Ice Cream	20	\$4.95	\$99.00
Oreo Cookies	20		
Topping Sliced Strawberries	20		
Topping Whip Cream	20		
Topping Maraschino Cherries	20		
Topping Chopped Nuts	20		
Topping Hot Fudge	20		
Topping Sliced Banana	20		
Topping Butterscotch	20		
DRY ICE	20		
Paper Bowls	20		
Paper and Plastic okay	20		

OTHER CHARGES	
STAFFING	PURCHASE MATERIALS
OUTSIDE SERVICES	ROOM CHARGES -

Sample Catering receipt, continued

Catering is to provide paper, plastic, and linen.
Client is to provide 1 table.
**SERVICE- LGBTRESOURCE CENTER IS
LOCATED IN STUDENT CENTER.
\$99.00
-

Confirm that the total is correct BEFORE you return the contract. Catering will not change this one the program has taken place.

Contract Total: \$99.00

Subtotal:

SPECIAL INSTRUCTIONS BILLING

Thank you for selecting UCSD CATERING. Review this contract, make any changes as needed and return by email or FAX (858) 534-2851. Unless we receive a change or cancellation, we will prepare this event as stated in this contract.

CHANGES and ADDITIONS made within (48) hours cannot be guaranteed and may incur a charge.

PLEASE NOTE MINIMUMS: All events outside the Price Center under \$100 will be charged a \$10 Minimum Order Fee. (Fee waived within the Price Center or if ALL disposable, not requiring pick up.)

AFTER HOURS: After Hours Fee of \$20 will be charged for events scheduled before 7am or after 6pm. LATE

FEE: A fee of \$10 will be charged for orders placed within (3) working days.

CANCELLATIONS: Cancellations in less than (48) hours will incur a fee. Cancellations made same day will be fully charged.

EXTRA TRIPS: Unscheduled trips will incur a \$10.00 fee.

ALCOHOL arrangements require (14) days notice. Alcohol form required & can be found at www.blink.ucsd.edu.

DECOR: Decorative florals/decor are property of UCSD Catering and will be collected after each event. Missing decor will incur additional charges.

SUSTAINABILITY: We will deliver 5% over final guarantee & we expect to collect unused paper and plastics after each event.

TRASH AND RECYCLING responsibility rests with the client. Please contact Facilities Management for services at (534-2930) or email your request to wsc@ucsd.edu.

UCSD CATERING IS NOT RESPONSIBLE FOR PERSONAL ITEMS LEFT BEHIND.

PAYMENT DUE: (14) days from receipt of Final Invoice. Final Invoices are mailed each Tuesday, following event

QUESTIONS: Please call our sales staff at (858) 534-3688.

*****PLEASE SIGN AND RETURN ALL PAGES OF THE CONTRACT*****

Client Signature Date

(Signature indicates knowledge and compliance with UC entertainment policy. Details may be found on <http://blink.ucsd.edu>

Save time and place your orders online at <http://www.catering.ucsd.edu>.

Best Regards,

Kathy Park

Marquez/Tuesday, November 13, 2007/ 5:00 pm 12/14/2007 - 2:16:57PM Page 2 of 2

Make sure you sign and date the contract before faxing it back.

