RESOLUTION

Date: February 6, 2007
Committee: Legislators ASUSU
Action: Second Reading Item

ECR 07-01 GLBTQA Center Director

1 WHEREAS: The Vice President for Student Services has initiated a Student Advisory Council to
2 identify and address improvements that might be made to enhance student life at Utah State University.

3 WHEREAS: The Student Advisory Council identified an unsafe campus environment for GLBTQA
4 students as an issue and a challenge that faces USU students.

5 WHEREAS: A national survey of college students indicates that 36% of GLBT undergraduate students
6 reported being harassed within the past year. The same study found that 20% of all respondents feared
7 for their physical safety because of their sexual orientation or gender identity.

8 WHEREAS: A study done by the Gay, Lesbian and Straight Education Network, reports that GLBT
9 students who can identify supportive teachers in high school have a greater chance of going to college.
10 The same study also noted that once in college, GLBT students who can identify supportive faculty or
11 staff have a higher GPA than those that can not identify such support.

12 WHEREAS: The role of ASUSU is to enhance the quality of student life by addressing student concerns,
13 and ASUSU along with the Vice President for Student Services and the President of Utah State
14 University have publicly declared their desire for an inclusive and diverse campus.

15 WHEREAS: Utah State University’s non-discrimination policy includes sexual orientation as a protected
16 category “for employees in all aspects of employment and for students in academic programs and
17 activities.”

18 BE IT THEREFORE RESOLVED: That ASUSU fully supports the initiative to hire a full time director
19 of the Gay and Lesbian Student Resource Center (GLSRC) to address the concerns of GLBTQA students,
20 and to raise awareness that will promote a more inclusive and safer campus.

21 BE IT FURTHER RESOLVED: That the Vice-President for Student Services and Central
22 Administration work together to find a way to make the proposed initiative a reality, so that a GLSRC
23 Director can begin immediately: to staff the GLSRC so that it can be open for regular hours, to recruit and
24 train volunteers, to create/maintain a web page, to procure and manage resources, to continue and further
25 the highly successful Allies Program, to seek out grants and donors, to develop advertisements and
26 programs that help educate all students about GLBTQ issues, to be an advocate for affiliated campus-
27 groups, to assess services, and to be accountable for the GLSRC and its assets.

28 Sponsor:
29 Maure Smith, Graduate Student Senate President

30 Co-Sponsors:
31 Shaun Kjar, Campus Diversity and Organizations Vice-President
32 L.I.F.E.
33 PRIDE! Alliance
34 Allies on Campus
Policy Paper GLBTQA Center Director Initiative

**History:** Pride Alliance, L.I.F.E., Allies on Campus, and the Gay and Lesbian Student Resource Center are among the only resources currently available to GLBTQA students. The GLSRC opened its doors around 2002 as a result of intense student lobbying and thanks to a very cooperative VP of Student Services, Pat Terrell. Shortly after the GLSRC opened, The Utah State Allies on Campus program started (April 2004). It was developed from the example of allies (also known as “safe zone” or “safe space”) programs at other colleges and universities across the nation (90% of USU peer institutions have Allies or Safe Zone programs). These programs provide resources to a minority group often ignored by traditional university support systems (McRec & Cooper, 1998). Harassment and discrimination faced by GLBT college students has been well documented (D’Augelli, 1992; Herek, 1993; Malaney & Geller, 1997).

The Allies on Campus program, L.I.F.E., Pride Alliance, and the GLSRC are all comprised of, coordinated, and financially supported by volunteers who are committed to making the USU campus environment one where all students feel safe and supported.

Since at least 1998, GLBTQA students have needed and requested a full-time, paid, faculty administrator.

*Please see attached documents for further information and history.*

**Strengths:** Supporting this initiative will send a clear message to GLBTQA students that ASUSU is committed to enhancing all students’ quality of life. This resolution will encourage administration to be responsive to student concerns in an area that faculty and staff have already identified and attempted to address.

If a center director is hired, GLBTQA students will have a responsible and reliable ally who will continue to coordinate Allies seminars; raise awareness; coordinate panels for classes in Sociology, Psychology, Family and Human Development, English, Business, and Education; staff the GLSRC; and maintain the websites that can be a GLBTQA student’s first and—potentially—only resource. 70% of USU peer institutions have full-time paid directors for their GLBTA student services offices, and the other 30% are working to secure funding for a full-time Director/Coordinator. Funding this position will let GLBTQA students and faculty know that they are valued and respected. Knowing that the University values a specific group of people helps them to feel safe and helps them to succeed. One of our University’s core values is an “appreciation for diversity of thought and expression” because we feel this diversity is “the foundation of a vibrant intellectual environment.”

**Weaknesses:** President Albrecht, Provost Coward, and Vice-President Chambers will have to secure and provide funding for this position. A search committee will have to be formed and a fully developed job description will have to be written. A reporting line will have to be established, potentially within the Women’s and Re-entry Student Center, and some members of our university and local community may object to this initiative because it involves sexual orientation.
GLBTQA Students Services Coordinator

Required Qualifications
- Bachelor’s degree and experience working with GLBTQA (gay, lesbian, bisexual, transgender, questioning, and ally) populations
- Knowledge of topics related to GLBTQA communities and individuals
- Experience planning and implementing educational and training programs
- Strong written and verbal communication skills

Additional Desired Qualifications
- Master’s degree in relevant field of the social sciences or higher education and a minimum of two years experience working with GLBTQA populations in a professional capacity
- Strong interpersonal skills necessary to interact with the general public, tactful and diplomatic approach to problem solving, and a collaborative style of management
- Creativity in dealing with immediate problems and in designing programs to accomplish long-term goals, evidence of initiative
- Administrative experience, including experience supervising staff and managing volunteers
- Budgeting, fundraising, and grant writing experience
- Teaching and instruction experience in a post-secondary environment
- Strong computer skills in word processing, database management, spreadsheet, web design, and desktop publishing
- Ability to manage crisis situations
- Demonstrated success in working with faculty, staff, and students in a higher education setting.

Responsibilities
- Provide leadership to Student Services offices, academic units, other departments, student groups, and off-campus partners in creating a campus climate that is welcoming to people of all sexual orientations and gender identities.
- Oversee operational aspects of the office including:
  - hire, train, and supervise paid staff, volunteers, and graduate and undergraduate practicum students
  - maintain the currency of the resource library
  - strategic and financial planning, grant writing, and maintaining financial records
  - publicity and webpage development
  - provide a comfortable, safe, and professional office environment that welcomes not only GLBT students, but also all members of the campus community
- Provide support, consultation, and referrals to GLBTQA students and organizations
- Coordinate Allies on Campus seminars, GLBT student panels for class rooms, and other social, cultural and educational programs which support the GLBT students and educate the campus community
- Organize GLBTQA student advisory board meetings
- Participate in GLBT Diversity Scholarship committee and other relevant committees
- Review campus policies to ensure sensitivity to gay, lesbian, bisexual, and transgender (GLBT) individuals and causes